SPECIAL TOWN COUNCIL MEETING

DECEMBER 15. 1992

7:00 P.M.

AGENDA

1. Roll Call and Pledge of Allegiance

2. For Discussion only - Review of Options for Consideration with Regards to the Wallingford Public School Spacial Needs Issue. To include:

    a. New England School Development Council (NESDC) Field Services Report Commissioned by the Board of Education

    b. Wallingford Public Schools Spacial Needs An Alternative Report Produced by the Democratic Party Issues Committee

NOTE: This meeting is being held at the request of the Town Council Education Liaison Chairman Geno J. Zandri, Jr.

SPECIAL TOWN COUNCIL MEETING

DECEMBER 15, 1992

7:00 P.M.

A Special Meeting of the Wallingford Town Council was held on Tuesday, December 15, 1992 in the Robert Earley Auditorium of the Wallingford Town Hall and called to Order at 7:09 P.M. by Chairperson Iris F. Papale. All Councilors answered present to the Roll called by Town Clerk Kathryn J. Wall with the exception of Mr. McDermott who arrived at 7:30 P.M. due to preparation for an early morning flight out of the country. Mayor William W. Dickinson, Jr. was also present. Town Attorney Janis M. Small and Comptroller Thomas A. Myers were absent.

The Pledge of Allegiance was given to the Flag.

ITEM #2 For Discussion Only - Review of Options for Consideration with Regards to the Wallingford Public School Spacial Needs Issue. To includ

a. New England School Development Council (NESDEC) Field Services Report Commissioned by the Board of Education

b. Wallingford Public Schools Spacial Needs an Alternatives Report Produced by the Democratic Party Issues Committee

This meeting is being held at the request of the Town Council Education Liaison Chairman Geno J. Zandri, Jr.

Motion was made by Mr. Doherty, seconded by Mr. Parisi.

Ms. Papale thanked the Democratic Issues Committee and the Board of Educatior as well for their reports and concerns on this matter. She reminded every-one that the Council is present for discussion only. There will be no votes this evening. She then turned the meeting over the the Council/Board of Education Liaison Chairman, Geno J. Zandri, Jr.

Mr. Zandri stated that school overcrowding is a topic that will effect all of us in this community. If you are a resident with school age children, obviously it effects you. If you are a resident without school age children it is going to effect you because basically, taxes are going to have to be raised in order to implement a building program. This is why the topic is of major interest to all of us. There are some key points that should be focused on tonight because they are the parts of the puzz that will comprise the entire picture. The topics are:

- what are the projected enrollments over the next five to ten years?
- what is the average class size that we can agree on as a community to live with, whether it be twenty, twenty-three or twenty-five children to a class?
- what are the number of classrooms that are available to us today that exist in our school system today?
- what special classrooms do we need, i.e., art, music, computer-type classrooms?

If we can focus on these four items and come to an agreement on them the amount of classroom space that will be needed will fall right into place.

The first presentation was given by members of the Democratic Issues Committee, Edward Bradley, Mark Moynihan and Dom Doolittle.

A slide presentation was given to all on hand by the Democratic Party Issues Committee.

Mr. Bradley thanked the Council for providing them with the forum to present their study and thanked the audience as well for being concerned enough to be present for this issue.

acknowledged that the Board of Education is aware of the overcrowding issue and has been working on it since the later part of 1990. The NESDEC Study, commissioned by the Board of Education produced the school facilities master plan in February 1992. That looked at the enrollment projections and future school facilities needs. The Town Council at its last meeting did appoint a building committee. Mr. Bradley focused on what the committee has done. The committee became involved in the study, the same as the Council has, because of overcrowding conditions and also by listening to the presentation make by NESDEC. It raised some questions and a group of individuals, which has grown substantially in number, got together to look at many different facets of alternatives. A balance has to be achieved based on the educational needs of the children, what is considered to be a good environment, costs involved, and just as important, those residents who are retired and people who don't have children in the school system. Building expansion will cost dollars. It will come in the form of tax dollars. The one good thing that is being witnessed by the Town of Wallingford, and it has occurred in the past, is its residents coming together to solve a problem. We have to strive to come up with what is best for the Town of Wallingford and the children of the Town of Wallingford.

Mr. Bradley acknowledged Bill Fritz, Mike Cassello, Joseph Denino, Mike Denino, Donald Doolittle, Al Gasser, Dennis Lewis, Howard Marshall, Mark Moynihan, Ronald Passander, Ronald Piazza and Louis Rubenstein, members of the Democratic Party Issues Committee.

The Wallingford Public Schools Spacial Needs report was presented at this time (appendix I).

The committee made the following statements after extensive study of spacial needs and considering financial restraints.

History shows that the two middle schools housed the following enrollment:

79-80	1,641 students
80-81	1,591
81-82	1,599
82-83	1,592
83-84	1,545
84-85	1,409

The NESDEC Projections are as follows:

93-94	1,322
94-95	1,343
95-96	1,400
96-97	1,471
97-98	1,531

These figures do not show a population explosion that would require 28 new middle school classrooms as requested by the Board of Education from the NESDEC study. The cafeterias handled these students in the past.

Projections beyond five years are not valid. They are based on children that are not even born. Building projects can be done in three years which leaves you with no reason to project past five years, updated each year.

If Yalesville school is reopened there will be a minimum of 23 new elementary classrooms without combining any special programs. Combining special programs will add even more new classrooms.

Class size is really not inflated into the future. Tables have shown that class size remains stable even with current staffing. There is an assumption that 11 classrooms for ART and MUSIC may not be available and those teachers would continue to float. Then again, there may be space if you redistrict or make Yalesville a Kindergarten Center.

Construction would occur at only one site and not disturb every school community.

Portables could probably be phased out at some elementary schools and used as needed.

Redistricting of middle schools may have to be doe or you may have to move special programs from Dag to Moran.

All this is assuming that the community would rather keep the current grade setup in the Wallingford schools. Otherwise, there are other plans of reorganization that would solve the problem.

The issues committee feels that by reopening Yalesville School it would result in a cost savings of $7.5 million to the town which could be used to make town improvements such as Simpson School and Community Pool that would benefit the entire community. By saving Yalesville School it could

be used by the town in the future if enrollment declines. This would allow more time to study enrollment and make changes, if necessary by examining a constant five-year projection based on actual births.

Upon conclusion of the report Ms. Papale thanked the Issues Committee and invited Dr. Cirasuolo to the floor for his presentation of the New England School Development Council (NESDEC) Field Services report (appendix II). At this time Ms. Papale extended congratulations to Dr. Cirasuolo for recently being honored as the Superintendent of the Year by the State Connecticut.

Dr. Cirasuolo stated that he welcomed the Issues Committee report at this meeting because it gives the Board a chance to further clarify some of the issues that we face as a community.

Sally Von Benken, NESDEC Field Services Coordinator was present to address the issues of enrollment projections and student capacity of the school buildings. A supplemental report entitled, "Response to Capacity Determinations made by the Issues Committee of the Democratic Town Committee" prepared by Dr. Cirasuolo was distributed to the Council at this time (appendix III).

Ms. Von Benken made it very clear that NESDEC recommends nothing. The options in the NESDEC report are just that, options prepared to respond to a space needs shortage cost by program needs and enrollment growth. None of them are recommendations. The two reports, NESDEC and the Issues Committee Report agree on many things. One of which are the enrollment projections. The birth figures are the key to enrollments. There are two major categories of births which are not reported to Town Clerks but are reported to the State. Births are reported by hospitals. If the birth of a child takes place out of the State of Connecticut that birth is not necessarily reported to the town. If the mother is unmarried, for reasons of privacy to the mother, the hospital reports the birth to the State but not the town. All births that come out of the records of the Town Clerk's office will be lower than the numbers reported by the State. The elementary level has been on a steady rise since 1982-83. The amount of live births to residents has increased by 32-33% over the past fifteen years. It is this kind of growth that has fueled the enormous growth that has been experienced at the elementary level. The elementary level is up approximately 600 children over the past ten years. At the same time that those 600 are coming into the school system at the elementary level, the enrollment at the high school level was continuing to drop off. That is why the total enrollment has not gone up. If you look at it in its component parts you can see very clearly that the elementary level has been on a steady rise since 1982-83. This is one of the two largest reasons why, the other being the enormous building boom in the mid 1980's, but this one is the key contributing factor.

The two reports agree on the capacity findings. They are almost precisely the same. It is what you do with the capacity figures that make a difference in the findings. If enrollments are planned too close to the capacity of the school you will have to redistrict all the time. She reminded everyone that if an average class size of 23 students is the goal then it must be noted that to maintain that average there will be some classes with 28 or more students in them. An average of 30? Then there most assuredly be classes

with 35 students in them. She applauded the work done by the Issues Committee on their report.

Dr. Cirasuolo took the floor to elaborate on some of the capacity issues. One thing that was not mentioned in the explication of the master plan is that the Board does have an intention to add a foreign language program to the middle school level which will require additional classroom space. It is the Board's contention that if they implement the suggestions of the Issues Committee there will be a reduction in learning at the middle school level. Basically, the middle school structure is a way of scheduling students so that they spend most of their school day in a small area of the building with a team of teachers. That is important to student learning at the middle school level because studies show that young people between the ages of ten and fourteen have to be taught in an area that is limited and the number of teachers with whom they interact have to be limited as well. If you take the rooms that are left vacant when the students on the teacher teams go to the other subject areas, unified art, art, physical education, etc., and you use them for teams of teachers, those teams will not have their own space in the building.

On the elementary level, if we had a Kindergarten Center where all the children of that age group were there it would impact one of the items in the Board's master plan. It is the item that asks the Board to take a look at the structure we have for the students who enter the school system. What may very well come out of that structure is that we need to have a variety of placement for those students. It must be noted that the Issues Committee report is based on five year projections when it comes to elementary capacities whereas the NESDEC Study and the Board look at ten year projections. The major reason that is done is so that the Board can put into place something that removes the space issue from the front burner for at least five or six years. We do not want to deal with space every year. We need to put in place a solution for the long term otherwise we will always be in the middle of a building project of an enrollment projection study, a building needs study and a possible building project. It is not a trouble-free project. To have to go through this every two or three years becomes a self-defeating prospect. He invited anyone who has questions about the importance of having adequate space for student capacity and the impact it has on learning, visit the schools, talk to the teachers who work there.

Mr. Zandri took the opportunity to thank both groups for their presentations this evening. At this point in time he turned the meeting back over to Ms. Papale.

John Wooding, 43 Academy Street, Board of Education Members stated that in 1982-83 the enrollment in grades K-5 was 2,578 students. In 1991-92 it is 3,138 students. That is an increase of 560 students with two less schools in operation now that were operating then.

David Routhier, 34 Nod Brook Road thanked both the Democratic Issues Committee and the Year Round School Committee for the exhaustive efforts on behalf of the overcrowding situation. In the same breath he urged the Council to not consider at least one component of the report presented by the Issues Committee this evening. That is the reopening of Yalesville School as a Kindergarten Center. He has two children who were born in

Massachusetts who are currently attending Cook Hill School. His children are an example of the point made earlier by Ms. Von Benken that not all births are recorded with the town and therefore not in the report compiled by the Democratic Issues Committee. He asked how much money could be saved by having two transportation runs to a kindergarten center for both sessions? If it was deemed an unsuitable situation to be busing high schools students clear across town to a separate high school then how can it be suggested that it be done with five and six year olds? These young students will grow attached to their classmates in that first ır of school and then transferred to their elementary school without ɔse peers? Adjustment to school is a large portion of kindergarten to those young individuals? Is it psychologically healthy to have to make them adjust again one year later in first grade. What about sibling support for those kindergarten students? It would be totally lacking with a kindergarten center. The projected enrollment for Cook Hill School next year is 600 students. That is almost as many children as are in Sheehan High School. He supported the building plan put forth by the Board of Education. This is not a new topic for the town. It is time to go forward and get settled with it before it is too late. Cook Hill School is desperate for portable classrooms for academic year 1993-94. Cook Hill School programs have been the first to go. They are afraid that the rule of "first in, last out" will apply. They do not want, nor will they (parents of Cook Hill students) allow this to happen to them, enough is enough (applause).

Cheryl DeMott, 184 Mansion Road asked, wasn't there a sewer moratorium imposed in town because there were not enough sewer lines to handle all the new construction of homes? Did anyone bother to investigate if there would be enough school space to service the needs of school children moving into these new homes?

Mr. McDermott explained that there was a temporary sewer moratorium in a certain area of town until the Water and Sewer Department had alleviated the problems in that area. There was no ban on building of ıes because of it.

Mayor Dickinson responded that eleven portable classrooms were recently brought into use in 1990. There was a significant effort on the part of the town to address school projections. Those figures presented to the Council were not correct. That is one of the problems you will find with discussions about projections. They change fairly rapidly and cause great dislocation as a result. The approval of condominiums was based on the projection that children would not be a significant portion of the population in condominiums. Due to the economy that has changed. Condominiums are the affordable housing and are being used for families.

Susan O'Hara, 15 Cassella Drive was amazed to read in the paper that forty-nine houses have been approved for building in the town. Children will come with those new homes. Property that was originally zoned for one house in her neighborhood is now zoned for two. Within the next six months there will most likely be more children on her street. She urged the Council to be more responsible and take into consideration all the children. The building project must go forward and redistricting should be considered.

Ms. Stancil, 64 Colonial Hill Drive supported the building project and applauds the alternate studies that have come forth. She was opposed to closing the computer room. Computers are here to stay. We are hiring professionals to teach and then tying their hands so that they cannot.

Mr. Zandri explained the steps that have to be taken to get something accomplished. The way the process will have to work is that it is up to the principal of Cook Hill School to make a presentation to Dr. Cirasuolo on the needs to operate that school the way the parents feel that is should operate. Whether that presentation shows that portables or whatever to accommodate the number of students, it must be sold to the Board of Education so that it may appear in the upcoming budget and presented to the Mayor. The Mayor will then make his recommendation before it gets to the Council. The Council will be the last ones on the list to make a decision on that school. He, personally, supports whatever is needed to take care of the children. The parents must focus their attention on the process so that it can be followed through.

Ms. Andre Whittaker, (address unknown) is in favor of solving the problem with the least amount of money as possible. She did not want her taxes raised but does want her children educated in the best manner possible. If the Cook Hill students do not have a computer room, five years later when they enter Moran Junior High they will not only have the computer literacy but they will not have the five years where the computer could have enriched and enhanced their academics. They will be competing with other students in other schools within Wallingford with that disadvantage. Moving further into high school and college they will be competing with children from towns like Hamden and other schools who have many more programs offered to them then Wallingford offers their students. These children will be the adults making decisions when we are senior citizens. We need to take care of them now and give them the education they rightfully deserve. With all the influx of taxes from the boom in building in this town over the past several years we should not have a problem funding this. Where has that money gone?

Mayor Dickinson explained that the cost per pupil is approximately $6,600. Most residential property owners don't pay close to that in taxes yearly. The industrial base of the town carries the balance of that bill. Not only is the child's (children's) education not covered in the taxes but there is no money being paid towards police, fire, public works, etc., all the other services. That is the reason for industrial parks and the encouragement for industry to move into the town.

Edward Musso, 56 Dibble Edge Road was upset that all the parents come up and demand these improvements to the school system and forget that half of the residents in town are living on fixed incomes. His comment to the woman who feared her children will be competing with children in other towns with better programs was, the roads are not closed, she is free to move to that town. Cheshire built a kindergarten center without a problem. If they think they have it bad now, wait until segregation is incorporated into the schools. They will be riding a bus longer than the amount of time they spend in the schools. If they want, they must be willing to pay for it. There should be a computer room in Cook Hill School.

Donna Lang, 88 Seiter Hill Road, Board of Education Member, asked if the computer classes are going to be included in the unified art sections?

Dr. Cirasuolo responded that a decision has not been made yet. The judgements made were that, for the most part, if you are running a computer program of any worth in the middle school level, you are going to need that kind of space. No specifications have been decided upon yet.

Ms. Lang suggested that if you are going to be rotating children through unified program, you then would not need as much space in home economics other areas. They are all double classrooms. Perhaps you can glean me space in those areas to set up a computer lab.

Dr. Cirasuolo disagreed. No matter how you rotate through those full rooms will still be needed.

Ms. Lang asked about the two classrooms that have been set aside for storage. The floor plans in Dag and Moran each show storage space on each floor, why was more designated?

Ms. Von Benken recalled that it was a result of the interviews with the principals and department heads involved. It can be taken out.

Ms. Lang referred to page #45 of the NESDEC study and asked, when indicating the dollar amounts for the project, it read, "cost per site acquisition and/or extraordinary site development was not included". She asked what "extraordinary site development" meant.

Ms. Von Benken responded, if you had to blast out ledge, for instance. Normal foundations and digging were included.

Karen Blake, 9 Clearview Drive supported the idea of not moving IEP children and combining classrooms. That is an easy fix, but not necessarily the best one. There are different degrees of IEP classes with different diagnosis.

n Walworth, 20 Laurelwood Drive asked if it was fair to say that since there was such a small difference between the population projections, the difference is in the programs and also the flexibility? Is it true to say that the Democratic Issues Committee report had a very small margin in safety factor in developing the size of the extra classrooms?

Edward Bradley responded that there was no guideline per se looked at, a threshold of 23 or 25, those are just how the numbers came out based on the ratios used.

Mr. Walworth spoke on behalf of keeping the in-school suspension option, one which the Issues Committee suggested is not necessary and should not be the responsibility of the school. It is a treat for the students to be sent away from school for the day. The needs assessment committee has supported the issue of in-school suspension for that reason among others. He felt that this was a great forum for exploring all options.

Valerie Nolan, 7 Templeton Road, Board of Education Member feels that the building project is needed as well as a permanent solution to our overcrowding issue. We have not stayed on top of the projections before and

once we do follow them, need to continue to do so (applause).

Mr. David Routhier, 34 Nod Brook Road asked the Mayor, of the $6,600 per pupil cost for education, what percentage is paid by the State?

Mayor Dickinson responded, approximately 30-40%.

Mr. Routhier reminded everyone that we also pay the State taxes, income tax, gas tax, sales tax, etc. He wanted everyone to keep that in mind. He asked, wasn't the act of bringing portable classrooms to Cook Hill School a direct result of a substantial parental battle to bring that need to the attention of the town (applause)?

Mayor Dickinson was not aware of a substantial parental battle but was aware of the usual process of identification of a need being brought forward. The funding was provided quickly. He was not aware of any other project that moved ahead with such expediency.

Mr. McDermott thinks that computers should not be grouped with art and music, put set aside as a top priority along with reading, writing and arithmetic. It should no longer be considered a special program. Two studies were presented this evening, each with valid, valuable ideas of their own. We can take from both the studies. Neither group feels that their study should be accepted 100% or not at all. They were options offered, as was the Year Round Education issue.

Mr. Holmes stated that the Town Council does not have the jurisdiction to make a decision on whether or not to move an IEP class. They also don't decide to take computer classes out. Nor do they decide whether or not a kindergarten center will be created at Yalesville School. The funding for the Board of Education will effect some of those decisions. It is very difficult to project accurately the needs for the future. Before us is an option for a $13.5 million building project which does not include the cost of hiring teachers, benefits, furniture, insurance, utilities, etc. There has been no discussion on how we will be able to raise those funds. It will be a significant taxpayer expense in the future years. We could be looking at a $400-$500 tax increase. This is not to say that we are going in the wrong direction of spacial needs but there has to be an awareness of everyone concerned that this is going to be a very expensive project.

Mr. Killen agreed with Mr. Holmes regarding the danger of projections. He has seen results of projections cause problems. We have to move very slowly. This is not a process that takes place overnight. It is not just a one group process. As Mr. Zandri pointed out it starts with the Principal going forward to the Superintendent, Board of Education, Mayor, Council, etc. People coming forward with their concerns can do more than any superintendent and/or principal can. The people have to back them. You cannot pick and choose when you will be part of the process, you must be involved at all times. If we are to represent you we have to know what you, as our constituents, want. They only way we will know that is for you to come to the meetings and become involved. Everyone is allowed to speak. Our meetings are very open. Don't be so quick to fault the Mayor or Council on certain issues for if you don't come out to the meetings and let us know what you want, we can only

assume. We cannot guarantee that you will get everything but if you want anything at all we can give it to you, but you are going to pay for it. That is what slows a lot of the process down. He welcomed all to attend the meetings.

Dennie Lewis, 59 Constitution Street felt that if a parent has to miss work to stay home with their child when that child is suspended from school, that parent will make sure the child realizes the consequence to the parent so that he is not a repeat offender. In school suspension is not a necessity. The school system is not a baby-sitting service. The parents need to get involved in training and parenting their child to a greater degree. He felt that the Council is the last one to be blamed for this issue by the public for the Board of Education and Superintendent's Office has been aware of this problem of overcrowding, particularly at Cook Hill School, for quite some time. They are the ones who have sat on it.

Marge Burns, 7 Fawn Drive has been actively involved in bringing this issue to light. She has been attending all the Board of Education meetings to watch this issue carefully. She urged the Council to visit the schools prior to deciding on the funding. A band-aid approach was used last time when the portables were put in place and that is no longer a viable option.

Dr. Cirasuolo clarified the issue of the Superintendent failing to do anything on this issue. Two years ago when Dr. Cirasuolo was hired as the Superintendent of Schools within a month of his arrival he recommended to the Board of Ed that a population projection and building needs study be performed. Those recommendations were accepted, budgeted for and accomplished by 1991-92. In June of 1992 a recommendation was presented to the Council that was approved by the Council to go forward for State funding and put in place a building committee. For the past two years the administration and Board of Ed have been moving as quickly as they could move to provide a permanent solution to the space problems that we have.

Mary _____, 60 Nod Brook Road is frightened because she has a daughter starting school next year and feels that she will fall through the cracks in the system. She was opposed to the kindergarten center due to the double busing which negates the cost savings to the town. She urged that the computer room not be eliminated. She asked if any of the Councilors have visited Cook Hill School?

