

**BRISTOL BOARD OF EDUCATION  
REIMAGINING BRISTOL PUBLIC SCHOOLS WORKSHOP  
Wednesday, March 17, 2021**

A Reimagining Bristol Public Schools 2023 Workshop of the Bristol Board of Education was held on Wednesday, March 17, 2021 at 6:30 p.m. in the auditorium at the Bristol Board of Education central office and via the Zoom meeting platform.

**PRESENT:** Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Thomas O'Brien, Shelby Pons, John Sklenka, Karen Vibert, Allison Wadowski, and Christopher Wilson

**ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Carly Fortin, Director of Teaching and Learning, Dr. Sam Galloway, Direct of Talent Management, Jill Browne, Business Director, and Kimberly Culkin, Director of Special Services

**Call to Order:**

The meeting was called to order at 6:30 by Chair Dube.

Please stand for the Pledge of Allegiance.

The meeting norms visible to be read by the participants.

- All participants will actively participate, engage in the work of the meeting, and have equal voice and airtime.
- Assume positive intentions by respecting and honoring the diversity of opinions, beliefs, and perspectives.
- Cultivate trust by being honest and focusing on ideas, practices and the work...not people.
- Norms will be upheld during all meetings and in all interactions outside of formal meetings.

**Approval of Minutes**

A motion made by Commissioner Vibert and seconded by Commissioner O'Brien, it was unanimously voted to approve the minutes from the December 1, 2020 Special Board of Education Meeting/Workshop.

**Part I – Chronological Review of BPS Reimagined**

Dr. Carbone Presented:

2017 Feasibility Study: 4 options

1. "Do Nothing" option
  - Schools continue in present configuration; maintenance and necessary upgrades continue
2. "All K-8 Schools" option
  - Convert CHMS to PK-8; new PK-8 on NEMS site; renovate Ivy and MTV to PK-8
3. "One Middle School" option
  - CHMS converted to a PK-8 school; new middle school on NEMS site

4. “One Middle School” option
  - NEMS converted to a PK-8 school; CHMS remains as a middle school

#### Reimagining BPS 2023 Goals

1. Renovate and update old and outdated schools
2. Redistrict to create parity in class size and demographics
3. Adopt consistent grade configurations/instructional models across all schools aligned to developmental plane of child
4. Increase access to full day PK programming

#### Facility and Building Conditions

Peter Fusco Presented:

Edgewood School:

- Roof replacement ask is in this year’s CIP
- Asbestos materials (floor tiles, pipe insulation)
- Original power panels throughout the school
- Rotted pipes in the tunnels

Hubbell School:

- Roof was replaced in 2018
- Infrastructure updates are needed
  - Hydronic boilers (Original to the school)
  - Secondary switch gear
  - Several power panels
  - Pneumatic controls
  - Limited AC in the building
  - Asbestos floor tiles

Ivy Drive and Mountain View Schools

- Rooftop units use R22 which is no longer used. In the event there is a compressor failure or unit failures, drop in replacement would need to be explored or a compressor upgrade.

Commissioner Sklenka asked if Ivy Drive and Mountain View were up to code for COVID.

Mr. Fusco responded: Yes, they are up to code. In 2006, they weren’t as concerned with the energy code as they have been in the last 10 years. Those schools take in 100% fresh air make-up and perimeter radiant heat.

Commissioner O’Brien asked how many classrooms were added to each of the two schools during the renovation.

Mr. Fusco responded: He was not sure of the exact number he was not looking at the data but thought 4 classrooms sounded about right.

Commissioner Vibert believes it was 4 classrooms; a kindergarten wing.

### South Side School

- New roof in 2010
- HVAC upgrade in the school in 2021
- Asbestos flooring throughout
- Original switch gear
- Original power panels

### Stafford School

- Asbestos throughout (flooring and piping insulation)
- Steam trap issues
- Rotted condensate tank (It can only be patched so many times)
- Many abandoned areas throughout
- Limitations any AC possibility
- Bathroom fixtures are outdated

### Chippens Hill Middle School

- New roof in 2018
- Starting to see failures on heating pipes (groove pipes with victaulic fittings)
- UST (heating oil and generator diesel) on the CIP this year
  - Generator is being replaced with the Alliance grant – it did not pass the 2 hour load bank test

Commissioner Sklenka asked if there was any screw piping that it would be possible to just pop union?

Peter Fusco responded that the maintenance staff is exploring that but they are not seeing a lot of unions with the screw pipe. It is an inexpensive but not accurate like a welded flange or a threaded pipe.

### Northeast Middle School

- Roof complete in 2016
- Slab on grade construction and all domestic water lines are under the slab – because of the amount of asbestos floor tile and mastic, if there were to be a failure with the water lines, it could create a much larger issue
  - The same issue supplies for the sanitary lines that exit the building
- Copper pipes in the walls have many pin hole leaks
- Bathrooms need upgrades
- Accessibility issues
- Temperatures don't reach 65 degrees on the locker rooms on very cold days
- Athletic fields do not have any irrigation
- Fire panel is very old
- Pneumatic controls are old and there are several areas that it is leaking
- Single pane aluminum windows

Commissioner Giantonio noticed that all of the schools indicate sitework; sidewalks and paving. She asked if that was along the lines of crack repair, gaps or anything along those lines

Peter Fusco said, sitework, sidewalks and paving is a common theme with all the schools. Exterior work does not hold up well in New England. The Bristol Public Schools uses concrete safe salt in the winters; however, Public Works does not. They sand our lots and their sanders have oversprayed onto the sidewalks causing degradation.

Commissioner O'Brien stated that all of the options that are being considered revolve around Northeast Middle School. The most dramatic is taking down the existing building and totally building a new school from scratch; it needs to be justified to everyone after putting on a new roof and making significant improvements in the gym and the ceilings that this makes sense – Pete what are your thoughts on that?

Mr. Fusco stated Northeast Middle School along with a few other schools, the BPS have put some investments in. There is no ability to shut a building down if there is a major leak or a catastrophic failure-it becomes a hardship. There is a certain amount of maintenance that needs to be done in order to keep a building viable. In addition, in the big picture, NEMS can offer swing space while the BPS is looking to complete other projects.

Commissioner O'Brien asked if the school could be renovated as new vs. building a new school.

Timothy Callahan answered that the ceilings were replaced because the tiles were falling causing a safety issue. Renovation status will be expensive due to the hazardous materials, the site configuration, and the ADA issues. To do a build as new, the price point will be similar and provides flexibility of swing space. If we renovate the school, it will create a complicated phasing project and the flexibility of the swing space is no longer an option.

Commissioner Vibert asked about the cold locker rooms. Is the cold limited to the locker rooms or are there temperature variations throughout the building?

Peter Fusco stated it is in the locker rooms, the temperature seems ok throughout the rest of the building.

Commissioner O'Brien wanted clarification: Will the swing space be kept after the new NEMS is built or will it be demolished?

Timothy Callahan commented that the building will be used for future swing space throughout the renovation projects. Once it is demolished, the athletic fields will be relocated to there.

Commissioner Sklenka asked, at what point are the Bristol Public Schools throwing money out the window?

Timothy Callahan stated that NEMS is the worst building in the inventory and it is not ADA accessible. If there are cost savings that favor renovation vs. build as new, it will be brought forward during the schematic design.

Commissioner Sklenka asked if there is piping under the new gym floor.

Timothy Callahan does not believe there is piping under the gym floor.

Commissioner Sklenka asked, in your opinion, is it better to take NEMS offline and build a new one?

## Part II – Review Data, Demographics, and School Configurations

Carly Fortin Presented:

In the December workshop, research and data as it related to academic achievement and grade configurations was presented.

### Academic Considerations (review)

- Currently, the Bristol Public Schools serve significantly different populations of students based on students' unique needs with fairly similar structures and resources.
- Location more than grade configuration has the potential to impact students' regular attendance, an important factor to academic achievement.
- Across the state, students who begin sixth grade in a new school make less growth than schools where sixth grade is not the starting year.
- West Bristol K-8 and Northeast Middle School had the greatest growth comparatively in the district.

### What Matters Most

1. Guarantee challenging, engaging, and intentional instruction
2. Ensure curricular pathways to success
3. Provide whole-child supports
4. Create high-performance school cultures
5. Develop data driven high-reliability district systems

	PK-4, 5-8	PK-5, 6-8	PK-4/5, 6-8, K-8
Helps	1,2,5	2,5	3
Hinders			1,2,5
Neutral	3,4	1,3,4	4

The bottom line is that there are other factors that are impacting student achievement more so than grade configuration. The more important question to ask is what grade configuration best supports those factors that are closest to the classroom that impact student achievement. As a review for this evening, the five most influential factors for student achievement as shared by the McRel institute will be referenced.