Ms. Papale responded that a committee has been formed for this building project and it will quite some time before they make final recommendations to the Council. She acknowledged the fact that the Council has heard loud and strong what the concerns are of the parents. Ms. Papale and Mr. Zandri have toured the school because they were part of the ad hoc committee for the modular classrooms. They did bring all the information back to the Council to make them aware of the situations. The committee has been charged with obtaining an architect and will report back to the Council within one month of their organizational meeting.

Mr. Zandri wanted to address the comment that the Council "holds the purse strings" in this matter. He stated that in looking at the past four or five budget sessions you will see that the Council has been very supportive of the town's school system. In fact this Council has attempted to put additional dollars into the school system's budget. There is support on

the Council side of the table, however, you have to garnish the support of all parties involved.

Ms. Andre Whittaker asked that when the Board of Education presents their budget to the Council with portables included, please support it.

David Heck, 19 Stella Drive reminded everyone that 45% of the $13 million will be reimbursed by the State so there should not be a significant tax increase to residents. He was pro in-school suspension.

Mayor Dickinson pointed out that a 5% increase on the budget may mean a 9% increase in taxes with current situations. There are no new revenues, the grand list is not increasing nor is there any new money from the State.

Mr. William Fritz, 43 Grove Street, Yalesville, Issues Committee Chairman, stated that it is very difficult to pass anything through an education referendum in many communities surrounding us, Cheshire being on of them. He was of the impression that it would be easier to pass a referendum with a $6 million price tag, even if that is possible today, than it is to pass one for $13.5 million. We have to take the best shot for what we can get.

Barbara Beecher, Chairperson, Board of Education responded that the Cook Hill parents, as well as other parents, have been attending the Board of Education meetings. They were encouraged to come this evening to let you know what they are up against, not to harass you. She stated that the Board has been working very hard over the past several years to get this project under way. They have appeared before the Council many times to keep them apprised of every step along the way. They have had to work along the framework of State and town government which is not always the easiest thing to do. She appreciated the time the Council has taken out to listen to what everyone has to say and again, to state that the Board works very hard and listens to the people in town and works closely with town government.

Mr. Killen stated that he wished those individuals who place so much emphasis on the computer and computer room also place as much importance on making sure the students receive a well-rounded education in all the other important subjects (applause).

There being no further questions from the Council Ms. Papale thanked Mr. Zandri for bringing this issue forward this evening. She wished everyone in Wallingford happy holidays since it is the last meeting of the year for the Council.

Motion was made by Mr. Doherty to Adjourn the Meeting, seconded by Mr. Parisi.

VOTE: All ayes; motion duly carried.

There being no further business, the meeting adjourned at 10:14 P.M.

Meeting recorded and transcribed by:

Kathryn F. Milano

Kathryn F. Milano, Town Council Secretary

Approved by: Iris F. Papale

Iris F. Papale, Chairperson

January 12, 1993

Date

Kathryn J. Wall

Kathryn J. Wall, Town Clerk

January 12, 1993

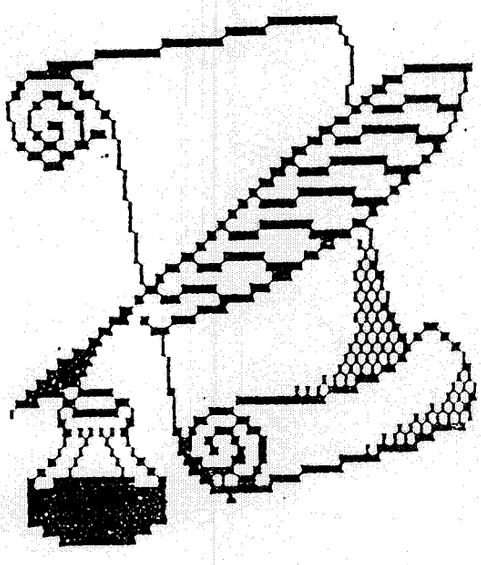
Date

Appendix I

Wallingford Public Schools Spacial Needs An Alternative Fall 1992

DEMOCRATIC PARTY

ISSUES COMMITTEE



DEMOCRATIC PARTY - Issues Committee - 1992

Bill Fritz - Chairman

Edward Bradley

Mike Cassello

Joseph Denino

Mike Denino

Donald Doolittle

Al Gasser

Dennis Lewis

Howard Marshall

Mark Moynihan

Ronald Passander

Ronald Piazza

Louis Rubenstein

Wallingford Public Schools
Spacial Needs Study
AN ALTERNATIVE

The following packet of information is another view of the spacial needs of the Wallingford Public Schools. It was compiled by the ISSUES COMMITTEE of the Democratic Party of Wallingford.

The purpose of the study is to consider educational setting and cost when looking at the best way to utilize our school buildings.

We all realize that there must be some compromise between the perfect educational setting and little to no cost. This study makes an attempt to find that middle ground which would be quite workable to students and educators and cost effective to Wallingford taxpayers.

Wallingford Public Schools
Spacial Needs Study
OVERVIEW OF THIS STUDY

This study began by carefully reading through the material provided the Board of Education by NESDEC. After attending several meetings where the NESDEC report was cited, this committee had several important questions.

The current economic times may not be conducive to the inclusion of any new programs in the Wallingford Public Schools. This committee was very concerned with a school overcrowding problem. Like NESDEC, this committee was concerned that our students had proper class size.

However, we had questions about some of the figures provided by NESDEC. Our study only includes five years into the future and not 10 years. The validity of any projections beyond five years are based on children that are not even born. We also had questions about how many additional spaces were really necessary. In doing this study, we found no large class size at the elementary level but there was a need for additional classrooms. We did not find a need for 28 new middle school classrooms or a need to build at several elementary schools. We also see the possibility of phasing out the portables at the elementary schools with a possible use at the middle school level. Building at several sites would cause much confusion, cost many dollars, and definitely play negative ly on our students during the construction periods.

We realize that NESDEC based much of its study on the requests provided by the Wallingford Board of Education. The following study suggests several compromises to those requests.

A Look At
CLASSROOM SPACE
Middle School

Dag Hammarskjold
Current use 92-93

Academic wing - 1st Floor

9 - Sixth grade classrooms
1 - IEP classroom (9 students)
1 - IEP classroom (6 students)
one-half class - Social Worker
one-half class - copy room/book room/special tutor

Academic wing - 2nd Floor

9 - Seventh grade classrooms
1 - Library
one-half class - Reading teacher
one-half class - AV/Book room/Health Teacher Office

Academic wing - 3rd Floor

10 - Eighth grade classrooms
1 - EMR classroom (5 students)
1 - Computer classroom
one-half class - LD Teacher
one-half class - Enrichment class/Book room

6 - Unified Arts classrooms
1 - Music room
1 - Auditorium side classroom with office used by tutors

The school also has a main office, teacher's room, nurse wing, gymnasium and cafeteria.

A Look At
CLASSROOM SPACE
Middle School

James Moran
Current use 92-93

Academic wing - 1st Floor

9 - Sixth grade classrooms
1 - IEP classroom (13 students)
1 - Health classroom
1 - Social Worker class
one-half class - Reading teacher

Academic wing - 2nd Floor

9 - Seventh grade classrooms
1 - Library
1 - Open classroom

Academic wing - 3rd Floor

9 - Eighth grade classrooms
1 - Computer room
1 - half LD/half Enrichment
1 - Large room shared by tutors and also workroom

6 - Unified Arts classrooms
1 - Music Room
1 - IEP classroom (12 students)
1 - IEP classroom (7 students)

The school also has a main office, teacher's room, nurse wing, gymnasium and cafeteria

Special Needs
OPTIONS
Middle School

Several changes could be made immediately as the middle schools to free up space. Here is a list of some of the possibilities.

1. In 92-93 there are two IEP classrooms at Dag, one with nine students and one with six. Moran has three IEP classes, one with 13 students, one with 12 and one with seven. You could move the Dag students to Moran and double up two teachers in the same full classroom. This year that would amount to five teachers for three classrooms with a total of 47 students or an average of 15.66 students per class.

   GAIN - TWO FULL CLASSROOMS AT DAG

2. The Dag health teacher floats to the teams for class. ... has his choice of two to three classrooms per period to hold his class. The Moran health teacher has his own classroom. If the need arises, he could float without a great deal of inconvenience.

   GAIN - ONE FULL CLASSROOM AT MORAN

3. Moran currently has three classrooms that could be used by the regular academic track. One is a two-room multi-purpose facility that could be sectioned off with a curta or temporary wall.

   GAIN - TWO FULL CLASSROOMS AT MORAN (3rd Floor) and
   ONE FULL CLASSROOM (2nd Floor)

4. The Dag EMR class (5 students) could be moved to one of the open rooms at Moran.

   GAIN - ONE FULL CLASSROOM AT DAG

5. The Dag Social worker could be moved to the Auditorium wing office and the half classroom could be used as a computer room.

   GAIN - ONE FULL CLASSROOM AT DAG

6. Use portables at the Middle Schools if necessary.

LATER IN THIS PACKET YOU WILL FIND THAT FOUR-TO-FIVE CLASSROOMS AT THE MIDDLE SCHOOLS WOULD BE SUFFICIENT

A Look At
IEP PROGRAMS
in Detail

SCHOOL	Students Served
Moses Y. Beach	10
Cook Hill	7
Highland	8
Highland	11
Pond Hill	6
Stevens	8
Stevens	12
7 CLASSROOMS	62 Students Served

The construction of the Yalesville project will allow the system to maintain these IEP classrooms. Until the building project is complete, you may need to divide classrooms by inserting a sliding partition placing a teacher and aide on each side with small classes above. Some of these students may also be mainstreamed.

SCHOOL	Students Served
Dag Hammarskjold	9
Dag Hammarskjold	6
Moran	13
Moran	12
Moran	7
5 CLASSROOMS	47 Students Served

You can always add portables quickly if it is necessary. Our committee feels that the following proposal is worth at least a trial run with the IEP programs.

1. Hire another IEP teacher and one aide. This gives you an average of 7.8 students per teacher and aide.

2. Elementary IEP numbers show that future projections will maintain no real classroom number growth.

3. Divide three classrooms with a temporary sliding sound wall that can be removed, if necessary at a later date. They used these in the middle schools for years.

4. A large percentage (from 25 to 50 %) in a given year are mainstreamed at least one or two periods per day.

5. Using half a room with these numbers is already being accomplished by L.D. teachers.

6. You can always change again to another idea.

A Look At
CLASSROOM SPACE
Elementary School

Moses Y. Beach
Current use 92-93

school has 21 regular classrooms plus two portables

23 classrooms
1 IEP (10 students)
1 Art room
1 Computer room (not full classroom)

Cook Hill

school has 21 regular classrooms plus four portables

23 classrooms
1 IEP (7 students)
1 Computer room

Highland

school has 21 regular classrooms plus six activity rooms

17 classrooms
1 Primary IEP (8 students)
1 Interm. IEP (11 students)
1 EMR (10 students)
1 Computer room (not full classroom)
1 Art Room

Pond Hill

school has 22 regular classrooms plus one portable

21 classrooms
1 IEP (6 students)
1 Computer room (old teacher's faculty room)

Rock Hill

school has 21 regular classrooms plus six activity rooms

18 classrooms
1 Early Childhood (15 students)
1 Preschool (13 students)
1 Computer Room (not full classroom)

Elementary school (continued)

Stevens

school has 24 classrooms plus two portables

22 classrooms
1 Kinder. IEP (8)
1 Primary IEP (12 students)
1 Pre-K (32 students)
1 Art Room
1 Computer room (in old BOE secretary room)

Parker Farms

school has 20 classrooms plus two portables

21 classrooms
1 Computer Room (in a portable)

Special Needs
OPTIONS
Elementary School

Here is a list of elementary school possibilities.

1. Reopen Yalesville school adding 10 classrooms for a total of 23 new classrooms for elementary

2. Redistrict the town and run eight elementary schools

3. Make Yalesville school a kindergarten center...Other schools make the following room gains

   BEACH - gains three classrooms
   HIGHLAND - gains two classrooms
   COOK HILL - gains three classrooms
   POND HILL - gains three classrooms
   ROCK HILL - gains three classrooms
   - if you move Early Childhood and Pre-Schoo
   programs you gain at least a fourth clas. m
   STEVENS - gains three classrooms
   move PRE-K and gain a fourth classroom
   PARKER FARMS - gains three classrooms

   YOU GAIN 22 CLASSROOMS AND STILL HAVE AN OPEN CLASSROOM AT YALESVILLE SCHOOL

4. Combine elementary IEP programs
   Combine BEACH (10 students) with STEVENS (12 students) putting 22 students and two teachers in one class.
   GAIN ONE CLASSROOM AT BEACH
   Move K-IEP (8 students) from Stevens to Yalesville

   Combine COOK HILL (7 students) with HIGHLAND (8 students primary and 11 students intermediate) Three teachers for two rooms at HIGHLAND
   GAIN ONE CLASSROOM AT COOK HILL

TABLE A

The following information is a table comparing the births reported in the NESDEC study and the findings of this committee based on Wallingford births from the office of the Town Clerk.

YEAR	NESDEC	TOWN CLERK	DIFFERENCE
1975	418	392	+26
1976	418	396	+22
1977	408	382	+26
1978	391	368	+23
1979	440	409	+31
1980	422	386	+36
1981	456	416	+40
1982	455	432	+23
1983	440	415	+25
1984	498	469	+29
1985	542	510	+32
1986	520	473	+47
1987	539	498	+41
1988	564	508	+56
1989	576	517	+59
1990	574	522	+52
1991	574	552	+22
TOTALS			+590

VE BIRTHS TO WALLINGFORD RESIDENT

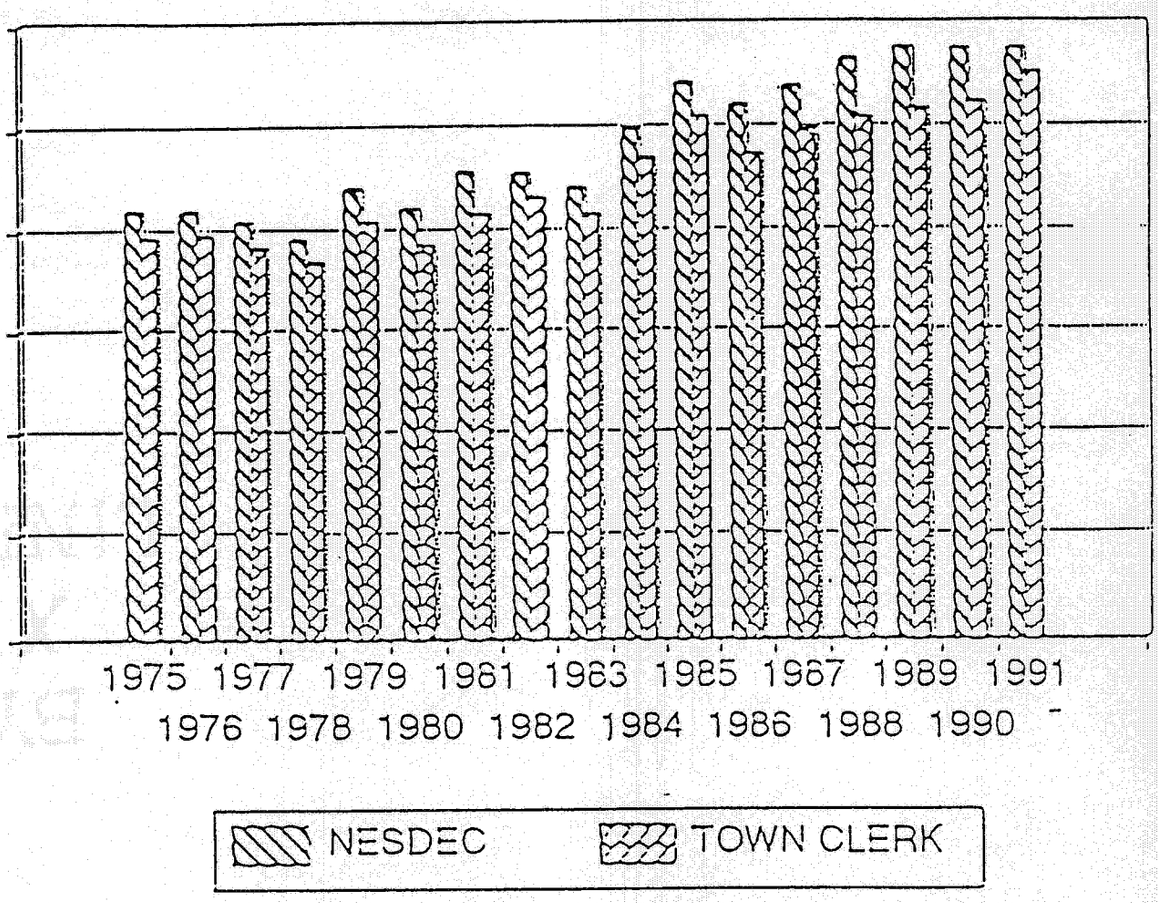


TABLE B

The following table is a list of ratios determined by dividing actual births into kindergarten enrollment five years later. This is based on the births listed in TABLE A and the validity of the historical data of the Wallingford Public Schools provided NESDEC by the Wallingford Board of Education.

The year listed on the left is the school year with the births coming from five years earlier. The most recent years were used to compute a trend for future projections.

YEAR	K-enroll.	NESDEC ratio	TOWN CLERK ratio
1985	409	.969	1.059
1986	467	1.024	1.122
1987	458	1.006	1.060
1988	525	1.193	1.265
1989	648	1.301	1.381
1990	674	1.243	1.321
1991	622	1.196	1.315

The TOWN CLERK ratio has been more consistent over the time frame. It is also obvious that the ratio varies and does not show a consistent rise.

Note that the Town Clerk ratio is more consistent in Table B by the amount of .322 to .332 for NESDEC. Also, enrollment ratios do not show a consistent rise. These ratios vary up and down.

TABLE C

The following is a table of future projections for kindergarten enrollments. Projections for NESDEC were taken from their report. Ratios were computed based on their reported births and their projections. Notice a steady decline in the NESDEC ratios.

Our projections use the high end ratio with no decline until 1996-97. Even without lowering the ratio as NESDEC did, our committee projections are less in four of the five years.

We found no need for projections beyond five years since it is not at all valid to predict births. Also, the study can be updated each year. Building projects can be completed within three years.

This table begins with 91-92 which is already a given.

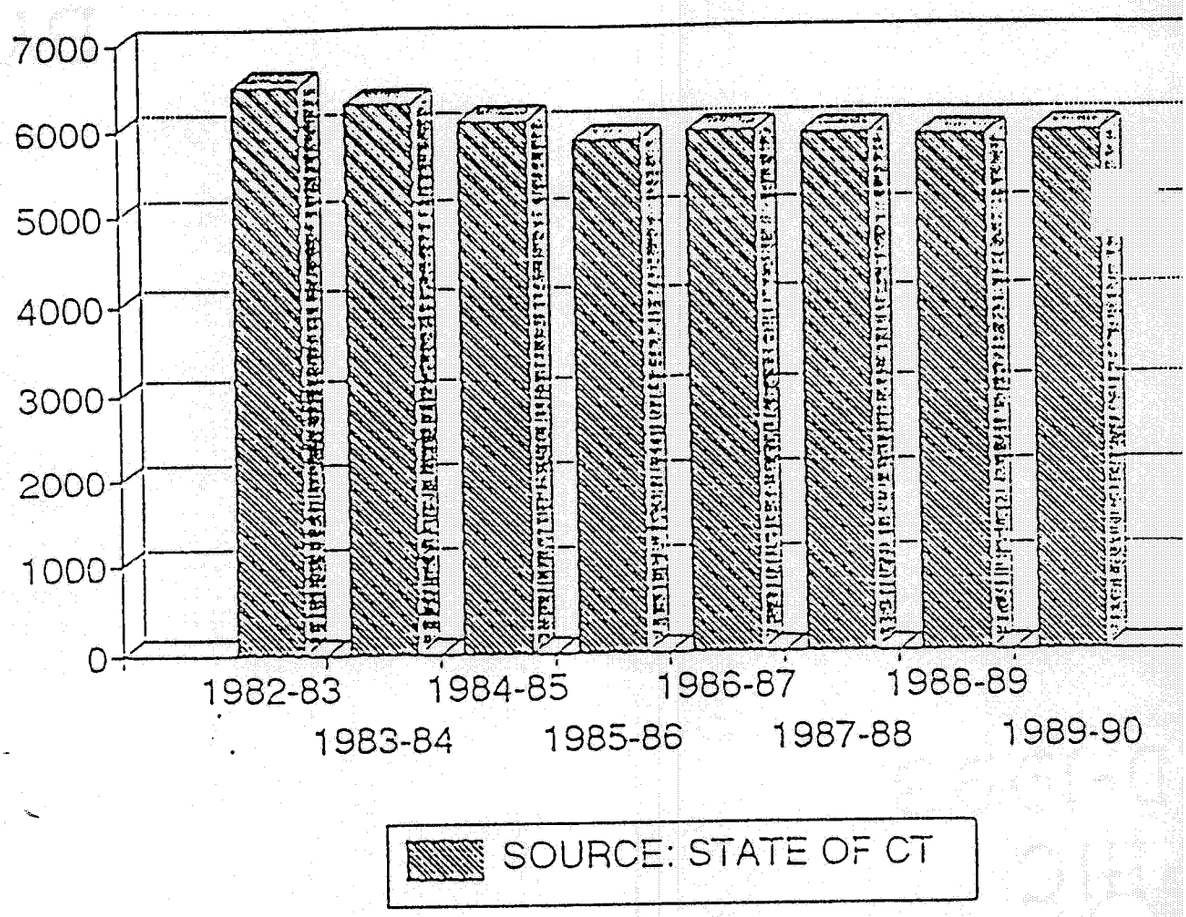
YEAR	K-NESDEC	NESDEC ratio	K-CLERK	CLERK r
91-92	622	--	622	--
92-93	668	1.24	657	1.32
93-94	693	1.23	671	1.32
94-95	704	1.223	682	1.32
95-96	704	1.223	689	1.32
96-97	700	1.22	718	1.30

K-12
Source: Fiscal Indicator - State of Connecticut

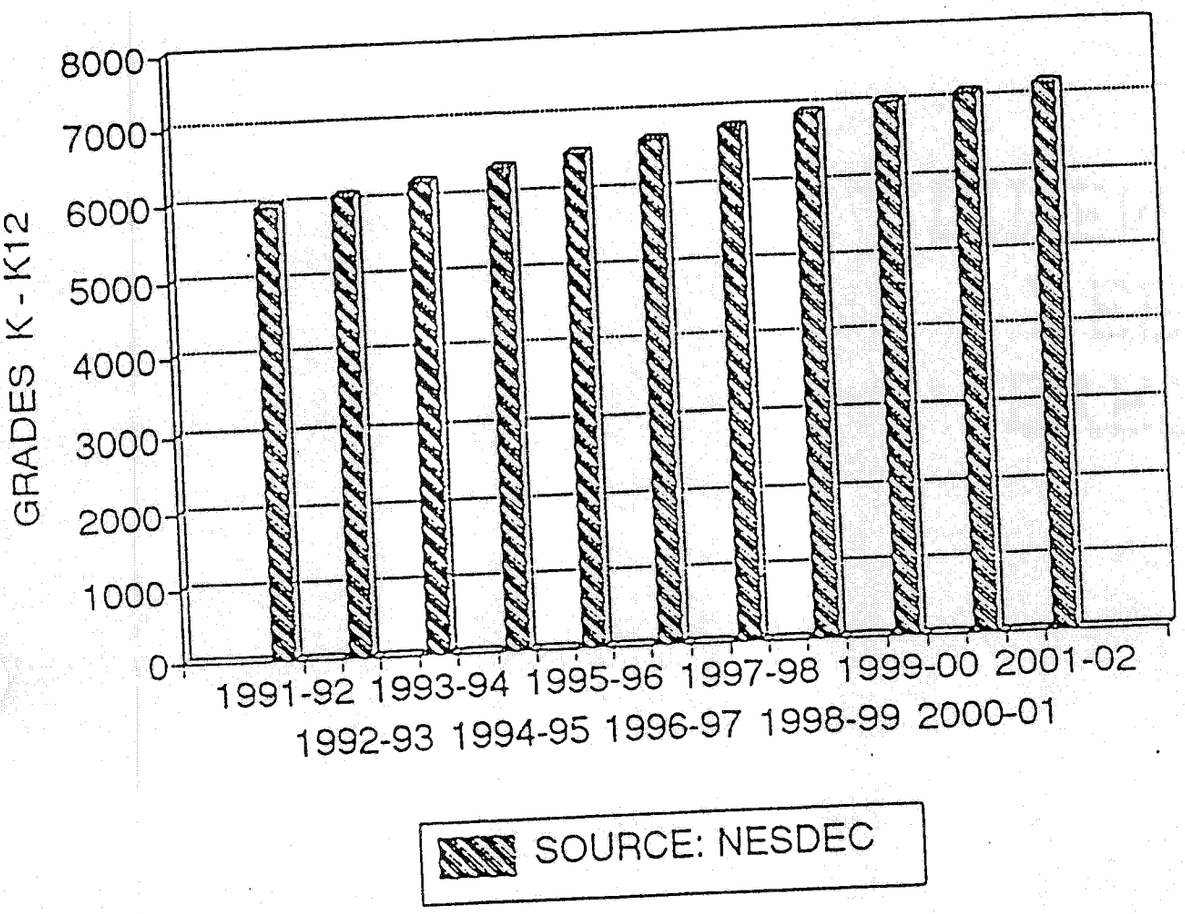
YEAR	ENROLLMENT	FIVE-YEAR GROWTH (in %)
1982-83	6507	
1983-84	6295	
1984-85	6078	
1985-86	5846	
1986-87	5954	decline by 8.5 %
1985-86	5846	
1986-87	5954	
1987-88	5907	
1988-89	5886	
1989-90	5915	increase by 1.01 %

The current economic times and the above historical look at school enrollment indicate no population explosion in Wallingford.

WALLINGFORD SCHOOL ENROLLMENT



TOTAL ENROLLMENT PROJECTIONS



ENROLLMENT PROJECTIONS BY GRADE

School Year	K	1	2	3	4	5	6	7
1994-95	704							
1995-96		659						
1996-97			576					
1997-98				570				
1998-99					559			
1999-00						553		
2000-01							556	
2001-02								562

ENROLLMENT PROJECTIONS

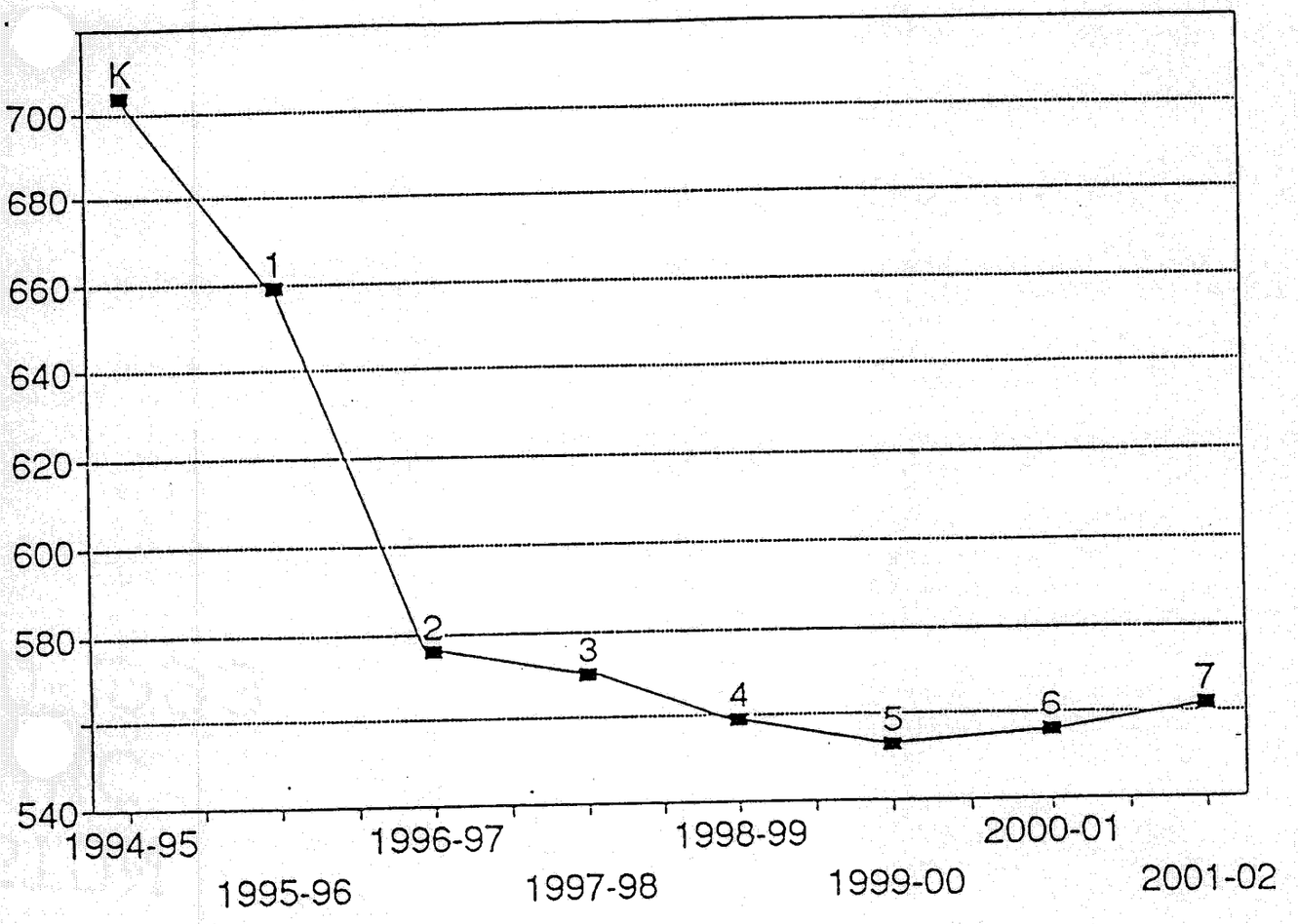


TABLE D

The committee has already illustrated that the NESDEC numbers may be a bit inflated. The table below assumes, however, that those figures are correct.

We have taken the current staff for 92-93 in the elementary schools for use in this table. We did this because we already have the space for these teachers. The committee realizes tha teachers may be shifted among the grades to offset changes in grade size. Obviously, redistricting is also a reality.

The table shows that even at current staffing, elementary class sizes are not inflated if redistricting was done.

		CLASS SIZE				
GRADE	92-93 STAFF	93	94	95	96	97
K	17.5	19.8	20.11	20.11	20.00	20.0
T	3	18.33	18.33	16.66	16.66	15.0ᴗ
1	25	23.12	23.96	24.36	24.36	24.24
2	27	18.81	20.22	20.96	21.33	21.33
3	25	22.08	20.12	21.64	22.40	22.80
4	22	22.72	24.59	22.40	24.09	24.95
5	23	18.60	21.52	23.30	21.21	22.82

It is obvious to both the Issues Committee and NESDEC that redistricting has to be done. In our study we wish to provide some rough examples of the redistricting process.

EXPLANATION OF REDISTRICTING

I. You need a well-prepared plan that will stand up for several years

   A. Survey the residence of all of your school population

   B. Survey all preschool (ages 0-4) with residence

   C. District key streets surrounding each school

   D. Plan your desired school population for each school

   E. Plan and district your exchangeable areas and streets based on that capacity you would like for each school checking preschool for a plan that will stand up to the test of time

   F. Put final plan into practice

II. A plan could be developed before the building plan is complete to see the actual numbers. Administration could prepare this plan.

The following two pages are a general redistricting of the entire elementary population in grades 1-5. The second of the two pages illustrates a more geographical approach. We realize that these results are not perfect by any means.

One fact regardless of the spacial options is some form of redistricting. This first table looks at a complete restructuring of the numbers given by NESDEC. There was no geographical information available at this time. A close look at all age groups would have to be done. Here is a comparison of teachers, grade levels and class size for the next several years.

Year		93-94	94-95	95-96	96-97	97-98	98-99
Grade 1		578	599	609	609	606*	608*
Teachers	25 **	23.12	23.96	24.36	24.36	24.24	24.32
	26	22.23	23.03	23.42	23.42	23.30	23.38
	27	21.40	22.18	22.55	22.55	22.44	22.51
	28	20.64	21.39	21.75	21.75	21.64	21.71
Grade 2		508	546	566	576	576	573*
Teachers	27 **	18.81	20.22	20.96	21.33	21.33	21.22
	26	19.53	21.00	21.76	22.15	22.15	22.03
	25	20.32	21.84	22.64	23.04	23.04	22.9
Grade 3		552	503	541	560	570	570
Teachers	25 **	22.08	20.12	21.64	22.40	22.80	22.80
	24	23.00	20.95	22.54	23.33	23.75	23.75
	23	24.00	21.86	23.52	24.34	24.78	24.78
Grade 4		500	541	493	530	549	559
Teachers	22 **	22.72	24.59	22.40	24.09	24.95	25.40
	21	23.80	25.76	23.47	25.23	26.14	26.61
	20	25.00	27.05	24.65	26.50	27.45	27.95
Grade 5		428	495	536	488	525	544
Teachers	23 **	18.60	21.52	23.30	21.21	22.82	23.65
	22	19.45	22.50	24.36	22.18	23.86	24.72
	21	20.38	23.57	25.52	23.23	25.00	25.90
	20	21.40	24.75		24.40		
	19	22.52	26.05		25.68		

* These sections are based on birth projections and not live births.

** Current staff 92-93 which also denotes available space

CONCLUSION : By redistricting and shuffling staff, you maintain class size.

This table attempts to show a more geographical redistricting of the student population. The GROUP 1 Table totals the populations of Moses Y. Beach, Rock Hill, Pond Hill and Stevens and builds class sizes and faculty accordingly. The GROUP 2 Table totals Cook Hill, Parker Farms and Highland.

Using 92-93 school totals there are currently 71 classrooms being used by GROUP 1 in grades one through five. GROUP 2 is currently using 51 classrooms in grades one through five.

If the population had been redistricted for this year by those two groups, you will see below that you could save six classrooms.

GROUP 1

GRADE	1	2	3	4	5
Students	292	309	306	263	278
Teachers	15	15	14	11	12
Class Size	19.4	20.6	21.85	23.90	23.16

GROUP 2

GRADE	1	2	3	4	5
Students	226	248	205	183	192
Teachers	11	12	10	8	8
Class Size	20.54	20.66	20.50	22.87	24.00

Current Staff	25	27	25	22	23
This Plan	26	27	24	19	20

Redistricting
SOME CONCLUSIONS

1. *NESDEC and the ISSUES COMMITTEE agree that redistricting has to be done.*

2. *Redistricting should be investigated in greater detail before all building has begun.*

3. *All necessary information for redistricting was not available to the ISSUES COMMITTEE at this time.*

4. *Redistricting is not a popular issue but a necessary one.*

5. *Our examples are not that different from a final report. We attempted a rough example because the ISSUES COMMI believed that our example was better than no example faced with this important issue.*

Educational Research
CLASS SIZE
Comments and Conclusions

There have been many specific educational studies done since 1983. That was the year the National Commission on Excellence in Education published its report, "A Nation at Risk".

Our study is not an attempt to increase class size in the Wallingford Public Schools. In any redistricting or reshuffling of classes and programs we all realize that there may be some up and down shifts in class size. That has been going on since schools began.

We did feel that whether it be the NESDEC study or that of the ISSUES COMMITTEE, questions about class size would ultimately arise. With this in mind our committee researched educational studies done on class size. We have included articles on two such studies in this report. "Do Students Learn More in Smaller Classes" from Consumer Research Magazine and "Interesting Developments on Class Size" from Phi Delta Kappa Magazine.

CONCLUSIONS

1. *Studies show (Gene Glass and Mary Lee Smith) that when there are between 20 and 40 students in a class "students achievement remain largely insensitive to changes in class size. Other things equal, 40 students taught together learn about 5% less than will 20."*

2. *Class size of 15 students or less is the first area that shows significant improvement in student achievement. But this size class is cost prohibitive.*

A Look At
ELEMENTARY SPACE
in Detail

Reopening Yalesville school adding 10 classrooms and complete Redistricting shows the following spacial needs

Classroom space available at eight schools.....184

Classrooms grades 1 to 5 to year 2000.....125

Classrooms for K and DK to year 2002..... 18

Current IEP rooms maintained..... 7

Current Transitional maintained..... 3

EMR class.....

Chapter One Pre-K, Early Childhood, Preschool..... 3

Library at Yalesville..... 1

Computer Rooms (Five schools have other rooms..... 3

Music/Art Combination classroom..... 8
(Three schools already have an art room)

TOTALS

Classroom Space Available (Regular Classrooms).....184

Classrooms needed above.....169

Classrooms still available.....+15

TABLE E

The following table is a look at Middle School enrollments, staffing and class size. Once again, the figures used are from the NESDEC projections of class size though we have already shown that they may be suspect.

Currently there are more students at Dag Hammarskjold than Moran Middle School. There are 18 sixth grade teachers, 18 seventh grade teachers and 19 eighth grade teachers at the two schools for the 92-93 school year.

Projections are provided for an additional one or two teachers at both the sixth and seventh grade level. Currently, four to five classrooms could be made available to cover this need.

The committee found that 28 additional middle school classrooms are really not needed with current programs.

GRADE	TEACHERS	93	94	95	96	97
6	Students	469	430	497	539	490
	18	26.0	23.88	27.61	29.94	27.22
	19	24.68	22.63	26.15	28.36	25.78
	20	23.45	21.50	24.85	26.95	24.50
7	Students	443	474	434	502	544
	18	24.61	26.33	24.11	27.88	30.22
	19	23.31	24.94	22.84	26.42	28.63
	20	22.15	23.70	21.70	25.10	27.20
8	Students	410	439	469	430	497
	19	21.57	23.10	24.68	22.63	26.15

Middle School Class Size Table continued:

GRADE	TEACHERS	97-98	98-99	99-00	00-01	01-02
6	Students	490	528	547	556	556
	20	24.50	26.40	27.35	27.80	27.80
	21	23.33	25.14	26.00	26.47	26.47
	22	22.27	24.00	24.86	25.27	25.27
7	Students	544	495	533	552	562
	20	27.2	24.75	26.65	27.6	28.1
	21	25.90	23.57	25.38	26.28	26.76
	22	24.72	22.50	24.22	25.09	25.54
8	Students	497	539	490	528	546
	20	24.85	26.95	24.50	26.40	27.30
	21	23.66	25.66	23.33	25.14	26.00
	22	22.59	24.50	22.27	24.0	24.81

Using the NESDEC projections and the class size averages computed in TABLE E and its continuation, we can draw the following staffing conclusions

GRADE	STAFF MEMBERS PER YEAR						
6	93-94	94-95	95-96	96-97	97-98	98-99	99-00
	19	18	20	20	20	22	22
7	19	19	18	20	20	20	22
8	19	19	19	19	20	22	20
TOTALS	57	56	57	59	60	64	64
Current 55	+2	+1	+2	+4	+5	+9	+9

According to the options discussed in our study, we could get by with the current Dag Hammarskjold and Moran buildings until 1998-99. Class sizes would be normal (25 or less) until that time.

You would still have time to do a building project at a later date if it is found to be necessary. You could also rent/buy portables as you would need four in 1998-99.

The middle school population in 1998-99 would be 1,562 according to NESDEC which would still be 79 students less than Dag and Moran housed in 1979-80.

The ISSUES COMMITTEE wanted to consider Program Enhancement when doing this study. We were concerned with not reducing opportunities for our Wallingford students. For this, we consulted the Master Plan prepared by Dr. Cirasuolo and found that we would not be eliminating Program Enhancement.

Master Plan - Elementary

1993-94

1. Expand before and after school program - NO NEW ROOM

2. Add one librarian - NO NEW ROOM

3. Review and make decisions on early childhood structure NO NEW ROOM

1994-95

1. Expand before and after school program - NO NEW ROOM

2. Add one librarian - NO NEW ROOM

3. Develop revised instructional structure - NO NEW ROOM

4. Review time allotments of subjects - NO NEW ROOM

1995-96

1. Add one-half library position - NO NEW ROOM

2. Implement revised instructional structure - NO NEW ROOM

3. Begin implementation of time study - NO NEW ROOM

1996-97

1. Complete implementation of time study - NO NEW ROOM

CONCLUSION - Our proposal does not impact elementary MASTER PLAN

Master Plan - Middle School

1993-94

1. Implement Advisor-Advisee - NO NEW ROOM

2. Implement In-school suspension - NOT NECESSARY TO DEVOTE A FULL CLASSROOM AT EACH SCHOOL FOR THIS PURPOSE.

1994-95

1. Review grouping practices - NO NEW ROOM

1995-96

1. Implement results of review of grouping - NO NEW ROOM

1996-97

1. No items planned - NO NEW ROOM

CONCLUSION - None of our suggestions will impact the education of our students in a negative way.

Spacial Needs Study
CONCLUSIONS

This committee makes the following statements after extensive study of spacial needs and considering financial restraints.

1. History shows that the two middle schools housed the following enrollment:

79-80	1,641 students
80-81	1,591
81-82	1,599
82-83	1,592
83-84	1,545
84-85	1,409

The NESDEC projections are as follows:

93-94	1,322
94-95	1,343
95-96	1,400
96-97	1,471
97-98	1,531

These figures do not show a population explosion that would require 28 new middle school classrooms as requested by the Board of Education from the NESDEC study. The cafeterias handled these students in the past.

2. Projections beyond five years are not valid. They are based on children that are not even born. Building projects can be done in three years which leaves you with no reason to project past five years, updated each year.

3. If Yalesville school is reopened there will be a minimum of 23 new elementary classrooms without combining any special programs. Combining special programs will add even more new classrooms.

4. Class size is really not inflated into the future. Tables have shown that class size remains stable even with current staffing. There is an assumption that 11 classrooms for ART and MUSIC may not be available and those teachers would continue to float. Then again, there may be space if you redistrict or make Yalesville a Kindergarten center.

5. Construction would occur at only one site and not disturb every school community.

6. Portables could probably be phased out at some elementary schools and used as needed.

7. Redistricting of middle schools may have to be done or you may have to move special programs from Dag to Moran.

8. All this is assuming that the community would rather keep the current grade setup in the Wallingford schools. Otherwise, there are other plans of reorganization that would solve the problem.

The following information was obtained from the state of Connecticut. After obtaining these figures from the State Department of Education, the Public Expenditure Council and the Office of Policy and Management, we show a future downward trend in school population and not a student population explosion.

WALLINGFORD SCHOOL SYSTEM TRACKING FIGURES
State Department of Education

Enrollment Year	School Pop.	Town Students
1970	8,963	8,939
1980	7,324	7,200
1985	6,009	5,919
1989-90	5,937	
1990-91		6,047

WALLINGFORD SGHOOL STAFF
Public Expenditure Council

Tyoe	1980	1985	1990
Classroom	368	320	335
Special Ed	32	34	34
Vocational	40	39	37
Support	23	23	23
Administration	23	20	25
TOTALS	506	436	454

PRE-SCHOOL POPULATION TRENDS
Office of Policy and Management

Year	Pre-School Population Ages 0-4 Projections
1990	2,590
1995	2,660
2000	2,450
2005	2,180

9. Cost estimates based on NESDEC study by the Board of Education.

Board Request

a. Reopen Yalesville School	$6 million
b. Add 9 Classrooms to Elem.	$1.8 million
c. Add 28 Middle School Class. Enlarge Cafeteria	$5.7 million
TOTALS	$13.5 million

Issues Committee Study

a. Reopen Yalesville School	$6 million
TOTALS	$6 million
Savings	$7.5 million

This would allow the town of Wallingford to improve the educational setting for its students as well as:

1. Save $7.5 million on the project
2. Save Yalesville School which could be used by the town in the future if enrollment declines
3. Have more time to study enrollment and make changes, if necessary, by examining a constant FIVE-YEAR projection based on actual births.
4. Use the savings to make town improvements such as Simpson School and Community Pool that would benefit the entire community.