- Guarantee challenging, engaging, and intentional instruction

It is teachers working together to have high challenging expectations of what year's growth for a year's input looks like fed with the evidence of impact which is what sustains it.

Any time that teachers can collaborate with one another around their instruction of the curriculum and examine the evidence of student learning based on their practice, greater growth is seen. The perfect opportunity to study this in the K-8 schools where there are multiple teachers of the same grade level and only one teacher per subject per grade in middle schools. Our students have higher growth in the elementary grades than our middle grades within the K-8 schools. One factor that is believed to contribute to that is the inability on a day to day basis for a teacher of any subject area in the middle level in our K-8 schools to discuss their instruction toward the same challenging expectations and to share learning outcomes, whether that be

assessment results or even more informally a student's excellent written response to a question in today's lesson.

- Provide Whole-Child Supports

Providing whole-child supports at a K-8 school is positively impacted by their structure. There are two robust FRCs at the K-8 who start their work with families from early on in the students' educational career. Since the students are there for nine years, the school is better equipped to know the resources, strategies, supports that have been effective for the student and family in the past. Schools can provide real-time responses to student-level variables based on their historical knowledge of students.

- Develop Date-Driven, High-Reliability District Systems

It may have been thought that regardless of the structure, the BPS could develop data-driven, high-reliability systems across the district. Here is a scenario that is often encountered as the BPS tries to implement a district-wide approach to providing high quality professional learning as it relates to the reliability of the impact that was intended for this learning to have.

This scenario is not a real scenario this year but one that is often encountered. Our professional learning on Wednesday is set to begin at 2:35pm. The consultant begins the professional learning; starting with introductions. Next - review the learning goals and agenda and then begin to provide the professional learning session. Forty-five minutes into the session, in come another 18 grade 5 teachers. It begins again, try to quickly get through the introductions and concepts that were reviewed to catch everyone up. Twenty minutes is spent on teaching the second concept and it is noticed that some people are leaving. It is 4:05 and their time is up. Finally, there is about 35 minutes left with one group on their own and third concept is reviewed - a concept that the other teachers who left will not get.

- Title 1 Impact

Title I funds are distributed to district and individual schools based on the number of economically disadvantaged families served. However, once a school qualifies for Title I funds, academic need, not economic status, determines which students receive extra services. Title I funds are intended to supplement (add to), not replace, state and federal funds.

Schools in which children from economically disadvantaged families make up at least 40% of enrollment are eligible to use Title I funds to operate school wide programs to serve all students in the school in order to raise the achievement of the lowest-achieving students.

Commissioner Giantonio asked if the FRC's can be in any of the schools or is the placement based on grade configuration.

Carly Fortin replied they are not limited to any particular school. The FRC's are not bound to any specific grade configuration. The FRC's are supported by the Title 1 funding.

Commissioner Pons asked for clarification about when a school starts in 6<sup>th</sup> grade, the performance of the 6<sup>th</sup> grader is not as good – Is it just if the school starts at the 6<sup>th</sup> grade level or can it happen in 5<sup>th</sup> or any transition year?

Carly Fortin responded that they asked the state and they look down to 5<sup>th</sup> grade and up to 9<sup>th</sup> grade and there was no study done to compare it to.

Commissioner Pons asked if the barriers that affect the different times that teachers arrive and leave for professional development were ever discussed prior to the K-8 schools opening.

Carly Fortin responded that she can't speak to that because she was in another role at that time.

Commissioner O'Brien stated that professional development was handled differently ten years ago. It wasn't always on Wednesday afternoon and it wasn't always grade driven; it was school driven. He feels that the issues that are being discussed can be resolved by having discussions with the unions and more frequent redistricting.

Dr. Carbone stated the information regarding the professional development highlights that the staff are on different schedules. When the K-8's came online, there was a need for tiered transportation. Because of this tiered schedule, it becomes problematic with the contractual hours of the staff.

Commissioner Giantonio reflected on Commissioner O'Brien's statement regarding equality could be remediated with more frequent redistricting and agrees that can be unpopular. She asked if the district was remodeled that there were not K-8's (what was reviewed last month in Option 1 where there was not the favorable equity that was being sought) can the same be said no matter what model is chosen?

Commissioner O'Brien responded absolutely. Even if you go through this process, five years later you can be faced with the same inequities because of the ways people move throughout the district. The only solution to keep it equitable all the time is to constantly redistrict.

Commissioner Giantonio responded with, that really should not be our number one concern when determining the redistricting plan.

Commissioner O'Brien said that you should take the opportunity to do it when you can but it won't work forever. It may not even work for 2 or 3 years.

Commissioner Sklenka stated that he agrees. If one multi-unit goes up on the Plainville/Bristol line it changes everything. He understands the goal is equality and equity, but at the end of the day the Bristol Public Schools must be reasonable with what is trying to be attained. We have to do the best with what we've got and try not to keep having to change. As a parent, he would lose his mind if the kids would have to keep changing schools every 4 or 5 years.

Commissioner O'Brien stated that redistricting every 10 years is not inappropriate but does agree with Commissioner Sklenka, you hope it is not your child that is caught in the redistricting timespan.

Dr. Carbone stated the same thinking that was brought to the additions of the K-8's need to be exercised as this conversation is had. The Bristol Board of Education and the central office team are going to try to produce the best possible plan that reaches as many of the goals that were set out.

## Feasibility Process

There are many complications and intricacies of what the BPS are trying to achieve. This is an overlapping, multifaceted problem. Altogether, the BPS is trying to address the following:

- Enrollment and Redistricting, Building Conditions Projects, Grade Configurations to meet the developmental plane of the child.
  - Update outdated buildings
  - Address BECC enrollment and building/not BoE space
  - Address enrollment disparities, class size and school boundary lines
  - Address Adult Ed and BPSA space (rented space)
  - Create common grade configurations across the portfolio of schools
  - Increase access to PK – parity, resource/expansion
  - Consolidate resources

## Iterative Process of Reimagining BPS 2023

Review of Round 1 of this process – December 2019 – December 2020

1. Define the Problem
2. Collect Information
3. Brainstorm and Analyze Ideas
4. Develop Solutions/Build a Model
5. Present Ideas to Others for Feedback
6. Improve the Design

## Feasibility and Enrollment Planning:

December 17, 2019 – Operations Committee

- Revisited 2017 feasibility study and enrollment data – Requested update to enrollment

January 6, 2020 – Board of Education Meeting

- Secured Milone and MacBroom to update 2017 enrollment study

February 26, 2020 – Operations Committee Meeting

- Milone and MacBroom provided a draft enrollment study – enrollment was trending higher and there was a higher enrollment in middle school
- It was unanimously voted to reach out to QA&M for costs to revisit the feasibility study

April 29, 2020 – Operations Committee Meeting

- QA&M presented 4 building and school grade configurations
  - Option 1/1A: PK Specialization, K-4, 5-8, 9-12
  - Option 2: PK Specialization, K-5, 6-8, 9-12
  - Option 3: PK Specialization, Mixed K-8, 9-12
  - Option 4: Mixed PK-8, 9-12

May 27, 2020 – Operations Committee Meeting

- Options were presented with timing and phasing

June 24, 2020 – Operations Committee Meeting

- Four options were reviewed with phasing and costs

July 8, 2020 – Board of Education Meeting

- QA&M presented the entire report - the four options, phasing and cost
- Consider redistricting, costs and different options as phasing



July 22, 2020 – Operations Committee Meeting

- Table the feasibility discussions due to COVID-19

October 28, 2020 – Operations Committee Meeting

- Revisited Options
- Scheduled a workshop to the full board to narrow the options

December 1, 2020 – Board of Education Workshop

- Options 1-4 were reviewed in detail
- It was narrowed to Options 1 and 3 for further exploration

December 2, 2020 – Board of Education Meeting

- Reviewed options discussed at the BoE Workshop on December 1, 2020

Review of the Options

### **BoE Workshop December 2020 - OPTION 1/1A**

- Grade Configurations
  - PK Center at NEMS
  - K-4 Elementary
  - 5-8 Middle
  - 6-12 Arts Magnet
  - 9-12 High
- Building Projects
  - New NEMS with a PK annex
  - Renovate SSS
  - Add 3 classrooms to IVY
  - Add 5 classrooms to MTV
  - Add 7 classrooms to HUB
  - Convert WB to a K-4
  - Additions at GH; convert to a 5-8
  - Renovate Stafford (Option 1A)
- Closures
  - Close BECC
  - Close EDGE
  - Option to close STAF
  - Close BPA & Adult Ed (Option 1A)
  - Close BOE (Option 1A)
  - Repurpose STAF for BOE, BPA, and Adult Ed (Option 1A)
- Cost to the City
  - Option 1: \$69.1M
  - Option 1A: 95.9M
  - Years to Complete: 4 years 8 months (Option 1) 5 years 8 months (Option 1A)

### **BoE Workshop December 2020 - OPTION 2**

- Grade Configurations
  - PK Center at EDGE
  - K-4 Elementary
  - 5-8 Middle
  - 6-12 Arts Magnet

- 9-12 High
- Building Projects
  - New NEMS
  - Renovate EDGE for PK center
  - Renovate SSS
  - Add 3 classrooms to IVY
  - Add 5 classrooms to MTV
  - Add 7 classrooms to HUB
- Closures
  - Close BECC
  - Close STAF
- Cost to the City
  - Option 1: \$68.3M
  - Years to Complete: 4 years 8 months

### **BoE Workshop December 2020 - OPTION 3**

- Grade Configurations
  - PK Center at NEMS
  - K-5 Elementary
  - 6-8 Middle
  - K-8
  - 6-12 Arts Magnet
  - 9-12 High
- Building Projects
  - New NEMS – Connected PK
  - Renovate SSS
  - Renovate and add 1 classroom to STAF
  - Add 3 classrooms to IVY
  - Add 5 classrooms to MTV
  - Add 1 classrooms to HUB
- Closures
  - Close BECC
  - Close EDGE
- Cost to the City
  - Option 1: \$71.7M
  - Years to Complete: 4 years 8 months

### **BoE Workshop December 2020 - OPTION 4**

- Grade Configurations
  - PK Center at CHMS
  - K-5 Elementary
  - 6-8 Middle
  - Mixed K-8
  - 6-12 Arts Magnet
  - 9-12 High

- Building Projects
  - New NEMS – Add 3 classrooms
  - Renovate CHMS for PK center
  - Renovate SSS
  - Renovate and add 1 classroom to STAF
  - Add 5 classrooms to MTV
  - Add 1 classrooms to HUB
- Closures
  - Close BECC
  - Close EDGE
- Cost to the City
  - Option 1: \$68.3M
  - Years to Complete: 5 years 8 months

## Project Option Comparison Matrix

CRITERIA	OPT-1 PK / K-4 /5-8	OPT-1A PK / K-4 /5-8	OPT-2 PK / K-5 /6-8	OPT-3 PK / MIXED K-8	OPT-4 MIXED PK / K-8
<b>EDUCATION &amp; PARITY</b>					
SOLUTION RECOMMENDED	YES	YES	YES	NO	NO
<b>CONSTRUCTION</b>					
NEW ADDITIONS	YES	YES	YES	YES	YES
RENOVATION & CODE	YES	YES	YES	YES	YES
HAZMAT REMEDIATION	YES	YES	YES	YES	YES
CONSTRUCTION DURATION	4.67 YRS	5.67 YRS	4.67 YRS	4.67 YRS	5.67 YRS
EST STATE REIMBURSEMENT	\$128.4 M	\$138.8 M	\$126.8 M	\$108.7 M	\$124.0 M
EST PROJECT BUDGET	\$197.5 M	\$234.7 M	\$195.1 M	\$180.4 M	\$190.8 M
EST COST TO CITY	\$ 69.1 M	\$ 95.9 M	\$ 68.3 M	\$ 71.7 M	\$ 66.8 M
<b>OPERATIONS &amp; COST</b>					
RE-DISTRICTING COST	YES	YES	YES	YES	YES
TRANSPORTATION COST	UNCHANGED	UNCHANGED	UNCHANGED	UNCHANGED	UNCHANGED
ENERGY USE / EFFICIENCY COST	INCREASES	INCREASES	INCREASES	INCREASES	INCREASES
MAINTENANCE COST	INCREASES	INCREASES	INCREASES	INCREASES	INCREASES
OTHER COST – ADMIN, FACULTY & STAFF	\$0.00 M / YR	\$0.00 M / YR	\$0.00 M / YR	\$0.00 M / YR	\$0.00 M / YR
<b>TOTAL COST TO CITY</b>	<b>\$69.1 M</b>	<b>\$95.9 M</b>	<b>\$68.3 M</b>	<b>\$71.7 M</b>	<b>\$66.8 M</b>
<b>ASSUMPTIONS</b>	Design Building Area to State Space Standards based on the enrollment at the facility Cost Based on Current Dollars – No Escalation Maintenance Cost Based on Building Area Including MBIAMS – Increases in all Scenarios Energy Cost based on Building Area and Airconditioning Including MBIAMS – Increases in all Scenarios Construction Start Summer 2021 State Space Standard Waivers will be Required for Specific Schools				

Commissioner O'Brien asked if the costs shown are the city costs.

Yes, they are estimated costs to the city. The estimate total cost is reflected in the line labeled "Est Project Budget."

Commissioner Sklenka asked for confirmation that Option 1 was over 4 years.

Dr. Carbone confirmed Option 1 is about 4 years 8 months and Option 1A is about 5 years 8 months.

Commissioner Vibert asked if Options 2, 3, and 4, regarding Bristol Prep and Adult Education, nothing changes?

Dr. Carbone responded, that is correct. Options 1 and 1A were the most aggressive options presented and in those particular options, Stafford would be repurposed and renovated to accommodate Bristol Prep and Adult Education and the additional classrooms needed to be added concurrently for that plan to work.

Commissioner Sklenka pointed out that none of the options include money for the high schools. Bristol Central needs a lot of work.

Dr. Carbone stated the high schools were renovated in 1999 and the BoE will need to revisit this discussion in years to come to see what renovations will need to be done at the high schools.

Summary of Discussion at the December 1, 2021 BoE Workshop showed that the majority of the board preferred Option 1. Some were concerned about not having Stafford in the portfolio and many were concerned with the number of projects, the cost, and the realism to the time frames. Some commissioners requested that the options were reduced to 2 moving forward. Some folks reiterated their preference for K-8 where others expressed their non-preference of the K-8 model.

Based on the summation of the BoE workshop, the outcome from the December 2, 2020 meeting was the following:

- Options 1 and 3 to be explored further (PK can be nested into the schools or a specialized stand-alone)
- Need a longer timeline for building projects
- Re-engage with Milone & MacBroom
  - Enrollment pattern and redistricting impact with fewer building projects
- Re-Engage with QA&M
  - Phase-in of projects
  - Cost

#### Iterative Process of Reimagining BPS 2023

Review of Round 2 of this process – December 2020 – March 2021

1. Define the Problem – The options have been narrowed to Option 1 and Option 3, work with less projects, reduce the cost, extend the timeline – off to explore redistricting
2. Collect Information
3. Brainstorm and Analyze Ideas
4. Develop Solutions/Build a Model
5. Present Ideas to Others for Feedback
6. Improve the Design

Commissioner Giantonio asked in the 1A where Stafford is repurposed for Adult Education and Bristol Prep; what would happen to Adult Education and Bristol Prep in Option 1?

Dr. Carbone responded that they would remain exactly where they are now.

Commissioner Giantonio looked for clarification regarding PK being a stand-alone or nested into the schools – If it was nested, would there be need for increased classrooms?

Dr. Carbone stated that going forward, the new language used to go forward in naming the options is “Modified Option 1” and “Modified Option 3.” The reason why the language for the options will be used came up when the redistricting plan was presented. Without the extra classrooms, there are less options for spaces where the students can matriculate into. When PK is nested into the schools, BECC will not be addressed because there is an inability to offer more seats and it will become very tight in the space and allow little room for error.

Jill Browne added if a stand-alone PK was offered there may be opportunity to take on students from surrounding towns and that would be a revenue source for the PK Center.