Do Students Learn More In Smaller Classes?

By Tommy Tomlinson

If anything about education has ever seemed self-evident, it is that smaller classes mean better teaching, and, consequently, more learning. That a relationship exists between class size and student achievement is a virtually unchallenged premise.

Arguments about class size and its relationship to the intellectual and social growth of children have been heard since the Ancient Greeks. But only in the past 50 years of American education has the subject received serious and scientific study. Despite substantial efforts to establish the link, the educational benefits that would offset the higher costs of smaller classes have been difficult to prove. Nonetheless, many

states have recently considered reducing class size as part of their programs for school improvement, and the debate about the issue has intensified. Lower pupil/teacher ratios have substantial cost consequences, and the alleged benefits for students are not the only interests to be served.

The wave of reform and the quest for excellence triggered by the National Commission on Excellence in Education's 1983 report, *A Nation at Risk*, provided an opportunity to argue for smaller classes as part of a general program of school improvement. Advocates have not missed their chance. California, Indiana, Tennessee, and Texas have developed legislative packages designed to reduce class size, and at last count 14 other states and the District of Columbia had taken or were contemplating steps to pare the average class size in their schools.

Sky-High Costs

Reducing class size is an expensive endeavor and, despite claims of enthusiasts, the benefits of this strategy are, at best, uncertain. The following examples of initiatives under way in a number of states illustrate just how high are the costs and uncertain the results.

First, according to the *Atlanta Journal*, Georgia's House Speaker Tom Murphy "plans to mount a campaign to reduce teacher-pupil ratio to 1-to-15 in the first grades, a program he acknowledged would "cost a 'ton of money' to hire additional instructors." The state's Director of General Instruction called Murphy's statement "great news," even as he acknowledged that the state faced "big teacher shortages" and would have to step up its already intense recruitment campaign. Meanwhile, the state's legislative budget office estimated that it would cost between $200 million and $300 million annually to reduce the ratio in all five grades, and that it would require increasing the number of elementary teachers by one-third.

Second, South Carolina has required districts with more than 9,000 students to reduce the size of their language arts and mathematics classes in grades 7 to 12 from 28 to 25 pupils per teacher. The state School Boards Association estimates that this will require hiring 227 teachers in 21 school districts at a cost of $5.5 million in additional salaries. Another $3.7 million will be needed to pay for added space.

Mr. Tomlinson is a staff researcher for the Office of Educational Research and Improvement at the U.S. Department of Education.

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> "Evidence to date, from research and practice, does not generally support a policy of limiting class size in order to raise student achievement . . ."

Despite these costs, many states and localities are determined to improve the quality of educational practice through class size reductions. Threats to public support by querulous legislators and sky-high costs are balanced by the powerful intuitive appeal of the idea. But citizens and their representatives deserve more than intuition to back up a very expensive educational policy. Accordingly, claims about class size and the evidence offered on their behalf will be examined.

The Current Debate

Following publication of *A Nation at Risk*, education rose in visibility and political significance, and the argument about smaller classes took a dramatic turn. Some states began proposing to reduce average class size by a few students as a means of improving student achievement and attracting greater numbers of qualified teachers. Few teachers disagreed. Indeed, through their largest professional association, the National Education Association (NEA), they had been arguing for years for reduction, urging affiliates to "seek an optimum class size of 15 students."

Assume, for the moment, that the basic concept is correct—smaller is better. One may still wonder why the number 15 was picked. Why not 10? Or 20? Or 30? What evidence supports the assertion that 15 students, or for that matter any fixed number of students, is the "optimum" class size? Optimum according to what criteria? Student achievement? Cost? Workload?

When champions of smaller classes describe the benefits of student achievement, they usually cite the research of Gene Glass and Mary Lee Smith. Their studies show that, first, when there are between 20 and 40 students in a class, student achievement remains largely insensitive to changes in class size. Other things equal, 40 students taught together will learn about 5% less than will 20.

Second, 15 students—the NEA's "optimum" number—is the class size that first provides a significant improvement in student achievement that is statistically defensible (see table 1, next page). So, according to these findings, a class whose size alone could reliably improve student performance 10% or more would contain no more than 15 students. Since an average class size today is about 24 students, almost a 40% reduction would be required to gain about a 10% improvement in learning. Currently, no state policy, pending or enacted, meets this standard.

Reducing class size to 15 would involve immense costs. In 1986, for example, a reduction of the national average for regularly convened classes from 24 to 23 pupils would have required almost 73,000 more teachers and 5 billion additional dollars, not counting the expenses of building more classrooms. Reducing the average class to 20 students would require over 335,000 more teachers at an added $22.8 billion. At 15 students, 1 million extra classroom teachers would be needed and added costs close to $69 billion. Furthermore, the required number of teachers and the costs of their employment would continue up each year as salaries increased and as more teachers were hired just to keep pace with increased enrollments.

Why should schools, at such great expense, reduce class size to 24 or 20 or even fewer students if, as Glass and Smith indicated, little improvement can be expected so long as classes exceed 15 students? Couldn't the same or better effects be achieved far more economically by improving instructional practice, instructional technology, the quality of textbooks or the training of teachers? Futhermore, if the average class contains 24

students, then money released by increasing average class size a few more (not to mention many more) pupils, could pay for substantial investments in alternative methods of school improvement without materially reducing student achievement.

Sifting the Evidence

State policymakers are frequently told that a reduction of a few students per class, especially at the elementary level, will lead to an increase in student achievement as well as improved working conditions for teachers. While the latter may well be true, it is nonetheless important to establish whether students in fact learn better in smaller classes and whether they will do so as an aggregate and on a statewide basis. Therefore, it is necessary and worthwhile to examine evidence other than the controlled and comparatively small research studies reviewed by Glass and Smith.

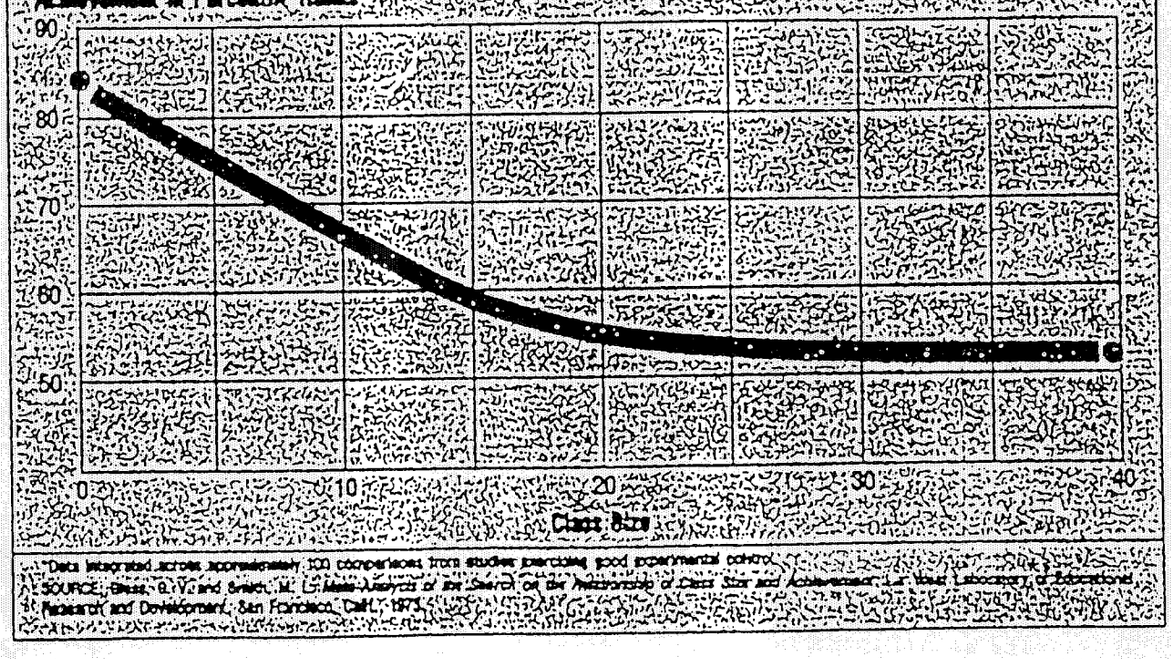
In this case, the association between statewide average class size and standardized achievement test scores is described. This relationship is crude at best, but there is little alternative. While standardized test scores may not measure what has happened in a classroom between student and teacher, they do tell us to what extent the general academic goals of schooling are being met.

> "Reducing the average class to 20 students would require over 335,000 more teachers at an added $22.8 billion. At 15 students, 1 million extra classroom teachers would be needed and added costs close to $69 billion."

Perhaps more important, test scores are recognized and accepted by the public as an index of school performance. Indeed, the public gauges the educational quality of their schools, their state and the nation as a whole from the results of standardized tests, and it is from these tests that they will seek the benefits of smaller classes. Let us look first at student achievement levels in an area of steadily declining pupil/teacher ratios.

Standardized test scores, with rare exceptions, declined over the two decades prior to 1980. The decline was observed on virtually all standardized tests of academic aptitude and achievement, in all grades, among many different strata of students, in many subjects, and in every region. Not surprisingly, this phenomenon caused great concern. Many theories about the qualities of the schools were offered to explain it, but none have fully accounted for the phenomenon. Most recently it has been argued that the declines

Table 1: **Relationship Between Achievement and Class Size***



*Data integrated across approximately 100 comparisons from studies practicing good experimental control.
SOURCE: Glass, G. V. and Smith, M. L. Meta-Analysis of the Search for the Relationship of Class Size and Achievement. Los Altos: Laboratory of Educational Research and Development, San Francisco, Calif., 1979.

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tics, however, the United States is not the only nation to trail the Japanese, whose students lead the world in math achievement (see table 3 at right).

More important for our purpose here, however, is class size in Japan. On average, Japan has 41 pupils per class in mathematics, a figure substantially higher than the American average of 26. Moreover, it is larger than class size in the Netherlands, which, with 24, ranks second in math achievement. Note also that Luxembourg, despite having the smallest classes of all (19 students per teacher), is ranked 18th.

It is, of course, theoretically possible that Japanese achievement would be even greater if classes there were smaller. Even so, international averages provide little support for the thesis that smaller classes produce higher achievement. Both the best and worst scores come from nations with the same relatively large class size, while nations with the smallest classes are as likely to be found near the bottom as near the top of the achievement rankings. This evidence is entirely consistent with the domestic U.S. findings: there is simply no easy and linear relationship between class size and academic achievement.

Table 3: **International Comparisons of U.S.-Equivalent 8th-Grade Classes: 1982**
(Presented in order of total cognitive math score)

Country	Mean days per school yr.	Mean hrs. math inst. per year	Mean math class size	Mean hours total weekly homework
Japan	243	101	41	4.6
Netherlands	200	112	24	6.7
Hungary	182	96	26	7.9
Belgium, Flemish	180	140	21	7.8
France	185	130	24	7.9
British Columbia, Can.	195	120	28	4.5
Belgium, French	175	150	20	6.5
Ontario, Canada	186	133	29	4.4
Scotland	200	147	29	5.9
England–Wales	192	116	27	4.2
Finland	190	64	22	4.4
New Zealand	190	130	29	4.1
United States	180	145	26	4.6
Thailand	200	100	43	6.3
Sweden	180	86	20	2.1
Average	191	123	27	5.3

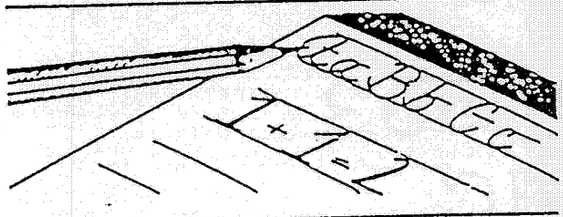
SOURCE: Kenneth Travers, Overview of the Major Findings, The IEA Second International Mathematics Study. Prepared for the Center for Education Statistics, January 1987. Compiled and constructed by Larry Suter, Center for Education Statistics.

Conclusion

The natural appeal that smaller classes hold for parents—and the fact that many teachers believe small classes are a much-needed education reform—has prompted many states to consider smaller classes as a school improvement measure. Nevertheless, the cost of reducing average class size by even a few students is very large and, of itself, the measure is not likely to enhance school outcomes.

Evidence to date, from research and practice, does not generally support a policy of limiting class size in order to raise student achievement or to improve the quality of worklife for teachers; nor does it justify small reductions in pupil/teacher ratios or class size in order to enhance student achievement.

Given the high costs and uncertain benefits, there are other strategies that deserve consideration before steps are taken to reduce class size. For example, improving teachers' instructional competence will also lighten their workload by helping them to perform more effectively in the classroom. Furthermore, to the extent that learning depends on instructional quality, improved teacher competence will also raise student achievement. Strengthening instructional



competence is consistent with the growing trend to professionalism and with the creation of the National Board for Professional Teaching Standards as recommended in *A Nation Prepared: Teachers for the 21st Century.*

Certainly, enhancing the status and im
teachers by improving their ability to mee
er standards of competence will produce greater educational returns for all parties than will costly strategies to reduce workload by reducing the size of the task.

This report is excerpted from a U.S. Department of Education report "Class Size and Public Policy: Politics and Panaceas."

Phi Delta Kappan
67: 662-5 May 1986

Interesting Developments on Class Size

by Helen Pate Bain and C. M. Achilles

A renewed interest in research on the effects of class size has become a part of the education reform movement. The authors review this important issue, paying particular attention to Tennessee's STAR Project.

THE ISSUE of class size has generated considerable debate among researchers and practitioners. It seems intuitively logical that dramatically smaller classes (one teacher to approximately 15 stu- should influence the teaching/ ıg process in positive ways. In- some parents elect to send their children to private schools because of the smaller classes that make individual attention more available. Most teachers will jump at the chance to enumerate the benefits to both teachers and students of smaller classes. Class size has been a continuing issue in negotiations between teachers and school boards, and the need to attend to class size remains a popular topic for discussion in education organizations. As Milbrey McLaughlin and her colleagues noted in a recent *Kappan* article, "Problems related to the composition of classes – particularly class size and the increased academic and emotional needs of students – head the list as a source of teacher dissatisfaction and concern."[1] Meanwhile, the findings from studies of class size have been vigorously debated in the literature.[2]

Despite the significant amount of attention that class size has already received, the issue is still alive and well – especially as it relates to the early years of schooling. Some observers believe that smaller classes in grades K-3 could be a key factor in improving U.S. education. But two stumbling blocks keep the reformers from seriously considering a substantial reduction of teacher/pupil ratios in the early grades. First, there is no conclusive evidence to convince funding agencies that smaller classes would be a highly productive use of their funds. Second, the public schools lack the money to pay for the additional teachers, space, materials, and other expenses that smaller classes would necessitate. In the competition for limited school resources, smaller classes in the primary grades are not a high priority.

However, two states – Indiana and Tennessee – have focused considerable attention on class size in grades K-3. Some local school districts have also begun to study variables associated with reductions in class size.

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THE RESEARCH

Early studies of class size concentrated on reducing classes from 40 students to between 35 and 30 students. But a meta-analysis of the research on class size, conducted by Gene Glass and his colleagues, showed that little gain in achievement could be expected by reducing class size from 40 students to even as few as 25.[3] Glass and others did suggest, however, that a *substantial* reduction in class size – to about 15 students – would be likely to yield higher levels of achievement.

Thus researchers are currently studying classes with pupil/teacher ratios in the neighborhood of 15:1. They are also focusing on variables that earlier studies marked for future research.

Last year, researchers in Chicago studied government-funded kindergarten classes in more than 100 schools, most of which serve low-income families. The classes varied in size and in duration (full day or half day). The researchers found that "the strongest in-

they do on the specific class size.

• Studies indicate that the most negative impact of large class size is felt when classes have more than 35 or 40 children, and the most positive effect results when classes are reduced to 15 or fewer, a size that is rare in public schools today.

• In one comprehensive review of 77 studies of class size, it was concluded that reducing class size to the range of 20 to 40 students had only a slight impact on achievement as measured by standard tests. However, it was also found that both teachers and students strongly prefer smaller classes. It is just common sense that pupils can receive more individualized attention and teaching time in them. This advantage may not show up on every achievement test but will have a strong impact over several years. The benefits occur in relation to the development of personal and social competence, self-confidence, and the ability to become a self-directed learner. These competencies in the long run are more powerful than the short-term results on standardized tests.

• The student mix in a class has been proven to be a more important variable than the total student enrollment. If the class has several troubled learners, or even one severely disturbed child, the teacher's attention will be focused accordingly. Conversely, the presence of a few enthusiastic learners can stimulate both the teacher and the whole class.

As a concerned parent, you can, at the elementary level, urge that your school schedule the smallest classes affordable. Elementary classes should be kept below a maximum of 30 pupils. Bear in mind that with the financial pressures on most schools, small classes may come only through persistent parent advocacy (and active support of increased taxes).

Teacher aides or possibly parent volunteers can sometimes team up with teachers to permit grouping children into smaller units for specific activities. Teaming teachers offers similar possibilities. Two teachers in adjoining rooms can sometimes combine talents, such as having one show a film while the other works with a handful of students.

If resources do not permit small classes or if the particular class has a dysfunctional mix, parents may have to supplement schooling with extra help at home and make sure their children participate in more enriching activities outside school. Coordinate this with classwork through regular teacher contact.

Helping with homework.

I keep getting mixed signals from my daughter's school on whether parents should help with homework. On one hand, we are encouraged to show regular interest in our child's assignments, but on the other hand, my daughter's second-grade teacher tells the class very firmly, "Do your own work!" Should I help her, or shouldn't I help her?

Parents and teachers both have real problems with this issue. Schools

DEVELOPING A SCHOOL FACILITIES MASTER PLAN:

OPTIONS FOR CONSIDERATION

WALLINGFORD, CONNECTICUT

FEBRUARY 1992

New England School Development Council

FIELD SERVICES

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Ms. Mary Jo Olenick, A.I.A., Stecker, LaBau,
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The preparation of enrollment projections is an integral part of the planning process for future school facilities needs. Some of the factors to be considered in this effort pertain to the Town of Wallingford itself, specifically its population size, age composition, housing unit growth, live birth data, etc. This first section of the report deals with these factors. (N.B. Unless otherwise noted, all data are based upon the federal census data of 1970, 1980 and 1990.)

... The population of the Town of Wallingford is currently 14% higher than it was in 1970. In contrast, during that same twenty year period, the populations of the State of Connecticut and New Haven County grew by only 8%. (Table 1/Graph 1)

... In terms of population under the age of 18, the Town, the State and the County all have very similar numbers (just under 1/4 of the population), although Wallingford's rate of decline in this area is considerably higher than either the County or the State. Wallingford's population in terms of median age is approximately 1 year older than either the County or the State. (Table 2/Graph 2)

... Table 3 shows a growth pattern in building permits issued similar to those of most New England communities--heavy increases rising to a peak in the mid-80's and then subsiding abruptly.

... This growth is shown cumulatively in Table 4 which also shows a decline in the number of persons per dwelling unit, a phenomenon which is caused primarily by the growth in the number of single person households. With the housing growth rate ex-

ceeding that of the population growth rate, there are simply fewer people to go around. Wallingford currently has a slightly higher number of residents per unit than does either the State or the County (whose numbers have been identical in each of the three census years). (Table 4/Graph 3)

... The data on race and national origin show Wallingford having far lower percentages of non-whites and Hispanics in its population than does either the County or the State, although the minority populations are increasing in all three geographic units. (Table 5/Graph 4)

... Given the decline in that portion of the population under the age of 18 it is not surprising to see declines in the percentage of the population enrolled in the public schools. In 1970, just over 1/4 of Wallingford's population was enrolled in the public schools; by 1990, the number had fallen to approximately 1/7 of the population, a slightly higher number than that for the State as a whole. (Table 6)

... The same kind of demographic change can be seen in the decline in the numbers of students per dwelling unit, with Wallingford's students per unit declining from 1 student in every 1.2 dwelling units in 1970 to 1 student in every 2.7 units in 1990. Again, this is a slightly higher figure than that of the State. (Table 7)

... There has been substantial growth in the numbers of live births to residents over the past 15 years (Table 8/Graph 5). These increases have already contributed to higher Kindergarten enrollments and should push K enrollments even higher over the next five years. Ultimately, of course, all grades are affected

as these larger classes progress through the system.

... The cumulative effect of those increased births to Wallingford residents is shown in the substantial increase in the numbers of the population under the age of 5. (Table 9) It is not surprising to also see increases in those residents between the ages of 18-44 (the age group which includes the so-called "baby boomers"), the age cohort to whom most babies are born. This latter growth should serve to keep birth numbers at present levels for the next few years before the "baby boomers" are replaced in the childbearing years by a much smaller generation.

Table 9 also shows that the fastest growing segment of Wallingford's population is the group over the age of 65.