#### January 27, 2021 – Operations Committee Meeting

- Ongoing with Milone & MacBroom
- Develop realistic timeframe for Options 1 & 3
- Create opportunities for community feedback
- Enrollment and redistricting to be modeled by Milone & MacBroom
- 10-year Capital Plan with pacing NEMS, STAF, and EDGE
- Explore options for full day PK

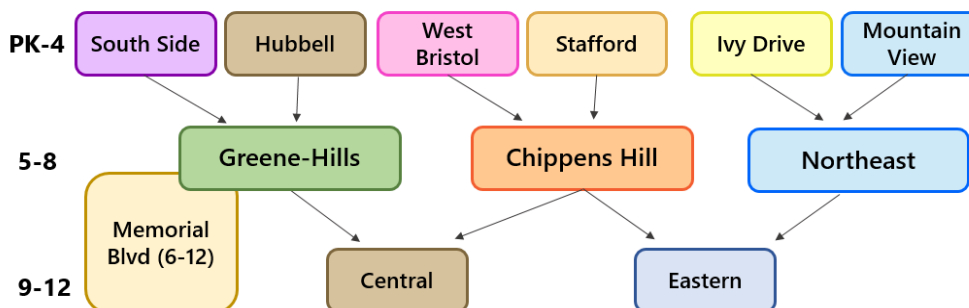
#### March 2, 2021 – Special Operations Committee Meeting

- Modified options presented to the committee
  - Examined equity, efficiency, and parity, high quality education, and facility capacities
- Redistricting/Re-configuration options
  - Option 1: EDGE becomes PK only, all other elementary and middle schools reconfigured and redistricted to PK-4 and 5-8 schools
  - Option 3: EDGE becomes PK only, all other schools are redistricted under current mixture of K-8 and K-5, 6-8 schools

#### Modified Option 1 Redistricting Plan 1 (PK, K-4, 5-8 model)

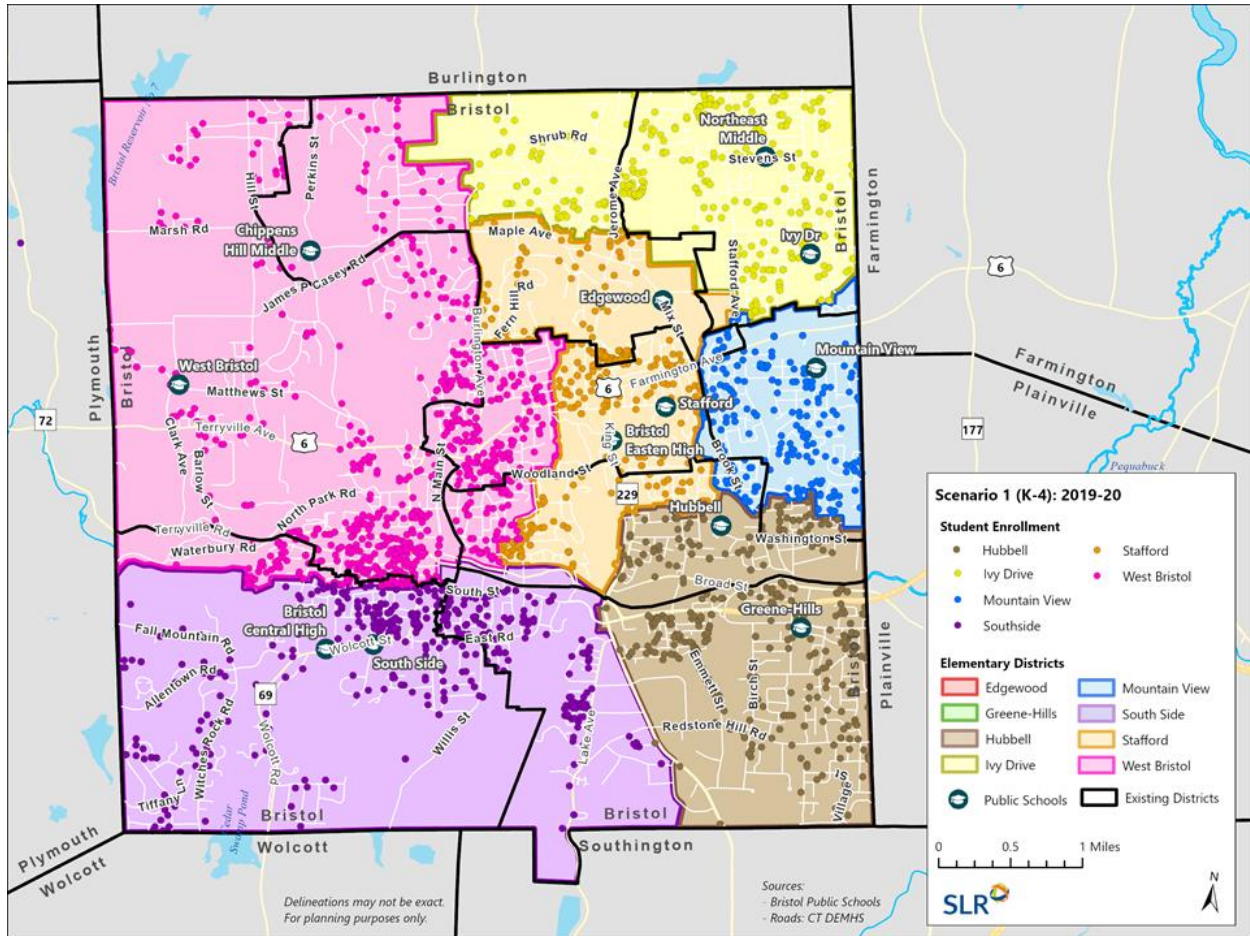


### Modified\* Option 1: PK, K-4, 5-8 Model



- PK Center at EDGE or NEMS
- Proportional assignment of enrollment to MBIAMS
- Maintain direct feeder pattern from elementary to middle schools

- Increase equity and parity



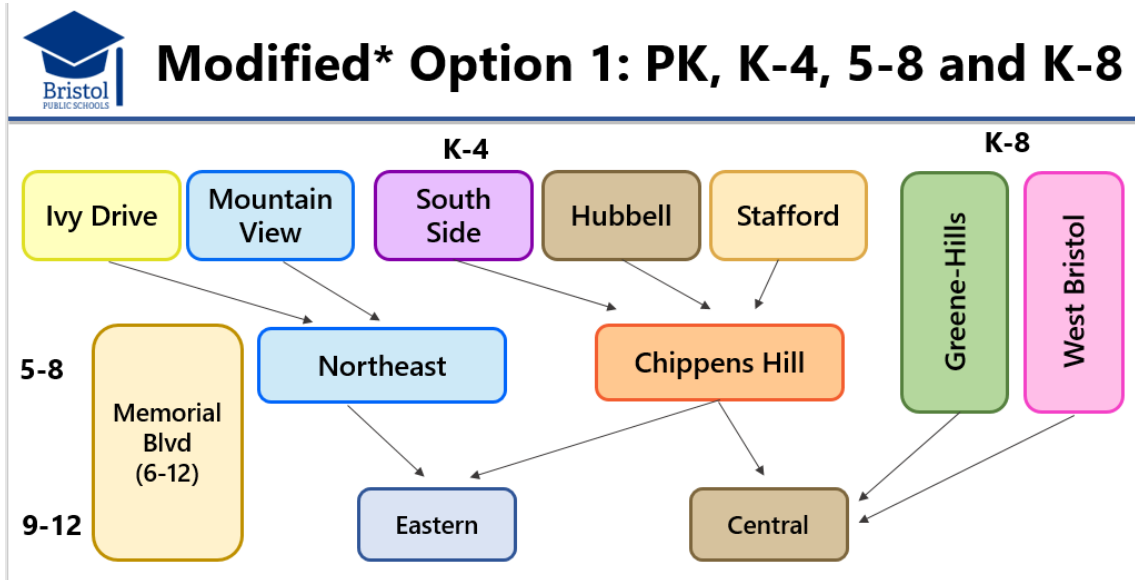
Based on this plan, there are some issues that need to be pointed out. The large size of West Bristol coupled with the size of Northeast (which requires MTV and IVY enrollments to be kept low), results in highly skewed socio-economic balance. As a result, there is a variation in the percentage of students qualifying for federal foods program. The spread is 69% at West Bristol vs. 45% at MTV and IVY. The same happens for our students of color; the spread is 37% at IVY and 58% at STAF.

#### Modified Option 1 Research Findings

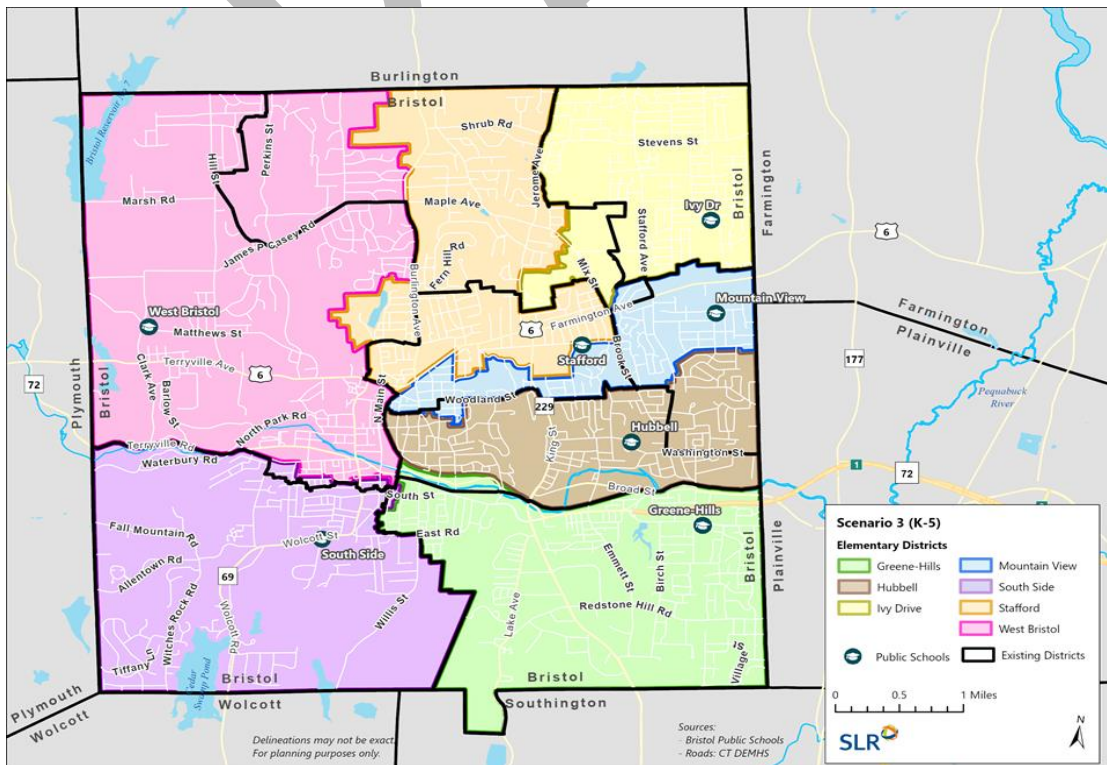
- Could not maintain a direct feeder pattern while also improving balance for equity and overall utilization
  - WB as a K-4 is very large relative to others in the district and needs to matriculate to CHMS along with other schools
  - Uneven capacities of 5-8 schools – Northeast’s relatively low capacity limits flexibility at the lower grade level.
- Developed a redistricting model that maintained direct feeder pattern from K-4 to 5-8
  - Resulted in an unsatisfactory balance of student demographics and overall enrollment
  - Created an additional split feed from middle to high schools

- Because of the discrepancies that were noted, the team pivoted to explore Option 1 as a K-4, 5-8 model with existing K-8 schools

Modified Option 1 – Redistricting Plan 2 (PK, K-4, 5-8, K-8)



- EDGE becomes PK only
- Direct Feeder patterns from elementary to middle schools
- Change from original Option 1 is maintaining GH and WB as K-8 schools



Milone and MacBroom was asked to look at the redistricting using the same grade configurations in Option 1 and it resulted in a couple of carve outs that can be seen in the above slide. With this modification, the findings appear more favorable. The percentage of students qualifying for the federal foods plan both at the elementary and middle school levels are within a couple of percentage points difference between the school and the students of color within the schools becomes tighter as well with a swing of 3 or 4 percent. This modification to the plan addresses parity and demographics.

Commissioner Pons stated that none of this information takes into account opening the magnet school and how that will pull kids from every school which will then change all of the demographics.

Dr. Carbone said what the demographics will look like can't be predicted; however, what is known is we will use a percentage of students relative to the grade that they are leaving to the acceptance into the magnet school so that they have the same probability of being accepted into the school. Using GH 5<sup>th</sup> grade as an example. 5<sup>th</sup> grade at GH has about 105 to 110 students, the 5<sup>th</sup> grades coming out of IVY, STAF, or MTV have anywhere between 50 – 75 students. That family needs to have the same probability of being accepted into the magnet school. We know there will be between 88 and 94 seats available at the magnet school, that is the same number that we have used to apply to create the grade bands and the number of sections we need in the enrollment that is being shared during this meeting. So when the question is asked we don't know what the demographics will look like; what we do know is that if we begin the starting point with the most common equal pool. When the pull is created, there is a higher probability that the pull for MBIAMS will look exactly like the pool of the school that they left.

Commissioner O'Brien asked, if the pool did not look the same, would the pool be altered to ensure consistency ran across all schools? If by some freak, the lottery provided an imbalance that was significant, would the lottery be altered to maintain balance?

Dr. Carbone stated they have not gotten into the inner workings of the lottery and that still needs to be worked through.

Commissioner Pons followed up with because it is a voluntary lottery, it is hard to predict the demographics of who will apply because the student has to want to attend a school that is arts focused.

Dr. Carbone stated every child coming out of 5<sup>th</sup> grade should be enrolled and offered the right of refusal. This ensures that every 5<sup>th</sup> grader and every family will have two options: 1. Given a seat through the lottery and 2. They will matriculate up to their respective schools.

Commissioner Pons asked why it would be done that way and not letting only those students interested in the arts magnet to apply for the lottery. That way the families will go through the process only if they are interested in attending the magnet school.

Dr. Carbone says this way will assure everyone has access. Dr. Carbone feels the decision of the lottery does not impact the decision regarding the redistricting plan.

Commissioner Vibert wanted clarification: All 5<sup>th</sup> graders will be going, are you saying all 5<sup>th</sup> graders will have the opportunity?



Dr. Carbone said, yes. There is a finite number of seats. Using GH as an example, they would be afforded 15 – 16 seats at MBIAMS. All of the students would be enrolled through a lottery and the lottery would pick the 15 – 16. Then the chosen students would be offered the seat with the right of refusal.

Commissioner Sklenka asked why are they doing the lottery for all students? If the students want to go, they can just sign up for the lottery. Why would you go through the entire process if families aren't interested? It is such a small school and he feels the smallest turn will change the demographics. He also asked, what happens if not enough students want to go to the school? Would students be forced to go to the magnet school?

Dr. Carbone said the students would not be forced to go to the magnet school if it wasn't what they wanted.

Dr. Carbone followed that this is similar to other school systems that have lotteries. West Hartford does this with its intradistrict magnet school. There are different variations of how the lottery is done in different districts and it can be explored further. There is no decision that needs to be made at tonight's meeting for this.

Commissioner Vibert understands what Commissioner Sklenka is saying but she does like the idea that Dr. Carbone has presented because that way, no students will fall through the cracks.

Commissioner Giantonio stated that is not how they run the other magnet school lotteries. It is not the first right of refusal.

Dr. Carbone stated that the interdistrict magnet schools do not do their lotteries like that, but MBIAMS is an intradistrict magnet school, not an interdistrict magnet school.

Commissioner Giantonio feels the lottery for the magnet school does need a "robust" discussion. What is being said at this meeting regarding it is very new and reinforces her feelings that this ultra-specialized school that is being created, that was agreed upon prior to this board - she is having a hard time understanding why every 5<sup>th</sup> grade student would be interested and forced pathway this way into a specialty school with very specific curriculum pathways that are geared toward specific career paths. She is having a hard time understanding how a 5<sup>th</sup> grader can even make that decision. The inequity models that were presented in the slides do not include a line for GH or West Bristol. When looking at tables side by side, she can see a notable difference between HUB, IVY, STAF (which includes keeping STA – that was not the favorable option). Out of the 8 schools, there are only 3 schools that show notable differences. She feels that the charts depicting the free/reduced lunch percentage and minority student percentage can't be the priority for picking the plan.

Dr. Carbone states that keeping STA was the start of the second phase because STA needed to stay online because at the December meeting, it was asked to reduce the number of projects so STA will remain online. Dr. Carbone also said this is a three prong approach and this is one piece of data that is needed to pick the plan.

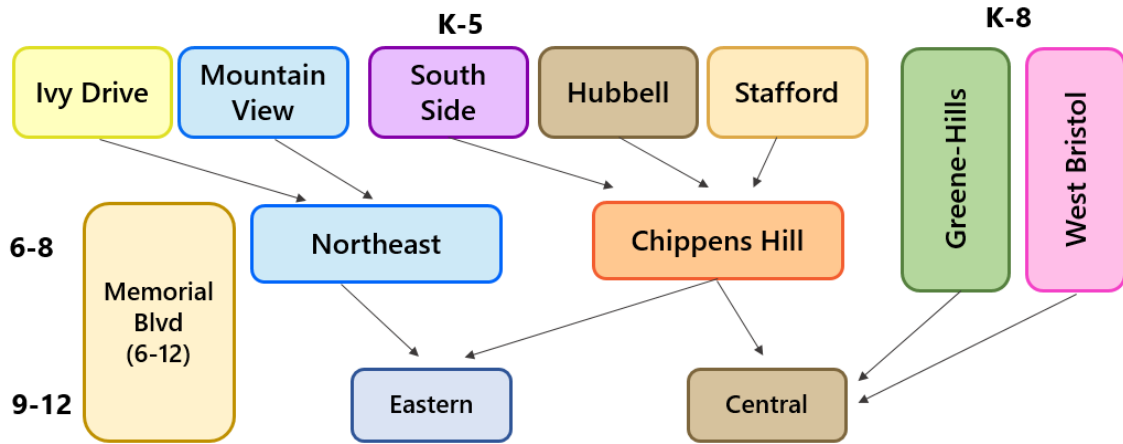
Commissioner Giantonio stated that CHMS is one of the largest middle school in the district which will draw the largest seat at MBIAMS. By the MBIAMS enrollment, perhaps their reduction is significant.