... Wallingford's population is projected to increase by over 8% by the turn of the century, a substantially higher rate of growth than that projected for either the State or the communities of the South Central Planning Region as a whole. (Table 10)

TABLE 1

TOTAL POPULATION

STATE OF CONNECTICUT:

	POPULATION	NO. INCREASE	% INCREASE
1970	3,032,217		
1980	3,107,576	75,359	2.5%
1990	3,287,116	179,540	5.8%

NEW HAVEN COUNTY:

	POPULATION	NO. INCREASE	% INCREASE
1970	744,948		
1980	761,337	16,389	2.2%
1990	804,219	42,882	5.6%

TOWN OF WALLINGFORD:

	POPULATION	NO. INCREASE	% INCREASE
1970	35,714		
1980	37,274	1,560	4.4%
1990	40,822	3,548	9.5%

GRAPH 1

RATE OF POPULATION GROWTH

1970 – 1990

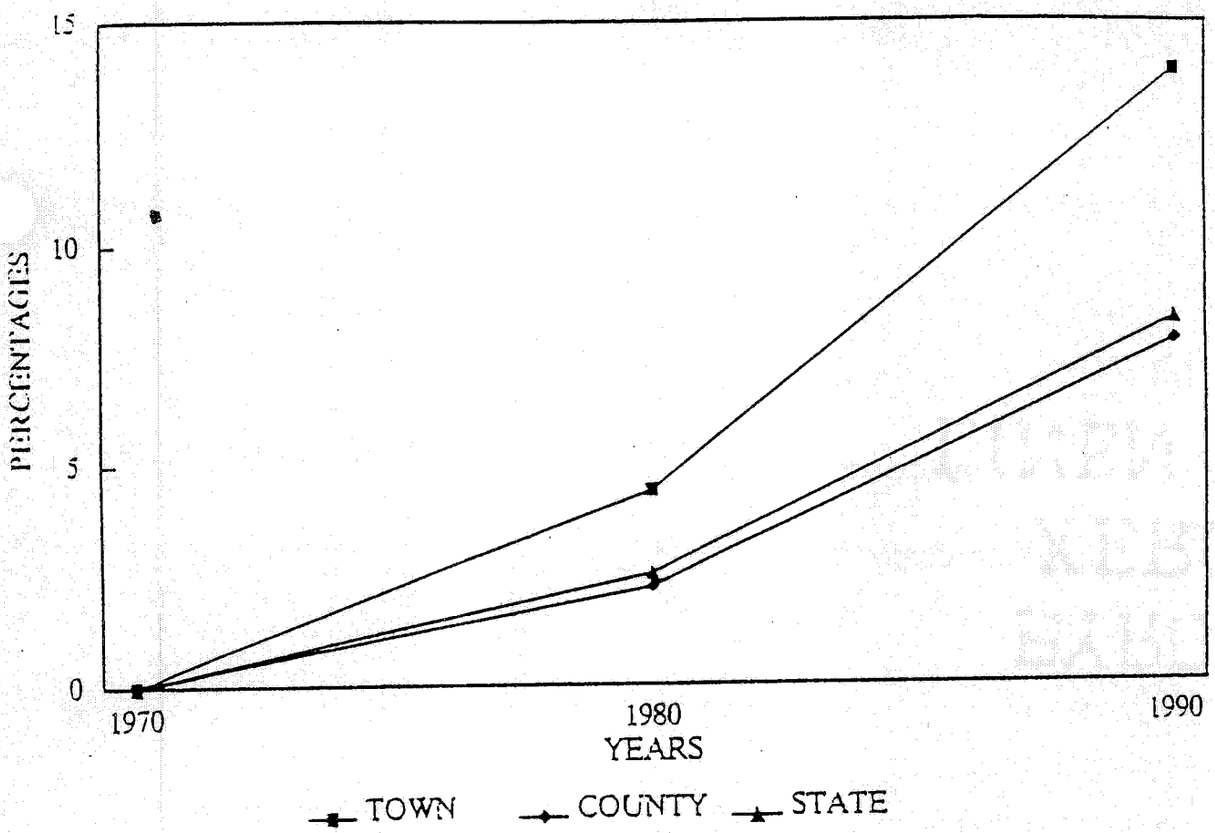


TABLE 2

PERCENTAGE OF POPULATION UNDER THE AGE OF 18 YEARS

STATE OF CONNECTICUT:

	NO. UNDER 18	% UNDER 18	MEDIAN AGE
1970	1,020,959	33.7%	29.1
1980	822,919	26.5%	32
1990	749,581	22.8%	34.4

NEW HAVEN COUNTY:

	NO. UNDER 18	% UNDER 18	MEDIAN AGE
1970	245,350	32.9%	29.3
1980	196,954	25.9%	32
1990	182,618	22.7%	34.2

TOWN OF WALLINGFORD:

	NO. UNDER 18	% UNDER 18	MEDIAN AGE
1970	12,968	36.3%	28.1
1980	10,013	26.9%	32.4
1990	9,406	23.0%	35.4

GRAPH 2

PERCENT OF POPULATION UNDER 18

1970–1990

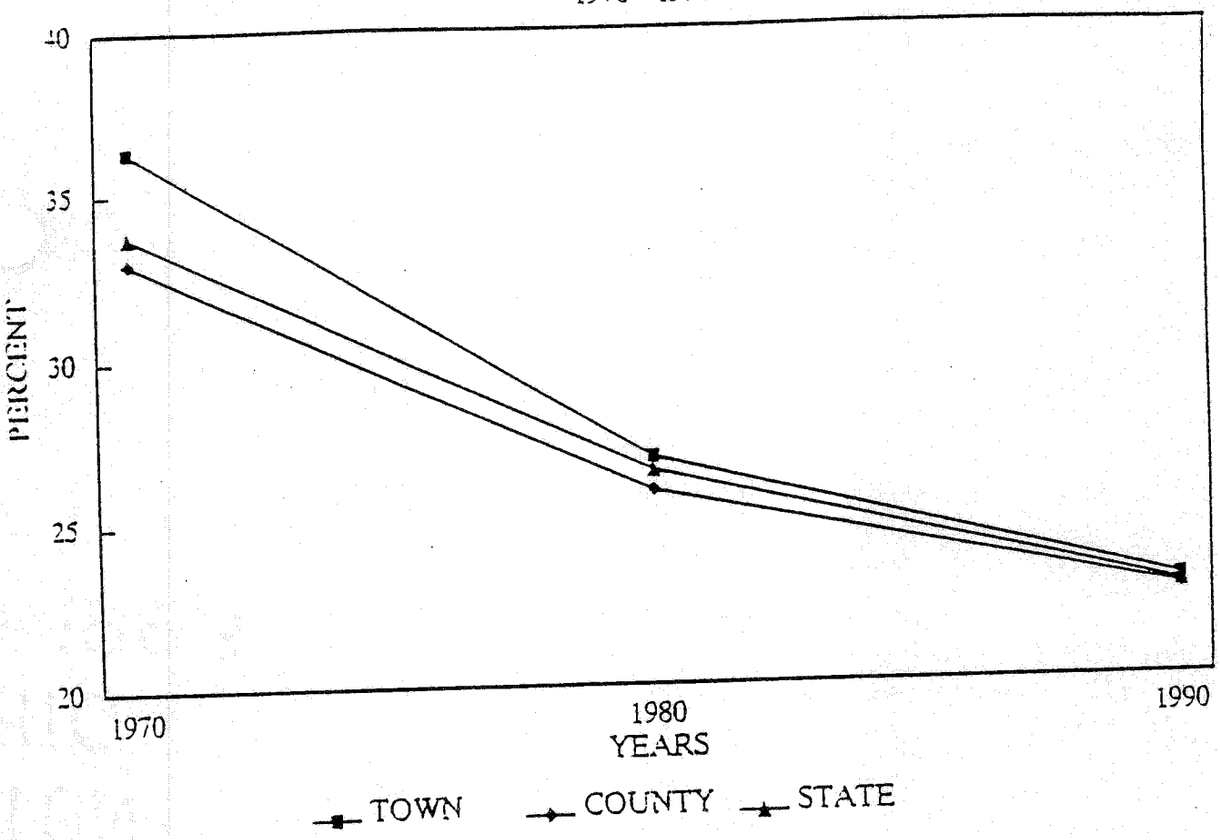


TABLE 3

BUILDING PERMITS ISSUED

	SFDU'S *	MFDU'S *
FY 75	60	16
FY76	132	58
FY77	133	2
FY78	196	2
FY79	219	205
FY80	121	62
FY81	75	44
FY82	87	---
FY83	148	---
FY84	216	100
FY85	227	225
FY86	234	173
FY87	252	335
FY88	127	316
FY89	124	149
FY90	81	56
FY91	104	6
FY92	39	17 (thru Dec.)

Source: Office of the Building Inspector

* SFDU = Single Family Dwelling Unit;
MFDU = Multiple Family Dwelling Unit.

TABLE 4

TOTAL NUMBER OF DWELLING UNITS
AND PERSONS PER UNIT

STATE OF CONNECTICUT:

	NO. OF DWELLING UNITS	PERSONS PER DWELLING UNIT
1970	981,603	3.1
1980	1,158,884	2.7
1990	1,320,850	2.5

NEW HAVEN COUNTY:

	NO. OF DWELLING UNITS	PERSONS PER DWELLING UNIT
1970	242,851	3.1
1980	287,184	2.7
1990	327,079	2.5

TOWN OF WALLINGFORD:

	NO. OF DWELLING UNITS	PERSONS PER DWELLING UNIT
1970	10,612	3.4
1980	13,216	2.8
1990	15,936	2.6

GRAPH 3

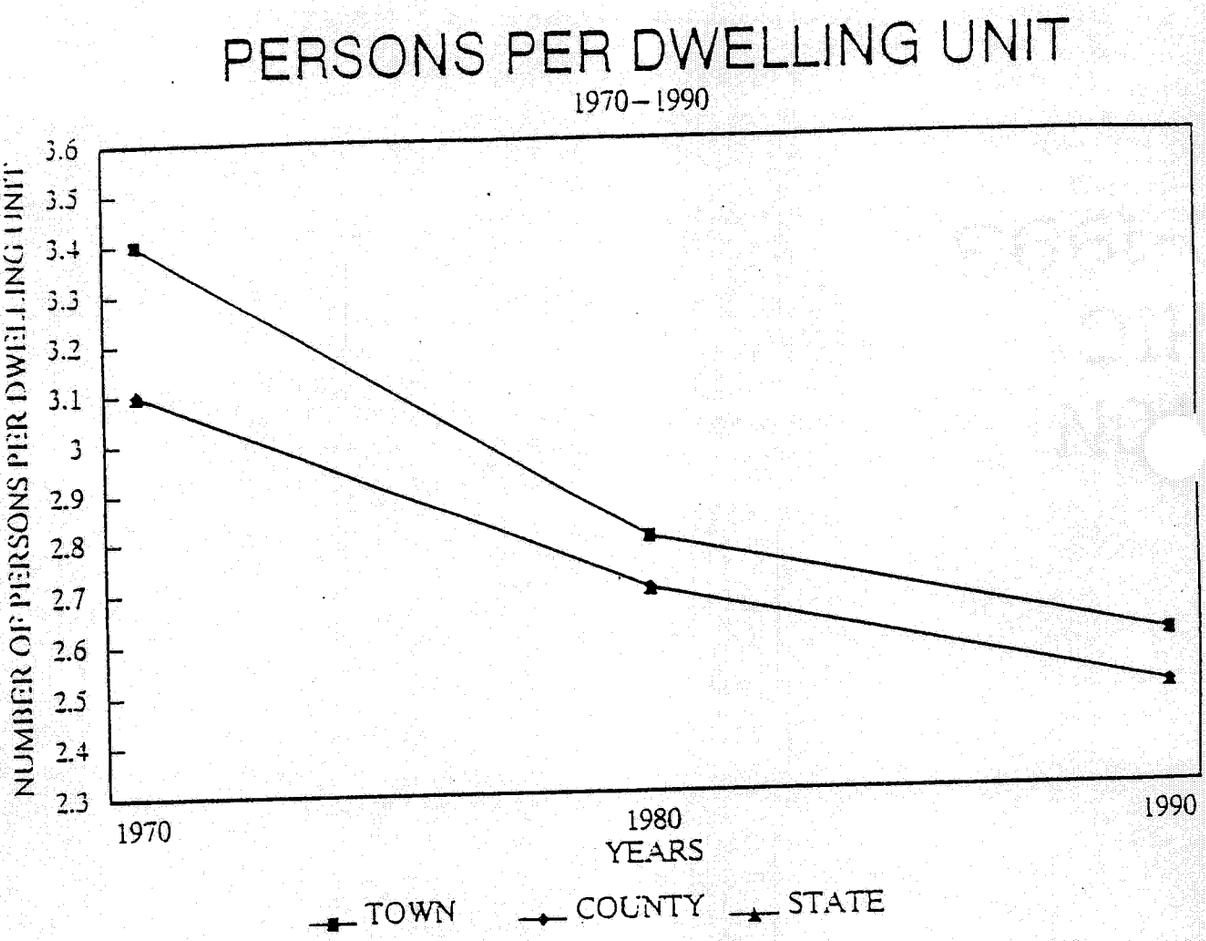

PERSONS PER DWELLING UNIT
1970–1990
NUMBER OF PERSONS PER DWELLING UNIT
3.6
3.5
3.4
3.3
3.2
3.1
3
2.9
2.8
2.7
2.6
2.5
2.4
2.3
1970
1980
1990
YEARS
TOWN
COUNTY
STATE

TABLE 5

NUMBER AND PERCENTAGE OF NON-WHITES IN POPULATION

STATE OF CONNECTICUT:

	WHITE	BLACK	OTHER	% NON-WHITE	HISPANIC ORIGIN (of any race)	% HISPANIC
1970	2,835,458	181,177	15,074	6.5%	N/A	
1980	2,799,420	217,433	90,723	9.9%	124,499	4.0%
1990	2,859,353	274,269	133,494	13.0%	213,116	6.5%

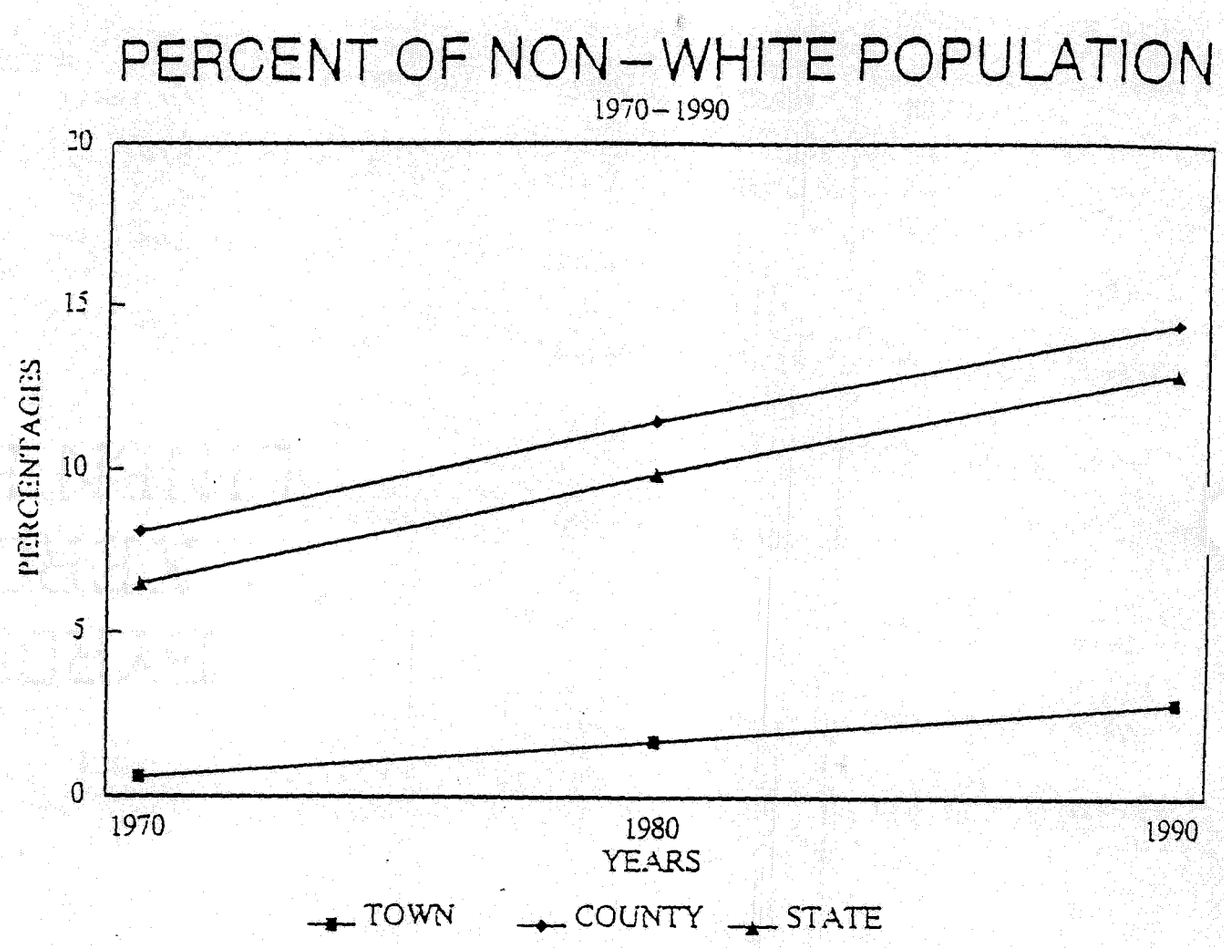
NEW HAVEN COUNTY:

	WHITE	BLACK	OTHER	% NON-WHITE	HISPANIC ORIGIN (of any race)	% HISPANIC
1970	684,743	56,630	3,575	8.1%	N/A	
1980	673,877	67,488	19,972	11.5%	41,406	5.4%
1990	687,491	82,011	34,717	14.5%	71,575	8.9%

TOWN OF WALLINGFORD:

	WHITE	BLACK	OTHER	% NON-WHITE	HISPANIC ORIGIN (of any race)	% HISPANIC
1970	35,509	124	81	0.6%	N/A	
1980	36,645	261	371	1.7%	892	2.4%
1990	39,652	412	758	2.9%	1,316	3.2%

GRAPH 4


PERCENT OF NON-WHITE POPULATION
1970-1990
20
15
10
5
0
PERCENTAGES
1970
1980
1990
YEARS
TOWN
COUNTY
STATE

ENROLLMENT STATISTICS

TABLE 6

PERCENTAGE OF K-12 ENROLLMENT IN COMMUNITY AND STATE

STATE OF CONNECTICUT:

	POPULATION	PUBLIC * K-12 ENROLLMENT	% K-12 ENR. IN POPULATION	% CHANGE
1970	3,032,217	662,205	21.8%	
1980	3,107,576	534,283	17.2%	-21.3%
1990	3,287,116	462,004	14.1%	-18.3%

* CT State Dept. of Education

TOWN OF WALLINGFORD:

	POPULATION	PUBLIC * K-12 ENROLLMENT	% K-12 ENR. IN POPULATION	% DECLINE
1970	35,714	9,042	25.3%	
1980	37,274	6,500	17.4%	-31.1%
1990	40,822	5,909	14.5%	-16.6%

* Office of the Superintendent and State Dept. of Education

TABLE 7

NUMBERS OF
K-12 STUDENTS PER DWELLING UNIT

STATE OF CONNECTICUT:

	# OF HOUSING UNITS	PUBLIC * K-12 ENROLLMENT	K-12 STUDENTS PER UNIT	% DECLINE
1970	981,603	662,205	0.67	
1980	1,158,884	534,283	0.46	-31.7%
1990	1,320,850	462,004	0.35	-24.1%

* CT State Dept. of Education

TOWN OF WALLINGFORD:

	# OF HOUSING UNITS	PUBLIC K-12 ENROLLMENT	K-12 STUDENTS PER UNIT	% DECLINE
1970	10,612	9,042	0.85	
1980	13,216	6,500	0.49	-42.3%
1990	15,936	5,909	0.37	-24.5%

TABLE 8

LIVE BIRTHS TO RESIDENTS

YEAR	BIRTHS	AVERAGE
1975	418	
1976	418	
1977	408	415
1978	391	
1979	440	
1980	422	
1981	456	
1982	455	454
1983	440	
1984	498	
1985	542	
1986	520	
1987	539	548
1988	564	
1989	576	

Source: CT Department of Health Services

RATE OF CHANGE: 9% increase between first two averages; 21% between second two. State of Connecticut birth changes for the same time periods were +11% and +15%, respectively.