Jill Browne shared the missing information for GH and WB: GH Free/Reduced is 60% WB Free/Reduced is 59% and GH Minority Student is 54% and WB Minority Student is 55% - This is under Modified Option 1 – Redistricting Plan 2.

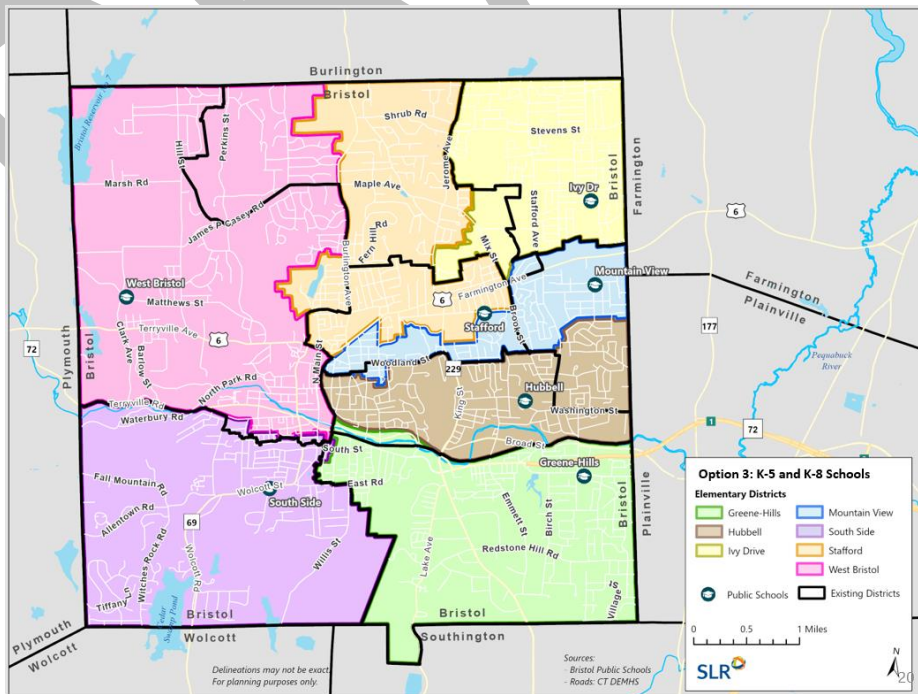
Modified Option 3 – Redistricting Plan 1 (PK, K-5, 6-8, K-8)



## Modified\* Option 3: PK, K-5, 6-8, and K-8



- PK Center at EDGE or NEMS
- Direct feeder pattern from elementary to middle schools
- Enrollment balancing for equity and parity
- Used same redistricted boundaries as in Option 1



In the Modified Option 3, there is a closing in the percentages of students qualifying for free and reduced lunches. There is a swing of about 7% in the elementary schools and the middle schools are favorable. In addition, the minority students percentage, the swing is 4%. For GH and WB: GH Free/Reduced is 60% WB Free/Reduced is 59% and GH Minority Student is 54% and WB Minority Student is 55% - This is under Modified Option 1 – Redistricting Plan 2.

March 3, 2021 – BoE Discussion

- It was voted on to look at another option that does not include the K-8 schools but a K-5, 6-8 option.

Commissioner Gianotnio asked if Modified Option 1 – Redistricting Plan 1 was off the table?

Dr. Carbone stated she is presenting it and nothing is off the table. Dr. Carbone will share and give her opinion if she looks at something that does not improve the conditions.

Commissioner O'Brien hopes that everyone accepts the fact that redistricting will happen and it will bring the BoE closer to the goals that are being discussed regardless of what the feasibility plan turns out.

Commissioner Vibert stated there are state mandates that must be met regarding certain percentages of ethnicity and socioeconomic equity throughout the district.

Commissioner Pons stated that all of these plans were put in motion prior to the pandemic. How are we taking the pandemic into account when decisions are being made about moving kids, changing their environment right after coming off of a year somewhat instability? Will this add additional trauma?

Dr. Carbone recognizes this as a valid point. None of these plans have been shared with the community. These conversations have remained at the Operations and BoE level for exploratory purposes. Dr. Carbone is mindful of the impact the pandemic has had on the BPS families. There are 2600 families that are choosing to continue learning by CVL (Cooperative Virtual Learning).

### **Part III – Review Feasibility Options and Next Steps**

- Present Round 3
  - Facilities cost and phasing
  - Redistricting alternative
- Finalize process for presenting to the community

Iterative Process of Reimagining BPS 2023

Review of Round 2 of this process – March 2021

1. Define the Problem – Explore both options without K-8
2. Collect Information – Look at a redistricting plan 2 for Option 3
3. Brainstorm and Analyze Ideas
4. Develop Solutions/Build a Model
5. Present Ideas to Others for Feedback
6. Improve the Design

Modified Option 1A

- Grade Configurations
  - PK Center at NEMS
  - K-4 Elementary
  - 5-8 Middle
  - 6-12 Arts Magnet
  - 9-12 High
- Building Projects
  - New NEMS with a PK annex
  - Renovate STAF
  - Convert WB to a K-4
  - Additions at GH; convert to a 5-8
- Closures
  - Close BECC
  - Close EDGE
- Cost to the City
  - 44.5M
  - Years to complete: 4 years 8 months

**PHASING – Modified Option 1A (PK at NEMS, Dismantle K8)**

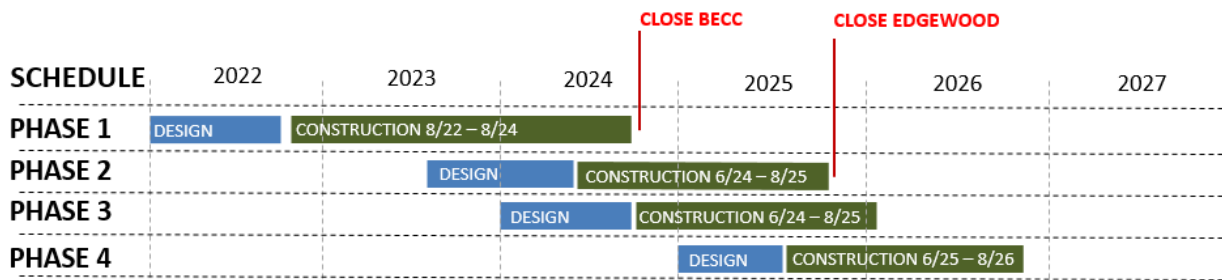
**PHASE 1** – New Northeast School with a CONNECTED PK facility for 340 Part time students (100% Capacity)  
Design & construction 32 Months ( Demolish after all projects are completed)

**PHASE 2** – Renovate Stafford School (Existing Northeast used as Swing Space)  
Design & Construction 20 Months Overlapping Phase One

**PHASE 3** –Renovations at West Bristol for a K-4 Facility  
Design & Construction 4 to 6 Months

**PHASE 4** –Renovations at Greene Hills for a 5-8 Facility  
Design & Construction 4 to 6 Months

EDUCATIONAL PARITY  
ESTIMATED PROJECT COST \$127.1M – No Escalation  
OPERATIONAL COST MINOR INCREASE  
CITY BONDED COST \$44.5M



Modified Option 1B

- Grade Configurations
  - PK Center
  - K-4 Elementary
  - 5-8 Middle
  - 6-12 Arts Magnet
  - 9-12 High
- Building Projects
  - New NEMS
  - Renovate STAF
  - Renovate EDGE as PK
  - Convert WB to a K-4
  - Additions at GH; convert to a 5-8
- Closures
  - Close BECC
  - Close EDGE (as elementary/open as PK center)
- Cost to the City
  - 41.4M
  - Years to complete: 5 years 8 months

**PHASING – Modified Option 1B (PK at EDGE, Dismantle K8)**

**PHASE 1 – New Northeast School**  
 Design & construction 32 Months ( Demolish after all projects are completed)

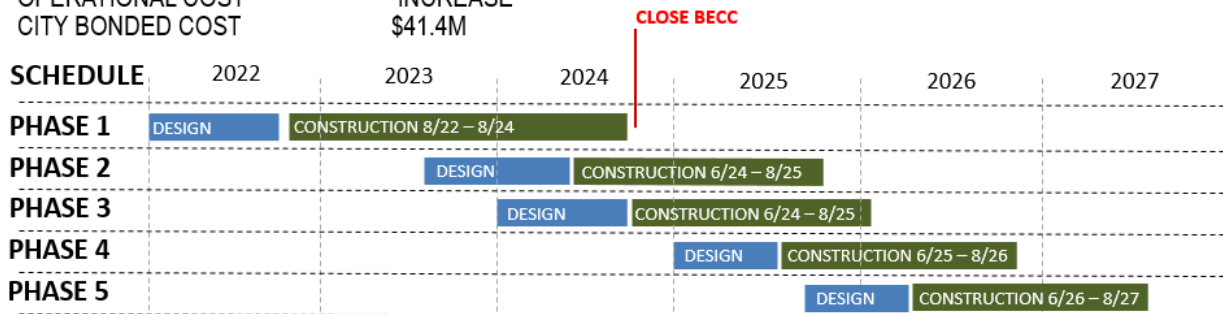
**PHASE 2 – Renovate Stafford School (Existing Northeast used as Swing Space)**  
 Design & Construction 20 Months Overlapping Phase One

**PHASE 3 –Renovations at West Bristol for a K-4 Facility**  
 Design & Construction 4 to 6 Months

**PHASE 4 –Renovations at Greene Hills for a 5-8 Facility**  
 Design & Construction 4 to 6 Months

**PHASE 5 –Renovations at Edgewood for a PK Facility**  
 Design & Construction 8 to 12 Months

EDUCATIONAL PARITY  
 ESTIMATED PROJECT COST \$118.3M – No Escalation  
 OPERATIONAL COST INCREASE  
 CITY BONDED COST \$41.4M



Modified Option 3A

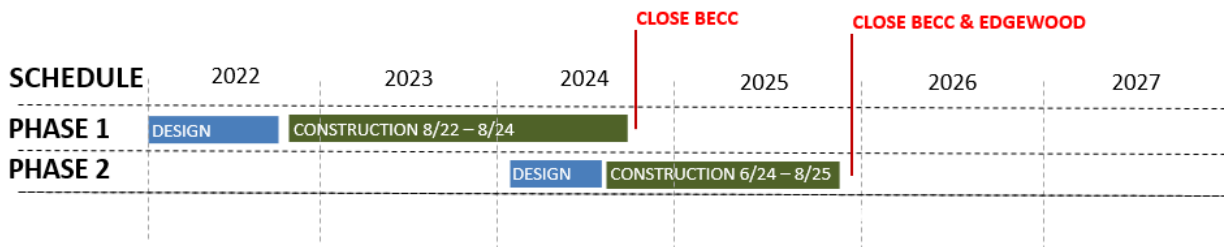
- Grade Configurations
  - PK Center at EDGE or NEMS
  - K-5 Elementary
  - 6-8 Middle
  - Mixed K-8
  - 6-12 Arts Magnet
  - 9-12 High
- Building Projects
  - New NEMS – Connected PK
  - Renovate STAF
- Closures
  - Close BECC
  - Close EDGE
- Cost to the City
  - 41.7M
  - Years to complete: 3 years 9 months

**PHASING – Modified Option 3A (PK at NEMS, Keep K8)**

**PHASE 1** – New Northeast School with a CONNECTED PK facility  
 Design & construction 32 Months ( Demolish after all projects are completed)

**PHASE 2A** – Renovate Stafford School (Existing Northeast used as Swing Space)  
 Design & Construction 20 Months Overlapping Phase One

EDUCATIONAL PARITY	
ESTIMATED PROJECT COST	\$119.3M – No Escalation
OPERATIONAL COST	NO INCREASE
CITY BONDED COST	\$41.7M



Modified Option 3B

- Grade Configurations
  - PK Center at EDGE
  - K-5 Elementary
  - 6-8 Middle
  - Mixed K-8
  - 6-12 Arts Magnet
  - 9-12 High
- Building Projects
  - New NEMS
  - Renovate STAF
  - Renovate EDGE
- Closures
  - Close BECC
  - Repurpose EDGE
- Cost to the City
  - 42.87M
  - Years to complete: 5 years

## PHASING – Modified Option 3B (PK at EDGE, Keep K8)

**PHASE 1 – New Northeast School**

Design & construction 32 Months ( Demolish after all projects are completed)

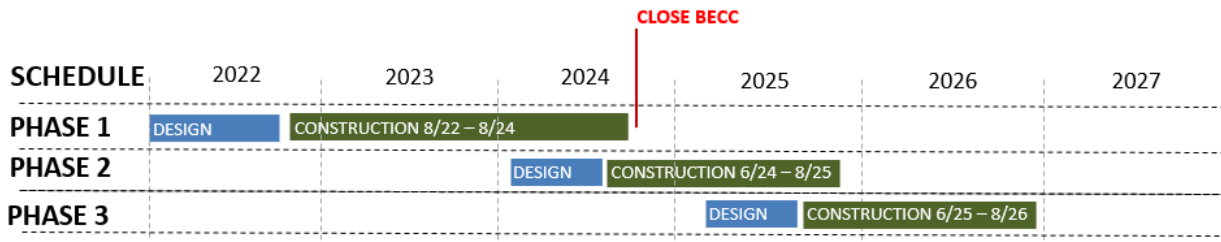
**PHASE 2A – Renovate Stafford School (Existing Northeast used as Swing Space)**

Design & Construction 20 Months Overlapping Phase One

**PHASE 3 – Renovate Edgewood School for PK Center (Existing Northeast used as Swing Space)**

Design & Construction 12 Months Overlapping Phase One

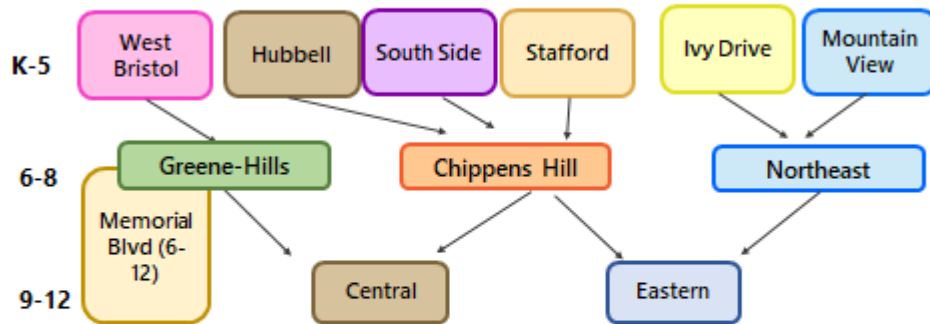
EDUCATIONAL PARITY	
ESTIMATED PROJECT COST	\$122.3M – No Escalation
OPERATIONAL COST	NO INCREASE
CITY BONDED COST	\$42.8M



Regarding the alternative redistricting feed, the question was, what if K-5, 6-8 is kept with no K-8 schools?