GRAPH 5

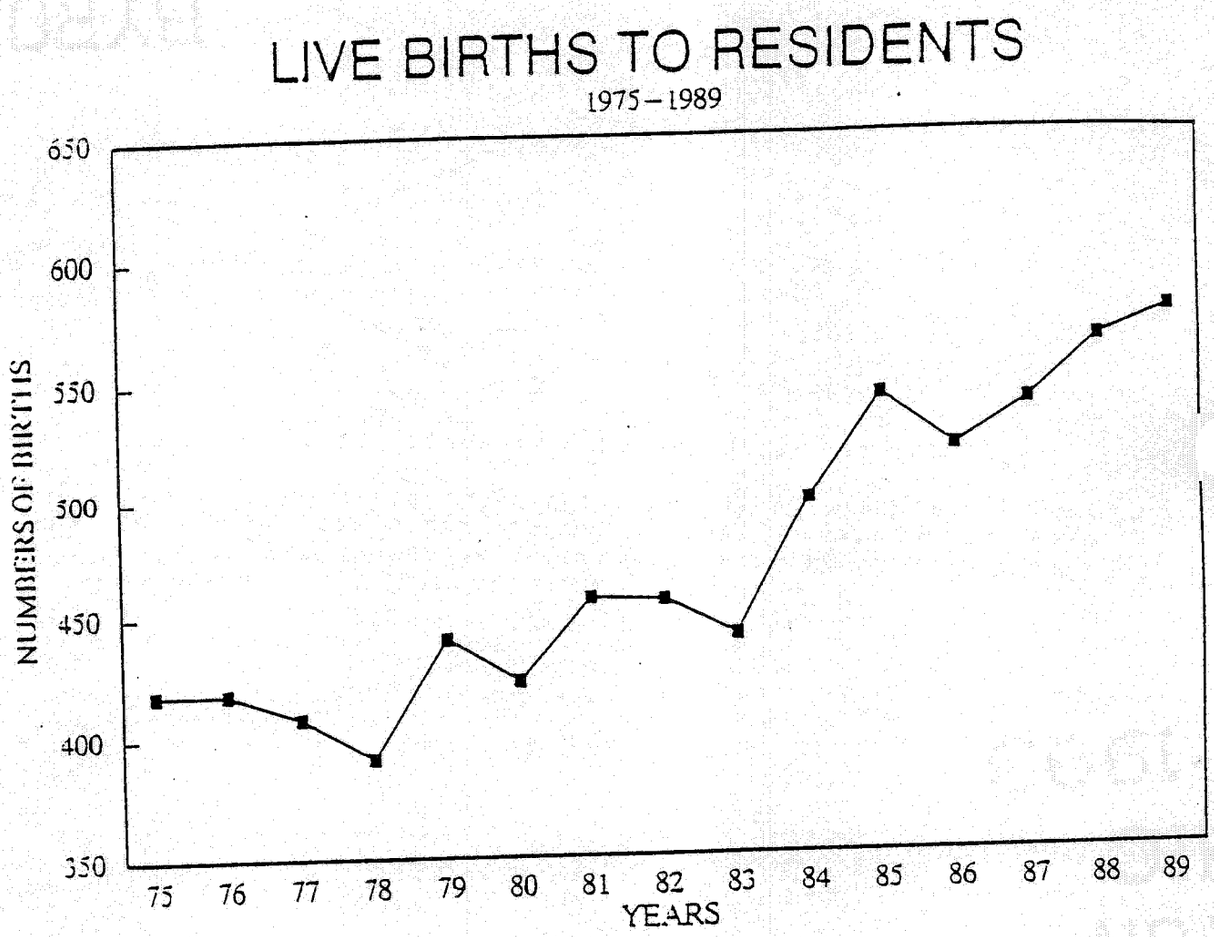

LIVE BIRTHS TO RESIDENTS
1975 – 1989
NUMBERS OF BIRTHS
650
600
550
500
450
400
350
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
YEARS

TABLE 9

COMPARISON OF AGE COHORT SIZES

AGES	1970 NUMBER	1970 % OF TOTAL	1980 NUMBER	1980 % OF TOTAL	1990 NUMBER	1990 % OF TOTAL
0-4	3078	9%	2157	6%	2818	7%
5-17	9890	28%	7856	21%	6588	16%
18-24	3314	9%	4123	11%	3477	9%
25-44	9068	25%	10671	29%	14051	34%
45-54	4415	12%	4280	11%	4427	11%
55-64	2872	8%	3967	11%	3692	9%
65+	3077	9%	4220	11%	5769	14%
TOTAL	35714	100%	37274	100%	40822	100%

PERCENTAGE CHANGE, 1980 TO 1990

TOTAL	=	10%
Under 5's	=	31%
5's -17's	=	-16%
18's-44's	=	18%
45's-64's	=	-2%
65's +	=	37%

TABLE 10

POPULATION PROJECTIONS

	1990 CENSUS	1995 PROJ.	% INCREASE	2000 PROJ.	% INCREAS
STATE	3,287,116	3,393,570	3.2%	3,451,120	1.7%
SOUTH CENTRAL PLANNING REG.	536,853	553,800	3.2%	563,280	1.7%
WALLINGFORD	40,822	43,230	5.9%	44,260	2.4%

Source: Connecticut Office of Policy and Management

II. ENROLLMENT HISTORY AND PROJECTIONS

HISTORICAL ENROLLMENTS

The grade-by-grade enrollments shown in Table 11 define the in-and out-migration patterns of students in the Wallingford Public Schools. Table 11 shows that during the ten years bounded by 1982-83 and 1991-92, the total enrollment fell to a low of 5,756 students in 1987-88 and has since risen by 214 students or +4%. The 1991-92 average grade size (exclusive of the special education classes and the transition class) is 442 students, up from 427 students 5 years previous. This is caused by two factors: 1) the substantial increases in the sizes of the entering Kindergarten classes which, in turn, have been caused by the increasing numbers of live births to residents previously discussed; and 2) the establishment of the DK program which, in effect, causes students to be counted as Kindergarteners for two years. The Kindergarten classes are now nearly double the size of the graduating classes. Even without any additional in-migration, this factor alone will cause total enrollments to increase.

Other growth/decline patterns noted:

Until the arrival of the DK program 3 years ago, Grade 1's were always substantially larger than Kindergartens since significant numbers of students were retained at that level and were counted as Grade 1 students two years in a row. The presence of the Developmental Kindergarten classes has simply moved most of this "bubble" from Grade 1 to Kindergarten.

As a class moves from Grade 1 to Grade 5 it declines in size. For example, the 1991-92 5th grade with 437 students was

the 1st grade class of 1987-88 at which time it had 492 students. The track of each 1st grade class as it progresses over the years to a 5th grade class shows a similar pattern.

During the years in which a class moves from the 5th grade to the 8th grade, its enrollment might fluctuate from -20 to -20. The current 8th grade class is exactly the same size it was in 1988-89 when it was a 5th grade class (395 students).

From 5% to 13% of the 8th grade classes leave to attend non-public schools causing 9th grades to always be lower in enrollment than the previous year's 8th grade; 9th grade classes continue to lose membership throughout the high school years. Senior classes are 11% to 20% smaller than they were as freshmen, although over the last three years, the reductions have been at the low end of that range.

Table 11 also shows increases in the Special Education population from 2% to 2.7% of the total school population. This is somewhat misleading, however, since the method of reporting the numbers of these students changed four years ago. Since 1988-89, this column has included <u>all</u> students who have had core evaluations with I.E.P.'s developed rather than only those students who spend more than 50% of their school day outside of the regular classroom setting. The number of students in this latter category has increased from 2% to 2.4% of the total K-12 population.

TABLE 11

HISTORICAL ENROLLMENT GRADE BY GRADE

SCHOOL YEAR	K	T	1	2	3	4	5	6	7	8	9	10	11	12	SPEC. ED.	TOTAL
1982-83	360	60	435	392	416	438	477	514	565	513	512	499	450	489	132	6252
1983-84	414	57	401	413	401	413	432	477	506	562	428	453	445	410	125	5937
1984-85	404	59	431	389	415	409	414	438	478	493	482	417	441	422	136	5848
1985-86	409	61	437	428	396	417	415	421	442	468	476	469	410	386	133	5788
1986-87	467	55	471	444	423	404	410	431	423	453	434	484	461	351	122	5833
1987-88	458	69	492	447	439	411	396	407	423	427	399	406	444	410	128	5736
1988-89	525	71	508	466	437	432	395	409	410	411	373	386	381	391	165	5760
1989-90	648	61	458	471	451	422	430	382	416	394	383	377	378	355	151	5777
1990-91	674	72	551	445	475	433	418	441	400	413	378	365	352	349	143	5909
1991-92	622	60	591	515	441	472	437	410	445	395	369	370	352	331	160	5970

Table 12 displays Wallingford's public school enrollment in grade combination. This Table shows that: 1) the enrollment in Grades 9-12 fell by 18% (314 students) from 1983-84 through 1991-92; 2) the enrollment in Grades 6-8 fell by 25% (400 students) from 1982-83 through 1989-90, but has since grown by 3% (38 students); 3) the enrollment in Grades K-5 has been increasing since 1983-84 and has grown by 24% (607 students) since that time; and 4) that the K-2 enrollment has risen by 43% since 1982-83 (541 students).

TABLE 12

HISTORICAL ENROLLMENTS IN GRADE COMBINATIONS

YEAR	K-2	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
1982-83	1247	2578	3092	4170	2069	1592	1078	3028	1950
1983-84	1285	2531	3008	4076	1977	1545	1068	2804	1736
1984-85	1303	2541	2979	3950	1823	1409	971	2733	1762
1985-86	1355	2583	3004	3914	1746	1331	910	2651	1741
1986-87	1437	2674	3105	3981	1717	1307	876	2606	1730
1987-88	1466	2712	3119	3969	1653	1257	850	2509	1659
1988-89	1570	2834	3243	4064	1625	1230	821	2352	1531
1989-90	1638	2941	3323	4133	1622	1192	810	2303	1493
1990-91	1742	3068	3509	4322	1672	1254	813	2257	1444
1991-92	1788	3138	3548	4388	1687	1250	840	2262	1422

Table 13 compares the enrollment of Wallingford residents in non-public facilities from 1982-83 through 1990-91 (the figures for 1991-92 are not yet available). This chart shows that the non-public facilities have historically enrolled between 10% and 12% of the total school-aged Wallingford residents.

TABLE 13

ENROLLMENT OF WALLINGFORD STUDENTS
IN PUBLIC AND NON-PUBLIC FACILITIES, 1982/83 - 1990/91

SCHOOL YEAR	PUBLIC SCHOOL ENROLLMENTS	NON-PUBLIC SCHOOL ENR.	TOTAL	% NON-PUBLIC
1982-83	6252	706	6958	10%
1983-84	5937	745	6682	11%
1984-85	5848	786	6634	12%
1985-86	5788	760	6548	12%
1986-87	5833	713	6546	11%
1987-88	5756	753	6509	12%
1988-89	5760	728	6488	11%
1989-90	5777	764	6541	12%
1990-91	5909	699	6608	11%

Enrollments of high school students in the two regional vocational-technical facilities are shown in Table 14. The enrollment pattern shows declines in these figures paralleling the declines in the number of Wallingford's high school students.

TABLE 14

ENROLLMENT OF WALLINGFORD STUDENTS

IN REGIONAL VOCATIONAL PROGRAMS

1982-83	214
1983-84	205
1984-85	194
1985-86	209
1986-87	n/a
1987-88	n/a
1988-89	189
1989-90	175
1990-91	170
1991-92	153

ENROLLMENT PROJECTIONS

ENROLLMENT PROJECTION METHODOLOGY

The cohort survival technique is the most frequently used method of preparing enrollment forecasts. NESDEC indeed uses that technique, but modifies it in order to move away from forecasts which are wholly computer, or formula, driven. Such modification permits the incorporation of important, current town-specific information into the generation of the enrollment forecasts. Basically, percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 1989-90, increased to 104 students in Grade 2 in 1990-91, the percentage of survival would have been 104% or a ratio of 1.04. Such ratios are calculated between each pair of grades or years in school over several recent years.

The ratios used are the key factors in the reliability of the projections, given the validity of the data at the starting point. The strength of the ratios lies in the fact that each ratio encompasses <u>collectively</u> the variables that could possibly account for an increase or decrease in the size of a grade enrollment as it moves on to the next grade. Each ratio, then, represents the cumulative effect of the following factors:

1. Migration, in or out, of the schools;
2. Retention in the same grade;
3. Drop-outs, transfers, etc.
4. Births and deaths;

5. New house construction.

Based upon a reasonable set of assumptions, ratios most indicative of present trends are determined for pairs of grades or years. To project for the future, the ratios thus selected are applied to the present enrollment statistics for a pre-determined number of years.

In the case of Wallingford, the assumptions are these:

1. that the number of live births to residents will level off at an average of 574 per year through to the end of the planning period;

2. that the in and out-migration patterns established in the past will continue, i.e. declines from K-5, relative stability, 6-8 and declines 9-12;

3. that the DK program will cause steady reductions in the size of the Transition class;

4. that those students requiring that their educational program be offered in large measure outside of the regular classroom will stabilize at 2.4% of the total population;

5. that the housing growth will not revert to the levels of the mid-80's, but will rather stabilize at present levels;

6. that there will be no policy changes in regard to Kindergarten entrance age, retention, or new programs which would cause shifts in enrollment.

7. that non-public and voc-tech enrollments will not change significantly (no facility closings or openings nor significant program expansion);

If any of these assumptions needs to be altered in the

future, so, too, will the projections. It is important to note that as long as Wallingford remains a NESDEC affiliate, NESDEC will update these projections yearly in order to give Wallingford time to plan adequately for future growth (or decline).

The enrollment projections resulting from the set of assumptions above are shown in Tables 15 and 16.

TABLE 15

ENROLLMENT PROJECTIONS GRADE BY GRADE

SCHOOL YEAR	K	TRAN	1	2	3	4	5	6	7	8	9	10	11	12	SPEC. ED.	TOTAL
1991-92	622	60	591	515	441	472	437	410	445	395	369	370	332	331	160	5970
1992-93	668	60	538	558	510	432	467	439	414	441	359	362	332	327	154	6081
1993-94	693	55	578	508	552	500	428	469	443	410	401	352	344	327	158	6218
1994-95	704	55	599	546	503	541	495	430	474	439	373	393	334	320	161	6367
1995-96	704	50	609	566	541	493	536	497	434	469	399	366	373	311	165	6513
1996-97	700	50	609	576	560	530	488	539	502	430	427	391	348	347	169	6666
1997-98	703	45	606	576	570	549	525	490	544	497	391	418	371	324	172	6781
1998-99	702	45	608	573	570	559	544	528	495	539	452	383	397	345	175	6915
1999-00	702	40	607	575	567	559	553	547	533	490	490	443	364	369	178	7017
2000-01	702	40	607	574	569	556	553	556	552	528	446	480	421	339	180	7103
2001-02	702	35	607	574	568	558	550	556	562	546	480	437	456	392	183	7206

TABLE 16

PROJECTED ENROLLMENTS IN GRADE COMBINATIONS

YEAR	K-2	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
1991-92	1788	3138	3548	4388	1687	1250	840	2262	1422
1992-93	1824	3233	3672	4527	1761	1294	855	2255	1400
1993-94	1834	3314	3783	4636	1750	1322	853	2277	1424
1994-95	1904	3443	3873	4786	1838	1343	913	2333	1420
1995-96	1929	3499	3996	4899	1936	1400	903	2352	1449
1996-97	1935	3513	4052	4984	1959	1471	932	2445	1513
1997-98	1930	3574	4064	5105	2056	1531	1041	2543	1504
1998-99	1928	3601	4129	5163	2106	1562	1034	2611	1577
1999-00	1924	3603	4150	5173	2123	1570	1023	2689	1666
2000-01	1923	3601	4157	5237	2189	1636	1080	2766	1686
2001-02	1918	3594	4150	5258	2214	1664	1108	2873	1765

Table 15 shows the continuation of trends already identified resulting in a increase, K-12 of 1236 students or -21% over present levels. The enrollment figures shown to the left of the solid black line are, of necessity, based upon projected, rather than actual, birth figures. For this reason, those figures are far less reliable than the other figures shown which are based on actual, "countable" children.

The grade combinations (Table 16) show the decline in high school enrollment to end in 1994-95 and then increase by 24% by 2001-02. The increases in the Grades 6-8 enrollment which began two years ago will continue through the entire planning period, and the enrollment will be 33% higher in 2001-02 than at present. The elementary grades will also continue to experience significant growth, with the K-5 figures reaching the 3600 level (+15%) late in the planning period. It is important to note that growth at the high school level, particularly, will not cease at the conclusion of the ten year period shown. In fact, if the 9-12 enrollment projection were carried out an additional ten years, it would show high school enrollment reaching the 2000-student level. (A caveat. Beyond school year 2005-06, the high school projections start to rely on projected birth data, and they, too, lose some of their reliability.)

III. CAPACITIES OF WALLINGFORD PUBLIC SCHOOLS

ELEMENTARY CAPACITIES

In assigning capacities to the various elementary schools, the Study Team visited each facility and discussed space problems with the principals. To determine an operational capacity of a school, it is necessary to consider the following three factors:

1. Physical space. The volume and extent of space available.

2. Pupil/teacher ratios. School policy on grouping practices for instruction has a direct bearing on the classroom space that will be required. In Wallingford, it was agreed to utilize a ratio of 23 pupils per Kindergarten session and per classroom for Grades 1 through 5, and 15 pupils per session for DK and for Transition classrooms.

3. School programs. The allocation of space for present and planned educational programs offered outside of the regular classroom setting must also be considered. In an elementary school, rooms used for such programs as special education, computer education, art and music instruction, developmental and remedial services are not counted in the capacity determination since they serve as "pull out" programs. That is, when a 4th grade class has, for example, physical education instruction, the students are "pulled out" of their regular classroom which then remains empty during this instructional period. Therefore, it is not possible to count both the gym and the regular classroom when determining capacity.

When all these factors are taken into consideration, one can

arrive at a current operating capacity for each building. This operating capacity is frequently less than the original architectural capacity. The question to be answered is, "How many children will this school house given the types of services currently provided (or will be provided in the future)?" This figure is the practical, operationally useful measure of a school's capacity. On a practical basis, the capacity is exceeded where class size is of a number greater than that used in the Study Team's computations or when rooms excluded as instructional spaces are, in fact, used for regular classroom instruction. (Non-regular instructional spaces such as the cafeteria, auditorium, office space, storage areas, conference/tutorial rooms, resource rooms, etc. are not included in capacity determinations.) Utilization under capacity occurs when class size falls below the number used in determining the capacity of the building. In Wallingford, the average elementary class size is currently between 20 and 21 students (exclusive of DK and Transition classes).

CAPACITY OF D.K./K CLASSROOMS

K CLASSROOM CAPACITY COMPUTED AT AVERAGE OF 23 STUDENTS PER SESSION; DK CLASSROOM CAPACITY COMPUTED AT 15 STUDENTS PER SESSION.

COOK HILL - 4 K SESSIONS = 92
2 DK SESSIONS = 30

HIGHLAND - 3 K SESSIONS = 69
1 DK SESSION = 15

MOSES Y. BEACH - 4 K SESSIONS = 92
1 DK SESSION = 15 (Additionally, Moses Y has 1 pre-K program for 15 children)

PARKER FARMS - 5 K SESSIONS = 115
1 DK SESSION = 15

POND HILL - 3 K SESSIONS = 69
1 DK SESSION = 15

ROCK HILL - 4 K SESSIONS = 92
2 DK SESSIONS = 30 (Additionally, Rock Hill has 2 pre-school classrooms for 40 children)

STEVENS - 4 K SESSIONS = 92 (Additionally, Stevens has 1 pre-K classroom for 30 children)

2 DK SESSIONS = 30

TOTALS: 621 K CAPACITY
150 DK CAPACITY
---
771 CAPACITY

Please note that two of the K sessions listed above are "empty" (one in Parker Farms and one in Rock Hill); that is, there is space for two more sessions than currently exist.

CAPACITY FOR GRADES TRANSITION THROUGH 5

ALL T ROOMS COUNTED AT 15 STUDENT CAPACITY;

GRADES 1-5 ROOMS COMPUTED AT 23 STUDENTS EACH

COOK HILL -	1 T CR	=	15
	19 CR'S	=	437
HIGHLAND	1 T CR	=	15
	13 CR'S	=	299
MOSES Y.B.	19 CR'S	=	437
PARKER F.	18 CR'S	=	414
POND HILL	1 T CR	=	15
	17 CR'S	=	391
ROCK HILL	15 CR'S	=	345
STEVENS	1 T CR	=	15
	17 CR'S	=	391
TOTAL:			2774

MIDDLE SCHOOL CAPACITY

To determine the capacity of the Wallingford Middle Schools, an inventory was made of spaces available for instructional use. Each instructional space was assigned a capacity based upon its use and school practice relative to class size and grouping of students. Consideration was also given to the way in which Middle Schools are organized and operated.

Middle schools recognize the special developmental differences--physical, intellectual, social and emotional--of pre- or early adolescents. Recent research suggests that a curriculum and instructional program which takes into account the differences in these students "in transition" positively affects student achievement, personal development, learning climate, faculty morale, staff development, and parental and community involvement.

Because students are moving along a developmental continuum, a middle school program should provide a "continuity of schooling" where students begin with greater degrees of supervision and advance to more opportunities for independence with a rich program of exploratory experiences.

The program should also ensure a strong teacher-mentor relationship with the teacher as advisor and should be developed around small teams of teachers who get to know the same students better through an inter-disciplinary team organization and a common planning time.

Junior High programs, on the other hand, are organized along the same subject-centered lines as a high school (therefore, the title "little" or "junior" high school). With similar scheduling and departmentalized academic, athletic, and activities programming, junior highs lack the interdisciplinary approach and do not provide for common planning time for teachers. (Capacities of junior high schools are determined differently than are capacities of middle schools.)

At Moran and Dag Hammarskjold Middle Schools, teaching teams instruct students in the primary (or core) subjects while non-team teachers handle the related arts. Teacher team members share a common planning period.

For purposes of determining the operational capacity of a middle school, the procedure follows that typically used for the elementary level. The general classrooms (including the science rooms) are assigned an average number of students, 23 in the case of Wallingford. (Current average class size is almost exactly that figure.) The "special use rooms" such as art, music, etc. are not included in determining the middle school capacity, since as at the elementary level, they service "pull out" programs. Auditoriums, cafeterias, storage spaces, office space, conference/tutorial spaces, resource rooms, are likewise not included.

CAPACITY OF MIDDLE SCHOOLS

ALL CLASSROOMS COUNTED AT 23 STUDENT AVERAGE

DAG HAMMARSKJOLD	28 CR'S (including 8 science rooms)	= 644
MORAN	29 CR'S (including 8 science rooms and 1 health room)	= 667
TOTAL:	57 CR'S WITH TOTAL CAPACITY OF	1311 STUDENTS

SECONDARY CAPACITIES

The process for determining the capacity for secondary schools is similar to that used for the elementary/middle schools in that support areas such as cafeteria, auditorium, offices, etc. and those areas for special needs instruction, departmental resource rooms, internal suspension room, and prep-storage rooms are not counted in capacity.

However, at the high school level, in addition to the general classrooms, the special area rooms, which usually have a specific use due to instructional requirements, e.g., laboratories or shops are included. Each general classroom has been assigned a capacity depending upon size and use. The capacity assigned to each special area room is usually contingent upon the number of work stations existing in the space. Once the capacity of each instructional space is determined, a total capacity can be computed based on the sum of the individual capacities.

No secondary school building can operate effectively at 100% capacity. First, students cannot be scheduled into neat groups of 22,20 or 18. Second, the elective system provides opportunities for students to choose from a variety of course offerings. Further, schools which choose to provide ability-level grouping, enrichment classes and programs for the academically talented, accept increased problems in achieving evenly-balanced classes. A comprehensive educational program requires, therefore, a greater number of teaching stations than would be the case in a school with a pre-determined curriculum. If secondary schools were to

operate at total capacity, comprehensiveness would have to be severely curtailed. For this reason, operational capacities of secondary schools reflect not only spaces available, but also the program design of the school and are calculated in Wallingford at 85% of the <u>architectural</u> capacity of the building.

HIGH SCHOOL CAPACITY

SHEEHAN:

27 GENERAL CLASSROOMS @ 25	=	675
3 ART @ 16	=	48
3 HOME EC @ 16	=	48
3 I.A. @ 16	=	48
1 CAD @ 10	=	10
2 MUSIC @ 25	=	50
5 P.E. @ 30	=	150
7 SCIENCE RMS @ 24	=	168
1 ELEC.LAB @ 16	=	16
6 BUSINESS ROOMS @ 25	=	150
TOTAL:		1363
	@	.85
		1159

Spaces not included in capacity determination:

- Computer lab
- Library/media center
- Planetarium
- Auditorium
- Cafeteria
- Self-contained SpEd room
- Resource rooms
- Conference/tutorial spaces
- Teachers' room
- All offices (including those used for central administration)
- All storage areas

HALL:

30 GENERAL CLASSROOMS @ 25	=	750
4 ART @ 16	=	64
3 HOME EC @ 16	=	48
4 I.A. @ 16	=	64
1 MUSIC @ 40	=	40
2 P.E. @ 30; 2 P.E. @15	=	90
7 SCIENCE RMS @ 24	=	168
1 HEALTH RM @ 16	=	16
3 BUSINESS ROOMS @ 25	=	75
TOTAL:		1315
	@	.85
		1118

Spaces not included in capacity determination:

- Science lecture room
- 4 SpEd classrooms
- 3 Computer labs
- 1 Reading Lab
- 1 Photo/Darkroom
- 9 Voc-Ag shops
- Auditorium
- Cafeteria
- Library/media center
- Conference/tutorial spaces
- All Offices
- All storage

TOTAL HIGH SCHOOL CAPACITY: 2277

STATEMENT OF THE PROBLEM

COMPARISON OF CAPACITIES WITH PRESENT AND PROJECTED ENROLLMENTS

	CAPACITY	ENROLLMENT 91-92	96-97	01-02
K/DK	771	622	700	702
GRADES T-5	2774	2516	2813	2892
			-118 SPACES NEED 6 CR'S	
GRADES 6-8	1311	1250	1471	1664
			-353 SPACES NEED 16 CR'S	
GRADES 9-12	2277	1422*	1513*	1765*

*100 students should be added to each 9-12 total to account for the out-of-district vo-ag student enrollment in academic classes

+ 412 SPACES

SPECIAL EDUCATION				
K - 12 (17 CR'S @ 8 STUDENTS EACH)	136	140	155 (3 at Elem.; 2 at Middle)	169 NEED 5 CR'S

TOTAL SPACES NEEDED TO ACCOMMODATE ENROLLMENT GROWTH (given current grade organization) :

ELEMENTARY LEVEL: 9 (6 Reg. Enr.; 3 Spec.Ed. Enr.)
MIDDLE LEVEL: 18 (16 Reg.Enr.; 2 Spec.Ed. Enr.)

In addition to the space needs created by increasing enrollments of both regular and special education students, educational specifications as established by the Board of Education have significant space implications.

OTHER SPACES NEEDED TO MEET BOARD OF EDUCATION PROGRAM GOALS

ELEMENTARY LEVEL:

Music Rooms in each Elementary School (+7 cr's)

Art Rooms in each Elementary School (+4 cr's)
(Moses Y, Highland and Stevens have art rooms at present)

Small group instructional/conferences spaces (+7 cr's)

TOTAL ADDITIONAL ELEMENTARY CLASSROOMS NEEDED FOR PROGRAM IMPROVEMENTS: 18 CR'S

In addition, permanent cr's will be needed to replace the 11 temporary cr's currently on elementary sites.

MIDDLE LEVEL:

MORAN: 1 Music Room, 2 Comp. Labs, enlarged Library space, additional storage space = + 5 cr's

DAG: 2 Comp. Labs, 1 I.S.S. Room, enlarged library space, additional storage space = + 5 cr's

TOTAL ADDITIONAL MIDDLE SCHOOL CLASSROOMS NEEDED FOR PROGRAM IMPROVEMENT: 10

In addition, both facilities need additional cafeteria space

TOTAL CLASSROOM NEEDS: ELEMENTARY LEVEL - 27 CR'S PLUS 11 CR'S TO ALLOW FOR RETIREMENT OF TEMPORARIES;

MIDDLE LEVEL - 28 CR'S

The following chart summarizes the total space needs as outlined. Spaces to meet the program needs are "deducted" from the present capacity to show how many students could be accommodated in the present facilities if they were altered to offer the educational programs desired by the Board of Education.

STATEMENT OF PROBLEM

	CAPACITY	ENROLLMENT 91-92	96-97	01-02
K/DK	771	622	700	702
GRADES T-5	2774 - 161 (MUSIC, 7 CR'S) - 92 (ART, 4CR'S) - 161 (CONF. SPACE, 7 CR'S) - 69 (SPED SPACE, 3 CR'S)			
	2291	2516	2813	2892
				-601 SPACES NEED 27 CR'S
				PLUS 11 CR'S TO REPLACE PORTABLES
GRADES 6-8	1311 - 23 (MUSIC, 1 CR) - 46 (LIBRARY EXPANSION, 2 CR'S) - 92 (COMP.LABS, 4 CR'S) - 23 (I.S.S., 1 CR) - 46 (STORAGE, 2 CR'S) - 46 (SPED SPACE, 2 CR'S)			
	1035	1250	1471	1664
				- 629 SPACES NEED 28 CR'S
GRADES 9-12	2277	1422 + 100 out-of-district students	1513	1765 + 412 SPACES

OPTIONS

The options developed by the Study Team were framed in accordance with the following parameters established by the Board of Education:

1. all educational specifications are to be met;
2. temporary classrooms are not to be used as solutions to long-range space needs;
3. that Wallingford maintain 2 high schools, each with a 9-12 grade configuration.

Seven options are included: 4 for the elementary level; 2 for the middle school level; and 1 covering both the elementary and middle schools.

The description of each option includes:

1. a list of its components
2. a table showing the "fit" of students into spaces
3. considerations, both pro and con
4. estimated costs

COST DATA

The estimated costs and square footage requirements listed for each Option are based upon information from the Study Team architect and from the Connecticut State Department of Education. This basic information is shown here separately so that it need not be repeated in each option.

All figures are in 1992 dollars and are total project costs which include construction, architectural and engineering fees, and furnishings. Costs for site acquisition and/or extraordinary site development work are not included. Reimbursement dollars from the State are likewise not included.

ELEMENTARY SCHOOL CONSTRUCTION: New school. 120 sq.ft. per student @ $130.00 per sq.ft.

Additions. 900 sq.ft. per classroom, with circulation factor of 1.3 to 1.5 (dependent upon size of addition) @ $145.00 per sq.ft.

Replacement of portables. Same as additions--each replaced by a 900 sq.ft. classroom plus circulation factor of 1.4.

MIDDLE SCHOOL CONSTRUCTION: New school. 170 sq.ft. per student @ $130.00 per sq.ft.

Additions. 750 sq.ft. per classroom with 1.5 circulation factor @ $145.00 per sq.ft.

Caf. enlargement. Four art rooms (two at each middle school) taken for enlargement are replaced with four art rooms of 1500 sq.ft. each with 1.3 circulation factor @ $145.00 per sq.ft.

ELEMENTARY OPTION 1

ALL SCHOOLS REMAIN K-5

A. CONSTRUCT NEW ELEMENTARY SCHOOL FOR 650 STUDENTS

B. REPLACE PORTABLES WITH PERMANENT ADDITIONS AS USEFUL LIFE ENDS

		ENROLLMENT		
	CAPACITY	91-92	96-97	01-02
K	771	622	700	702
GRADES T-5	2291	2516	2813	2892
	650 (NEW SCHOOL)			
	2941			- 601 SPACES

ESTIMATED COSTS: New Elementary School = $10.1M
Replace portables = $2M

TOTAL ESTIMATED COSTS: $12.1M
N.B. If Board of Education wishes to reconfigure entry way at Rock Hill as per Crime Prevention Officer's report of December 1990, (regardless of option selected), additional $25K will be needed.

CONSIDERATIONS:

1. Meets all program and enrollment growth needs for 10 years.

2. Significant redistricting necessary

3. Any new school building increases operational and personnel costs

4. New school would allow all elementary schools to remain at or near present enrollment levels

5. New school could be sited in area of heaviest growth (Cook H[illegible] and Stevens have been the two fastest growing elementary schools over the last 5 years)

6. Might necessitate site procurement costs

7. Additional growth, if any, subsequent to the end of the planning period could be accommodated with additions to existing buildings.

ELEMENTARY OPTION 2

ALL SCHOOLS REMAIN K-5

A. CONSTRUCT 2 NEW ELEMENTARY SCHOOLS FOR 450 STUDENTS EACH

B. REMOVE PORTABLES AS USEFUL LIFE ENDS

		ENROLLMENT		
	CAPACITY	91-92	96-97	01-02
K	771	622	700	702
GRADES T-5	2291	2516	2813	2892
	900 (NEW SCHOOLS)			
	- 250 (PORTABLES REMOVED)			
	2941		- 601 SPACES	

ESTIMATED COSTS: 2 New Elementary Schools = $14M

CONSIDERATIONS:

1. Meets all program and enrollment growth needs for 10 years.

2. Allows for retirement of portables or their conversion to non-instructional use.

3. New schools could be sited in areas of greatest growth although site procurement costs may be incurred.

4. Plenty of flexibility to accommodate future enrollment growth or expanded program through additions to all sites.

5. All school could remain at or near present enrollment levels.

6. Significant redistricting would be necessary.

7. Increased operational and personnel costs

ELEMENTARY OPTION 3

ALL SCHOOLS REMAIN K-5

A. ADD 28 CR'S TO EXISTING ELEMENTARY SCHOOLS

B. REPLACE PORTABLES WITH PERMANENT ADDITIONS AS USEFUL LIFE ENDS

		ENROLLMENT		
	CAPACITY	91-92	96-97	01-02
K	771	622	700	702
GRADES T-5	2291	2516	2813	2892
	650 (ADDITIONAL CR'S)			
	2941			- 601 SPACES

ESTIMATED COSTS: 28 new classrooms - $5.5M
Replace portables = $2M

TOTAL ESTIMATED COSTS: $7.5M

CONSIDERATIONS:

1. Meets all program and enrollment growth needs for 10 years.

2. Some redistricting will be necessary

3. Multiple, potentially disruptive, construction projects

4. Would create some very large elementary schools (One possible allocation of additions: 6 at Stevens, 6 at Highland, 6 at Parker Farms, 6 at Cook Hill, 2 at Pond Hill, 2 at Rock Hill). Capacities would range from 513 students at Rock Hill to 712 at Stevens.

5. Playground/parking space diminished

6. Little to no flexibility to accommodate growth subsequent to the planning period.

7. Fewer additional operating and personnel costs than in Option 1.

8. Decisions as to timetable and location of classroom additions may require the retirement of the portable units before the end of their useful life.

ELEMENTARY OPTION 4

ALL SCHOOLS REMAIN K-5

A. REOPEN YALESVILLE SCHOOL WITH 10 ADDITIONAL CLASSROOMS

B. ADD 9 CR'S TO EXISTING ELEMENTARY SCHOOLS

C. REPLACE PORTABLES WITH PERMANENT CONSTRUCTION

		ENROLLMENT		
	CAPACITY	91-92	96-97	01-02
K	771	622	700	702
GRADES T-5	2291	2516	2813	2892
	400 (YALESVILLE)			
	207 (NEW CR'S)			- 601 SPACES
	2898			

ESTIMATED COSTS: * Reopening Yalesville = $6M (as described in Feasibility Study from DeCarlo and Doll, Inc., 1991)
9 additional classrooms = $1.8M
Replace portables = $2M

TOTAL ESTIMATED COSTS: $ 9.8M

CONSIDERATIONS:

1. Meets all program and enrollment growth needs for 10 years.

2. Utilizes existing Town-owned property

3. Not much less expensive than a new school (exclusive of site acquisition costs)

4. Yalesville not located in heaviest growth area

5. Concurrent multiple construction projects

6. Significant redistricting at elementary level

7. Depending upon location of 9 additional cr's, some schools might become considerably larger than others

MIDDLE SCHOOL OPTION 1

BOTH SCHOOL REMAIN GRADES 6-8

A. CONSTRUCT 14 CR ADDITION TO BOTH MORAN AND DAG

B. ENLARGE CAFETERIA SPACE AT BOTH

	CAPACITY	ENROLLMENT 91-92	96-97	01-02
GRADES 6-8	1035	1250	1471	1664
	650 (2 14 CR ADDITIONS)			
	1685		-629 SPACES	

ESTIMATED COSTS: 28 added cr's = $4.6M
Cafeteria enlargement - $1.1M (replacement of a
rooms taken by expansion)

TOTAL ESTIMATED COSTS: $5.7M

CONSIDERATIONS:

1. Would meet all program and enrollment growth needs for 10 years.

2. Both middle schools have existing problems with parking which would be exacerbated by construction additions.

3. New classrooms should be constructed to recognize the educational features of a middle school, allowing teams in each grade level to be united with easy access to core facilities.

4. Both schools have limited outside physical education and athletic space; extending the buildings could require expensive site work to replace field space taken.

5. If additions are fully connected to existing buildings (if walls are broken through), code update work (fire code sprinklers) would be necessary.

6. Would create two large middle schools (@ 850 students each).

7. Accommodating enrollment or program growth subsequent to the end of the planning period would be very difficult.

MIDDLE SCHOOL OPTION 2

BOTH SCHOOL REMAIN GRADES 6-8

A. CONSTRUCT NEW MIDDLE SCHOOL FOR 650 STUDENTS

	CAPACITY		ENROLLMENT 91-92	96-97	01-02
GRADES 6-8	1035 650 --- 1685	(NEW SCHOOL)	1250	1471 - 629	1664 SPACES

ESTIMATED COSTS: New Middle School = $14.4M

CONSIDERATIONS:

1. Would meet all program and enrollment growth needs for 10 years.

2. Significant redistricting would be necessary.

3. New school would be designed specifically for middle school educational program.

4. New school would require increased operational and personnel costs.

5. New school would keep enrollment levels at or near present levels in existing schools.

6. Further growth could be accommodated through additions to any and/or all three schools.

ELEMENTARY/MIDDLE SCHOOL OPTION

GRADE ORGANIZATION CHANGED TO K-4, 5-8, 9-12

ELEMENTARY LEVEL: ADD 3 CR'S TO EXISTING ELEMENTARY SCHOOLS AND REPLACE PORTABLES AS USEFUL LIFE ENDS.

MIDDLE SCHOOL LEVEL: CONSTRUCT NEW MIDDLE SCHOOL FOR 750 STUDENTS AND ADD 10 CR'S TO BOTH MORAN AND DAG; ENLARGE CAFS AT MORAN AND DAG

	CAPACITY		ENROLLMENT 91-92	96-97	01-02
K/DK	771		622	700	702
GRADES T-4	2291		2079	2325	2342
	69	(3 CR'S)			- 51 SPACES
	2360				
GRADES 5-8	1035		1687	1959	2214
	750	(NEW MIDDLE SCHOOL)			
	450	(20 CR'S ADDED)			-1179 SPACES
	2235				

ESTIMATED COSTS:

Elementary Level: 3 cr's = $ 500K
Replace portables = $2M

Middle Level: New school = $16.6M
20 additional cr's = $ 3.3M
Caf. enlargement = $ 1.1M

TOTAL ESTIMATED COSTS: $23.5M

CONSIDERATIONS:

1. All program and enrollment growth needs met for 10 years.

2. Change in grade organization will require parent/staff/student orientation and staff development work to plan a 5-8 middle school program.

3. Focuses problem almost entirely at middle school level with little to no disruption at elementary schools.

4. Allows gradual replacement (or retirement) of portables.

5. Redistricting would be necessary at middle school level.

6. Enrollment at middle schools would be approximately 750 students at each.

7. New middle school might require site acquistion costs; district operating and personnel costs would increase.

8. Program could be enhanced for 5th graders when relocated to middle schools.

OPTION SUMMARY

	Components	Cost
ELEMENTARY OPTION 1 -	New school for 630 students Gradual replacement of temporary cr's with permanent additions	12.1M
ELEMENTARY OPTION 2 -	Two new schools for 450 each Abandon/convert temporary cr's	14.0M
ELEMENTARY OPTION 3 -	Additions to elementary schools Replace temporaries	7.5M
ELEMENTARY OPTION 4 -	Reopen Yalesville with 10 add. cr's Build 9 additional cr's Replace temporaries	9.8M
MIDDLE OPTION 1 -	14 cr additions to Moran and Dag Enlarge caf at both	5.7M
MIDDLE OPTION 2 -	New School for 650 students	14.4M
ELEMENTARY/MIDDLE OPTION -	Change grade org. to K-4,5-8 Add 3 elem. cr's & replace temps. Build new middle school Add 10 cr's to Moran and Dag Enlarge caf. at both	23.5M

To assist the District in making decisions as to the best way for Wallingford to proceed in developing a master plan for school facilities, the Study Team suggests the following criteria to the options presented (or to any other options which the administration and Board of Education might want to consider):

1. How well does the option solve the problem as defined? Does it solve it long-term or is it merely a "band-aid?" Short-term solutions are not desirable.

2. Does the option provides for long-term flexibility. Enrollment projections are just that--projections. They are not guarantees. Whatever the Board of Education chooses to do should take into account the possibility of a 10% swing either way in terms of enrollment. Additionally, subsequent to the planning period, additional growth will almost certianly occur, particularly at the secondary level.

3. Does the option improve program (or is it at least program-neutral)? It is never acceptable to provide additional program spaces for one group of students at the expense of the program of another.

4. Is the option financially responsible? Does it provide the "most for the least"? The best approach need not be either the most expensive nor the least expensive option.

NESDEC commends the Wallingford Board of Education for the efforts already undertaken in long-range planning for its school facilities needs. As this report is studied and the options analyzed, the school staff and Board of Education members should engage their own intimate knowledge of their community and schools, and should continue to seek the contributions of all interested persons in the process of determining how best to provide a quality educational environment for all Wallingford students. The above criteria might provide a framework for that process.

RESPONSE TO CAPACITY DETERMINATIONS MADE BY THE ISSUES COMMITTEE OF THE DEMOCRATIC TOWN COMMITTEE

PREPARED BY

JOSEPH J. CIRASUOLO, ED.D.

SUPERINTENDENT OF SCHOOLS

TABLE OF CONTENTS

INTRODUCTION

This is a response to three of the conclusions that were reached by the Issues Committee of the Wallingford Democratic Town Committee and were explained by the Issues Committee in the report that it recently submitted to the Town Committee. The conclusions are the following.

1. Additional student capacity at Wallingford's elementary and middle schools can be obtained by taking special education classes that are now assigned to separate classrooms and assigning two classes to one classroom.
2. Additional student capacity at Wallingford's middle schools can be obtained by assigning classes to rooms that are left vacant when the students who have been assigned to a given team of teachers are in unified arts, art or physical education classes.
3. A larger student capacity for each elementary and middle school than that which was determined by the New England School Development Council (NESDEC) can be obtained if the basis for determining capacity is the number of teachers and not the number of rooms.

All of these conclusions relate to the question of what is the student capacity of a school building. Unfortunately, answering that question cannot be derived by simply employing a universally accepted formula. In fact, the question cannot be answered at all unless at least the following questions are answered.

1. Is the traditional school calendar to be maintained as opposed to year round education?

   Because in a year round education format 20% of the students would not be in attendance at any given time, the capacity of a school building would be increased by 20% if year round education was employed.

2. Is a single session school day to be maintained as opposed to a double session school day?

   Employing a double session school day would increase the capacity of a school building by 100%.

3. Is the average class size to be maintained at the 20 - 25 range?

   Increasing the average class size to the 25 - 30 range would increase the capacity of a school building by 20%.

4. Are there to be classrooms set aside for art, music and computer instruction and is there to be adequate classroom space for the delivery of special education and pupil personnel services?

   If no such provision is made at an elementary school, the capacity of an elementary school would be increased by 125 students.

5. Is the middle school concept to remain in effect at the grades 6 - 8 level?

   Re-organizing instruction at those grade level would increase the capacity of a middle school.

Depending on the particular circumstances that exist in a specific school system, some of these questions would be revised and other questions would be added. It should be clear, however, from this list of questions that CAPACITY IS A FUNCTION OF BOTH ACTUAL SPACE DIMENSIONS AND THE PROGRAM USES INTENDED FOR THAT SPACE. NESDEC addressed this issue in its report and the relevant sections of that document can be found in the appendix of this response.

Because of the crucial linkage between capacity determinations and the intended usage for school space, the Wallingford Board of Education established specific usage designations before charging NESDEC with a number of tasks, among them determining the capacity of each of Wallingford's school buildings. Those designations are the following.

1. Every elementary school will have an art classroom.
2. Every elementary school will have a music classroom.
3. Every elementary school will have a computer laboratory.
4. Both middle schools will have sufficient classroom space for art, music and computer instruction.
5. Both middle schools will have sufficient library space.
6. All elementary and middle schools will have sufficient space for special education classes and for the provision of pupil personnel services.

In addition, the Board told NESDEC that a decision had been made to continue to maintain two high schools. The Board made this decision after reviewing enrollment projections for the high school grades and deciding that those projection indicated the need for two high schools. For example, in school year 1997-98, a year for which high school enrollment projections are based on cadres of students who already attend the Wallingford Public Schools, there will be over 1900 students in grades nine through twelve. Sheehan High School has a capacity of 1159 and Lyman Hall High School has a capacity of 1203. Clearly, then, neither high school is big enough to hold the projected enrollment of over 1900 students.

This report, therefore, addresses the three recommendations that were made by the Issues Committee of the Democratic Town Committee from the perspectives of the effect of those recommendations upon educational programs and the space specifications that were established by the Board of Education.

CLASSROOMS FOR SPECIAL EDUCATION CLASSES

The Issues Committee of the Democratic Town Committee asserts that additional student capacity can be obtained in our elementary and middle schools if instead of assigning each special education class to its own classroom, the school administration assigns two such classes to a single classroom. The Committee is correct in its assertion but the Committee has not considered the effect that this arrangement would have on student learning. The effect would be negative.

Students who are assigned to special education classes have significantly greater difficulty learning than students who are not assigned to these classes. The classes are designed to remedy that difficulty by delivering more concentrated and individualized instruction than is available in the regular classroom. For this type of instruction to be delivered effectively, it must be delivered in a setting where the space per student is significantly greater than the space that is available in the regular classroom because the students need to be freed from the distraction that even the presence of fifteen or more students in the classroom causes.

If the school system were to implement the recommendation of the Issues Committee to double the number of students in each special education classroom at the elementary and middle school levels, the students in these classes would learn at a noticeably lower level despite the fact that the teacher - pupil ratio would not be increased. By putting more students in a special education classroom than the appropriate level, the school system would be establishing a setting that by its very nature would reduce student learning. For this reason, the Issues Committee's recommendation should not be approved and student capacity designations for schools should be based on the assignment of each special education class to its own classroom.

MIDDLE SCHOOL CLASSROOM ASSIGNMENTS

The Issues Committee of the Democratic Town Committee asserts that the student capacity of the middle schools can be increased, if classes are assigned to rooms that are left vacant when students are in unified arts, art or physical education classes. The Committee is correct in its assertion but the committee has not considered the effect that this arrangement would have on student learning. That effect would be negative.

To understand why this arrangement would have a negative effect on student learning, it is necessary to understand what the middle school structure is, why that structure is appropriate for students in grades six, seven and eight and why what the Issues Committee is suggesting would harm the implementation of the middle school structure in Wallingford's middle schools.

MIDDLE SCHOOL STRUCTURE

The middle school structure is a method of scheduling students so that they spend the bulk of their school day, that portion that is devoted to the study of language arts, mathematics, social studies and science, in a seriously limited number of rooms and with a team of teachers. Operationally, a school implements the middle school structure when it assigns students for language arts, mathematics, social studies and science instruction to no fewer that two teachers and no more than four teachers with a pupil teacher ratio of one teacher to twenty to twenty five students and when those teachers are assigned for the entire school day to contiguous classrooms. The students, then, experience most of their learning without having to interact with many teachers and without having to travel throughout the school building.

RATIONALE FOR MIDDLE SCHOOL STRUCTURE

The rationale for the middle school structure is based on what is known about how children between the ages of ten and fourteen learn best. For these children, it is difficult to concentrate on learning if they are required to interact with five or six teachers every day and if they are required to move throughout the school building for their classes. They need the security that is provided by having a small team of teachers facilitate their learning and by being assigned to a particular part of the school building that is in essence their space. Without that security, the simple act of moving throughout the building and of having to maintain relationships with too many teachers hinders the ability of these children to learn.

For these reasons, most American school systems have abandoned the junior high school structure and implemented the middle school structure. The junior high school structure is implemented in approximately the same fashion as a high school structure would be implemented. There are no teams of teachers and students move every forty to forty five minutes from one part of the school building to another. The result wherever the middle school structure was implemented appropriately has been enhanced student learning.

Wallingford's middle schools have been recognized for successfully implementing the middle school structure. The New England Association of Schools and Colleges (NEASC) granted both of our middle schools ten year accreditation periods, the longest period of accreditation that is granted by the NEASC.

IMPACT OF ISSUES COMMITTEE RECOMMENDATION ON MIDDLE SCHOOL STRUCTURE

The Issues Committee's recommendation would eliminate the advantages of the middle school structure for approximately 300 of Wallingford's middle school students. These students would be assigned to teams of teachers who along with their students would have to travel every forty to forty ve minutes to different parts of the school buildings. This would occur cause these teachers and their students would be assigned to classrooms that would be left vacant when the students of other teams of teachers would be assigned to unified arts, art and/or physical education classes.

For these 300 students, there would be no space that would be essentially their own. Their educational experience would be nomadic as they traveled from floor to floor and room to room throughout the school day. Deprived of the space security that children of this age need to learn well, these students would learn at a lower level than the students whose teams would be assigned to their own space. So, the resultant situation would be one that would represent a backward step in educational programming and one that would represent an inequity in terms of quality programming.

DETERMINATION OF CAPACITY BASED ON THE NUMBER OF TEACHERS

The Issues Committee of the Democratic Town Committee asserts that if the student capacity of the schools is determined on the basis of the number of teachers instead of the number of rooms, the capacities of Wallingford's schools can be increased. Once again, the Committee is correct in its assertion but the Committee has not considered the impact of its assertion on students. In this case, the impact would be seen in yearly disruption in the educational experiences of some students and in lack of space for all programs.

DISRUPTION

It is almost axiomatic that students whose educational experiences take place in the same school building over a number of years learn more than students whose experiences take place in different buildings each year. It is always wise, therefore, to have sufficient space to allow stability in the students' school assignments. For this reason, it is the almost universal practice in school districts throughout the country to send the teachers to where the students live instead of sending the students to where the teachers are assigned.

Once a decision is made to send the teachers to where the students live, it is recognized that the students' residencies are never placed throughout a community so that every subsection of the community has an equal number of students per grade level. Facilities have to be planned with this in mind.

If a decision is made to send the students to where the teachers are assigned, it is also recognized that students' residencies are never placed throughout a community so that every subsection of the community has an equal number of students per grade level. Every year, then, some students would have to be re-assigned to a different school so that class sizes in some schools would not be too high and class sizes in other schools would not be too low. In such a situation, the learning of those students who would become annual nomads, moving from school to school depending on the pattern of grade level enrollments neighborhood by neighborhood, would suffer. This would be a step backward in the quality of educational programming.

PROGRAM SPACE

The Issues Committee has based its capacity determinations on the number of classroom teachers. The number of art, music and special education teachers was not included. In the Committee's determinations, therefore, there is no space for art, music, computer and special education classrooms.

When programs are not given their own space, the quality of the programming is significantly reduced. When the quality of programming is reduced, the students level of learning is significantly reduced.

The school system is already suffering a reduction in student learning because of inadequate facilities for all of our programs. This is barely being tolerated because the Board of Education's proposed building project includes sufficient space for all programs. If that project is reduced to conform with the capacity determinations of the Issues Committee, the present unsatisfactory situation would be perpetuated into the future indefinitely. The community would be in the position of embarking on a major building project knowing from the start that the end result would be less than it should be to meet all of the educational needs of our students. Limiting ourselves to less than what we ought to be from the beginning of an effort to improve our schools inevitably results in schools that are deficient.

SUMMARY

The contentions in this response to the Issues Committee of The Democratic Town Committee is a relatively straight forward task. The Committee has proposed ways that would increase the student capacities of the Wallingford Public Schools. Unfortunately, the means proposed to increase capacity would all have a negative impact on student learning. The Committee's capacity determinations, therefore, cannot be supported from the perspective of making the effectiveness of schools what it should be in terms of student learning.

APPENDIX

ELEMENTARY CAPACITIES

In assigning capacities to the various elementary schools, the Study Team visited each facility and discussed space problems with the principals. To determine an operational capacity of a school, it is necessary to consider the following three factors:

1. Physical space. The volume and extent of space available.

2. Pupil/teacher ratios. School policy on grouping practices for instruction has a direct bearing on the classroom space that will be required. In Wallingford, it was agreed to utilize a ratio of 23 pupils per Kindergarten session and per classroom for Grades 1 through 5, and 15 pupils per session for DK and for Transition classrooms.

3. School programs. The allocation of space for present and planned educational programs offered outside of the regular classroom setting must also be considered. In an elementary school, rooms used for such programs as special education, computer education, art and music instruction, developmental and remedial services are not counted in the capacity determination since they serve as "pull out" programs. That is, when a 4th grade class has, for example, physical education instruction, the students are "pulled out" of their regular classroom which then remains empty during this instructional period. Therefore, it is not possible to count both the gym and the regular classroom when determining capacity.

When all these factors are taken into consideration, one can

arrive at a current operating capacity for each building. This operating capacity is frequently less than the original architectural capacity. The question to be answered is, "How many children will this school house given the types of services currently provided (or will be provided in the future)?" This figure is the practical, operationally useful measure of a school's capacity. On a practical basis, the capacity is exceeded where class size is of a number greater than that used in the Study Team's computations or when rooms excluded as instructional spaces are, in fact, used for regular classroom instruction. (Non-regular instructional spaces such as the cafeteria, auditorium, office space, storage areas, conference/tutorial rooms, resource rooms, etc. are not included in capacity determinations.) Utilization under capacity occurs when class size falls below the number used in determining the capacity of the building. In Wallingford, the average elementary class size is currently between 20 and 21 students (exclusive of DK and Transition classes).

MIDDLE SCHOOL CAPACITY

To determine the capacity of the Wallingford Middle Schools, an inventory was made of spaces available for instructional use. Each instructional space was assigned a capacity based upon its use and school practice relative to class size and grouping of students. Consideration was also given to the way in which Middle Schools are organized and operated.

Middle schools recognize the special developmental differences--physical, intellectual, social and emotional--of pre- or early adolescents. Recent research suggests that a curriculum and instructional program which takes into account the differences in these students "in transition" positively affects student achievement, personal development, learning climate, faculty morale, staff development, and parental and community involvement.

Because students are moving along a developmental continuum, a middle school program should provide a "continuity of schooling" where students begin with greater degrees of supervision and advance to more opportunities for independence with a rich program of exploratory experiences.

The program should also ensure a strong teacher-mentor relationship with the teacher as advisor and should be developed around small teams of teachers who get to know the same students better through an inter-disciplinary team organization and a common planning time.

Junior High programs, on the other hand, are organized along the same subject-centered lines as a high school (therefore, the title "little" or "junior" high school). With similar scheduling and departmentalized academic, athletic, and activities programming, junior highs lack the interdisciplinary approach and do not provide for common planning time for teachers. (Capacities of junior high schools are determined differently than are capacities of middle schools.)

At Moran and Dag Hammarskjold Middle Schools, teaching teams instruct students in the primary (or core) subjects while non-team teachers handle the related arts. Teacher team members share a common planning period.

For purposes of determining the operational capacity of a middle school, the procedure follows that typically used for the elementary level. The general classrooms (including the science rooms) are assigned an average number of students, 23 in the case of Wallingford. (Current average class size is almost exactly that figure.) The "special use rooms" such as art, music, etc. are not included in determining the middle school capacity, since as at the elementary level, they service "pull out" programs. Auditoriums, cafeterias, storage spaces, office space, conference/tutorial spaces, resource rooms, are likewise not included.

SPECIAL TOWN COUNCIL MEETING

JULY 7, 1992

7:00 P.M.

AGENDA

1. Roll Call & Pledge of Allegiance

2. PUBLIC HEARING to amend the 1992-93 Annual Budget for the Center Park Special Revenue Fund - 7:00 P.M.

   The purpose is to appropriate a sum of money for the purpose of renovations to the Railroad Station: such local funds to match federal and state grant funds. NOTE:PUBLIC HEARING CANCELLED.

3. PUBLIC HEARING to amend the 1992-93 Water Enterprise Fund Budget, the purpose of which is to provide funds for principle and interest for a $7,000,0000 Bond Issue - 7:15 P.M.

4. PUBLIC HEARING to amend the 1992-93 Sewer Enterprise Fund Budget, the purpose of which is to provide funds for principle and interest for a $1,000,000 Bond Issue - 7:30 P.M.

5. Consider and Approve a Transfer of Funds within the Water Division: From Acct. 612-000 $4200, Acct. 673-000 $1000, Acct. 675-000 $500 TO: Acct. 613-000 $800, Acct. 624-000 $800, Acct. 642-000 $2000, Acct. 651-000 $600, Acct. 652-000 $1500.

6. Consider and Approve a Tranfer of Funds of $3,000 from Acct. 001-8040-800-8250 to Acct. 001-1620-900-9010 requested by Mark Wilson.

7. Set a Public Hearing to amend the 1992-93 General Fund Revenue and Expenditure Budget in the amount of $7,800. The Purpose of this public hearing is to appropriate funds to account for the Federal Highway Safety Program.

SPECIAL TOWN COUNCIL MEETING

JULY 7, 1992

7:00 P.M.

A special meeting of the Wallingford Town Council was held on Tuesday, July 7, 1992 in the Robert Earley Auditorium of the Wallingford Town Hall and called to Order by Chairperson Iris F. Papale at 7:05 P.M. Answering present to the Roll called by Town Clerk Kathryn J. Wall were Councilors Duryea, Holmes, McDermott, Papale, Parisi and Zandri. Mr. Solinsky arrived at 7:09 P.M. Mr. Doherty and Mr. Killen were on vacation. Mayor William W. Dickinson, Jr. arrived at 7:06 P.M., Comptroller Thomas A. Myers and Attorney Gerald Farrell were also present.

The Pledge of Allegiance was given to the flag.

ITEM #2 - Withdrawn
The transfer will be used to pay the difference of the low bid quotes of Motion was made by Mr. McDermott to Move Agenda Item #5 Up to the Next Order of Business, seconded by Mr. Parisi.

VOTE: Doherty, Killen and Solinsky were absent; all others, aye; motion duly carried.

ITEM #5 Consider and Approve a Transfer of Funds within the Water Division: From Acct. #612-000, $4,200; Acct. #673-000, $1,000; Acct. #675-000, $500; To Acct. #613-000, $800; Acct. #624-000, $800; Acct. #642-000, $2,000; Acct. #651-000, $600; Acct. #652-000, $1,500.

Motion was made by Mr. McDermott, seconded by Mr. Holmes.

Monitoring of water quality in Pistapaug Pond continues to show unacceptably high turbidity levels in the reservoir. In order to maintain water quality at acceptable levels into the distribution system, it continues to be necessary to operate the MacKenzie Filter Plant on a 24-hour per day basis. This results in the expenditure of labor overtime in excess of funds currently allocated within a number of accounts and, therefore, the need to transfer funds to allow for the continued operation of the MacKenzie Filter Plant for the remainder of the current fiscal year. Accordingly, the transfers listed above are requested.

VOTE: Doherty, Killen and Solinsky were absent; all others, aye; motion duly carried.

Motion was made by Mr. McDermott to Move Agenda Item #6 Up to the Next Order of Business, seconded by Mr. Parisi.

VOTE: Doherty, Killen and Solinsky were absent; all others, aye; motion duly carried.

ITEM #6 Consider and Approve a Transfer of Funds in the Amount of $3,000 from Acct. #001-8040-800-8250 to Acct. #001-1620-900-9010 - Risk Manager

Motion was made by Mr. Holmes, seconded by Mr. Parisi.

$32,500 and the Council Approved budget figure for this line item. The quote was presented by the incumbent Alexsis Risk Management Services, Public Bid 91-246, May 1, 1992. The amount budgeted and adopted by the Council was $29,000.

VOTE: Doherty and Killen were absent; all others, aye; motion duly carried.

tion was made by Mr. McDermott to Move Agenda Item #7 Up to the Next der of Business, seconded by Mr. Zandri.

VOTE: Doherty and Killen were absent; all others, aye; motion duly carried.

ITEM #7 SET A PUBLIC HEARING to Amend the 1992-93 General Fund Revenue and Expenditure Budget in the amount of $7,800. The purpose of this public hearing is to appropriate funds to account for the Federal Highway Safety Program.

Motion was made by Mr. McDermott to schedule the Public Hearing for July 28, 1992 at 7:15 P.M., seconded by Mr. Zandri.

VOTE: Doherty and Killen were absent; all others, aye; motion duly carried.

ITEM #3 PUBLIC HEARING to Amend the 1992-93 Water Enterprise Fund Budget, the purpose of which is to provide funds for principle and interest for a $7,000,000 Bond Issue - 7:15 P.M.

Motion was made by Mr. Holmes to Increase Acct. #427-011, Interest on Long Term Debt - W.S.P. by $350,000 and Decrease Net Income by $350,000, seconded by Mr. Parisi.

the fiscal 1992-93 budgets of both the Water and Sewer Divisions, funds re allocated for the purpose of providing for principle and interest payments for these anticipated bond issues. Now that the anticipated issue dates and interest rates for the bond issue have been determined, it is necessary to amend the budgets in order to place the funds in the appropriate accounts so that principle and interest payments can be made when payable.

Mr. Myers explained that the Working Capital figures represent the intended use of enterprise funds. They are shown in the budget to disclose how the funds, derived by the enterprise rates (electric, water, sewer rates), are going to be used.

VOTE: Doherty and Killen were absent; all others, aye; motion duly carried.

ITEM #4 PUBLIC HEARING to Amend the 1992-93 Water Enterprise Funds Budget, the purpose of which is to provide funds for principle and interest for a $1,000,000 Bond Issue - 7:30 P.M.

Motion was made by Mr. Holmes to Increase by $50,0000 the Interest on

Long Term Debt STP III Acct. and Decrease Net Income by $50,000, seconded by Mr. Parisi.

VOTE: Doherty and Killen were absent; all others, aye; motion duly carried.

Motion was made by Mr. McDermott to Adjourn the Meeting, seconded by Mr. Parisi.

VOTE: Doherty and Killen were absent; all others, aye; motion duly carried.

There being no further business, the meeting adjourned at 7:59 P.M.

Meeting recorded and transcribed by:

Kathryn F. Milano

Kathryn F. Milano, Town Council Secretary

Approved by : Iris F. Papale

Iris F. Papale, Chairperson

July 28, 1992

Date

Kathryn J. Wall

Kathryn J. Wall, Town Clerk

July 28, 1992

Date

TOWN COUNCIL MEETING

JULY 28, 1992

7:00 P.M.

AGENDA

******NOTE PUBLIC HEARING TIME******

Roll Call & Pledge of Allegiance

. Correspondence

2. Consent Agenda

   a. Consider and Approve a Transfer of Funds in the Amount of $1,011.00 from Small Equipment Acct. #2036-400-4850 to Partner K-1200 Saw, Acct. #2036-999-9909 - Dept. of Fire Services

   b. Consider and Approve Amending the Personnel Pages of the Water and Sewer Divisions to Reflect an Increase of One Pay Grade for the Positions of Laboratory Technician in the Water and Sewer Divisions

   c. Consider and Approve Waiving the $750 Lease Payment for the S.C.O.W. 1992-93 Program - Program Planner

   d. Consider and Approve a Resolution Authorizing the Mayor to Apply for Grant Funds for a Community Services Grant Which Supports the S.C.O.W. Organization - Program Planner

   e. Consider and Approve a Resolution Authorizing the Mayor to Sign an Application for the Social Services Block Grant Program - Program Planner

J. Consider and Approve Minutes of the 6/9/92; 6/10/92; 6/23/92 and 7/7/92 Town Council Meetings

4. Discussion on the Town Attorney's Opinion of Mr. Killen's Motion to Transfer $3 million into the Capital and Non-recurring Account as Requested by Councilor Albert E. Killen

5a. PUBLIC HEARING to Amend the 1992-93 General Fund Revenue and Expenditure Budget in the Amount of $7,800 to Appropriate Funds to an Account for the Federal Highway Safety Program - 7:15 P.M.

nsider and Approve a Budget Amendment in the Amount of
7,800 to Federal Grants - Highway Safety Program Account
01-1050-050-5883 and to Police Department Highway Work
ne Safety Program Account #001-2017-400-4241 - Mayor's
fice

6. PUBLIC QUESTION AND ANSWER PERIOD - 7:30 P.M.

7. Discussion on the Elderly Tax Relief Committee Report as Requested by Vice-Chairman David J. Doherty

Remove From the Table the Naming of the Simpson School Study Committee as Requested by Vice-Chairman David J. Doherty

9. Discussion on the Park and Recreation Commission's Need for New and Expanded Recreation Facilities - Town Council

10. Presentation on the Board of Education's Master Plan as Requested by Dr. Joseph Cirasuolo, Superintendent of Schools

11. Report Out by the 88 South Main Street Building Committee on the Progress Made to Date on the 88 South Main Street Project as Requested by Councilor Albert E. Killen

Consider and Approve an Agreement Between the Town of Wallingford Board of Education and the Wallingford Connecticut Health Service Professional Association (Board of Education Nurses) for a Period of Three Years - Personnel

13. Discussion Pertaining to the Planning & Zoning Commission's Ruling on the Bristol Meyers Helipad Application as Requested by Councilor Brian M. McDermott

14. Consider and Approve Amending Section VI of the Town Council Meeting Procedures

The purpose of this request is to change the deadline for submitting agenda requests to the Town Council Chairperson from noon of the Wednesday prior to the Town Council Meeting to noon of the Tuesday prior to the Town Council Meeting.

15. SET A PUBLIC HEARING to Amend the 1992-93 Board of Education Special Funds Section of the Town Budget. The Purpose is to Accept a Computer Assisted Employability Grant in the Amount of $19,577.00

16. SET A PUBLIC HEARING to Amend the 1992-93 Board of Education Special Fund Section of the Town Budget. The Purpose is to Accept a Family Literacy Extended Education Program in the Amount of $41,820.00

17. Executive Session Pursuant to Section 1-18a(e)(2) of the CT. General Statutes to Discuss Strategy and Negotiations with Respect to Pending Litigation (Worker's Compensation Intervention in the Matter of Edward Demarco v. Edith Villaneuva) - Town Attorney