## Redistricting Alternative Feed K-5, 6-8

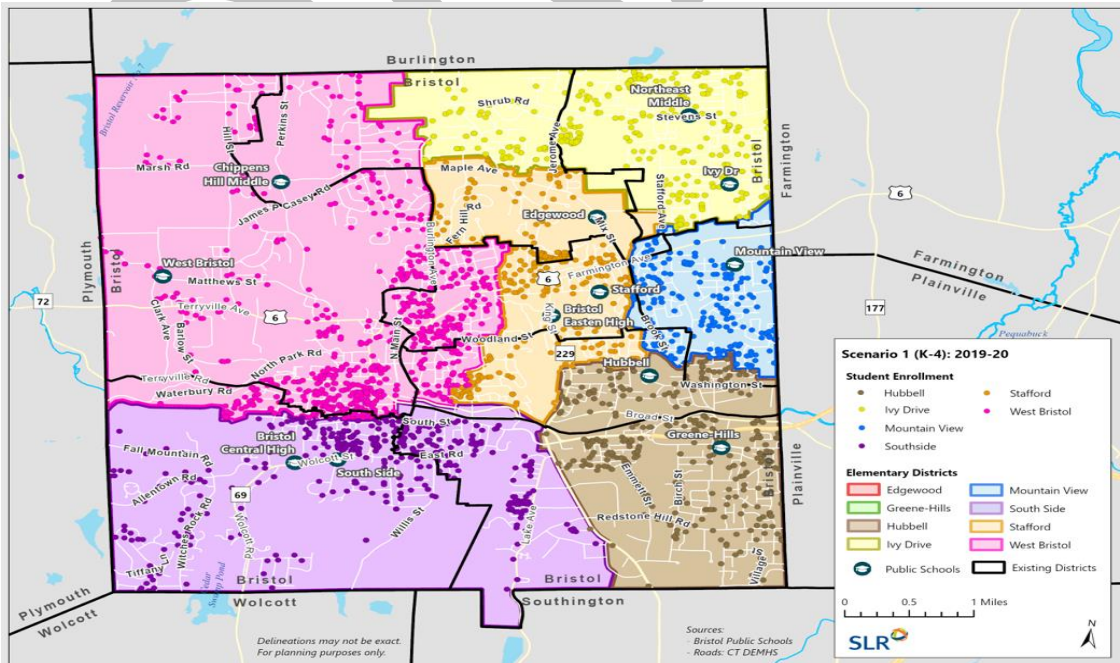


- Using same conceptual boundaries as in Option 1, changed the feeder pattern assumption
- Maintain direct feeder pattern from elementary to middle schools
- Transportation investment in sending West Bristol students to Greene-Hills and Hubbell students to Chippens Hills

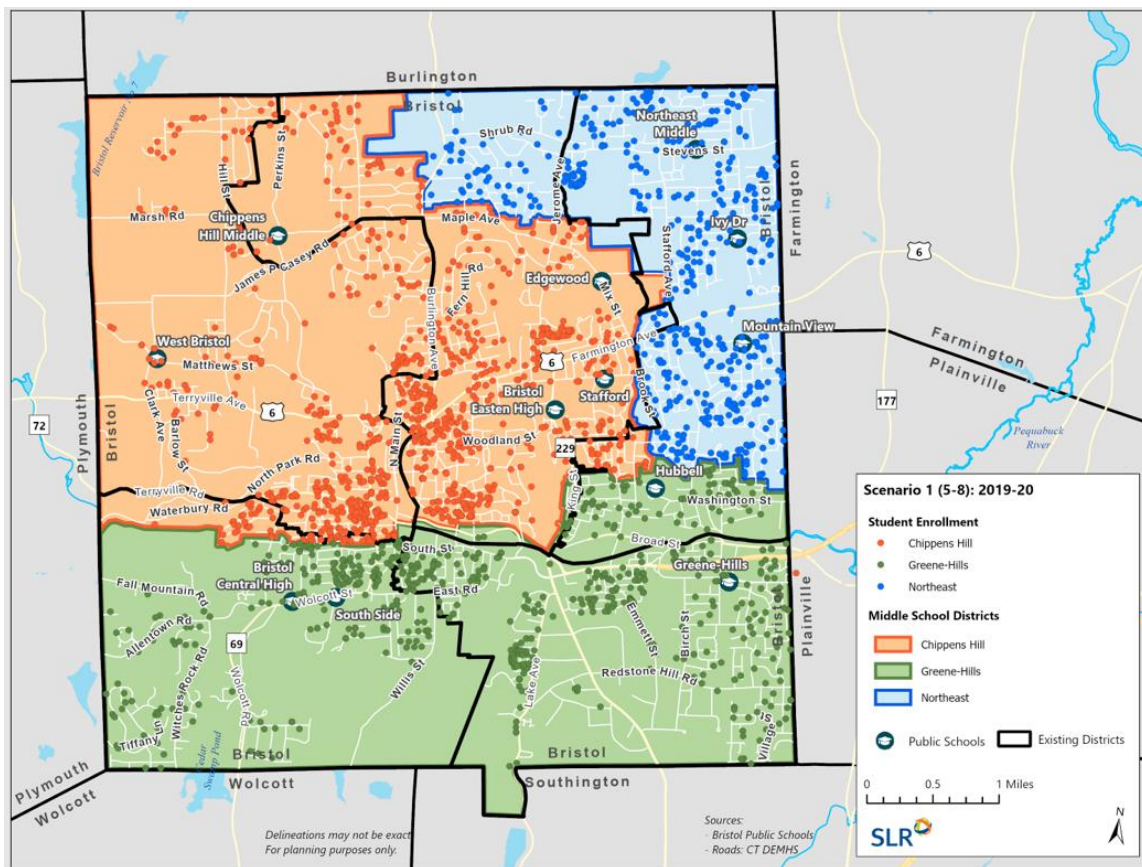


Prepared for Bristol Board of Education

Looking at the redistricting alternative for K-5, 6-8 creates the problem of the enrollments exceeding the capacity targets that are trying to be achieved in the elementary schools and under capacity in the middle schools.







Commissioner Pons asked for clarification regarding the alternate redistricting feed: For clarification, this option would have the students going from WB to GH?

Dr. Carbone responded that if WB becomes a K-5, there needs to be a school that provides enough space for the amount of students.

Commissioner Giantonio asked if the alternate feeder patterns apply to both Modified Options 3A and 3B.

Dr. Carbone said yes and specifically with this, the only option is a PK stand alone. There would not be enough room to nest PK in the schools with this option.

Commissioner Sklenka asked if we did anything for the other options.

Dr. Carbone said no because the basic premise of Option 3, the K-8's were remaining. Therefore the default for the alternative redistricting is only Option 1 but it does make a decision for us because if this is something we pursue, then PK has to be a stand alone.

Commissioner O'Brien stated under the PK-4 model the EB students go to CHMS but in the K-5 model they go to GH. Is that because in PK-4 the other schools would be in their capacity?

Dr. Carbone said yes.

Commissioner O'Brien asked if we are building a new NEMS, can't building it bigger solve the problem?

Dr. Carbone said that would help IVY and MTV always have to be truncated to fit into NEMS.

Commissioner O'Brien also stated if NEMS was built bigger, it would allow GH to become a K-5 as well. It makes more sense to build a bigger NEMS creating 2 large middle schools and everything else becomes a K-5. In addition, Commissioner O'Brien thinks the timelines that are presented are very optimistic. He feels strongly that redistricting will have to happen when the Boulevard opens and it is important to know what is going to happen after that so the families aren't redistricted twice. In order to accomplish the goals, the simplest and most realistic solution is going to be to build a larger NEMS.

Dr. Carbone believes this option was brought up during the 2017 feasibility study and it was going to be either a K-8 or a larger middle school.

#### Next Steps

- Facility – Determine Building Projects
- Preferred Grade Configurations
- Redistricting Plan
- Feedback Plan

Modified Option 1A	Modified Option 1B	Modified Option 3A	Modified Option 3B
<ul style="list-style-type: none"> <li>• New NEMS</li> <li>• New NEMS w/ PK Annex</li> <li>• Renovate STAF</li> <li>• Convert WB to K-4</li> <li>• Convert GH to 5-8               <ol style="list-style-type: none"> <li>1. Close BECC</li> <li>2. Close EDGE</li> </ol> </li> </ul>		<ul style="list-style-type: none"> <li>• New NEMS</li> <li>• New NEMS w/ PK Annex</li> <li>• Renovations at EDGE               <ul style="list-style-type: none"> <li>• Renovate STAF                   <ol style="list-style-type: none"> <li>1. Close BECC</li> <li>2. Close or Repurpose EDGE</li> </ol> </li> </ul> </li> </ul>	
<p><b>Redistrict Plan 1</b> PK, K-4, 5-8, 9-12, Magnet <i>*Only option that allows for PK in buildings</i></p>	<p><b>Redistrict Plan 2</b> PK, K-4, 5-8, <b>K-8</b>, 9-12, Magnet <i>*Only option that allows for PK in buildings</i></p>	<p><b>Redistrict Plan 1</b> PK, K-5, 6-8, <b>K-8</b>, 9-12, Magnet</p>	<p><b>Redistrict Alternative 3.3.21</b> PK, K-5, 6-8, 9-12, Magnet</p>

Thoughts from the Commissioners:

Commissioner O'Brien: This is the most critical decision that will be made by this board while he is on it. It will be impacted by a number of factors going forward, one of which is a realistic construction schedule. If it can be agreed that the BoE should be moving forward with the NEMS project, which was approved in the 10-year CIP, that's a first step. Commissioner O'Brien stated he feels comfortable with a PK program at EDGE followed by a renovation at STAF. Although he does not feel it is realistic to get three building projects approved by the city or the state in 5 years; he feels it is a 10 year program.

Commissioner Vibert agrees with Commissioner O'Brien that the city will not entertain three projects in a short time. She would like more time to review the information.

Commissioner Dube wants to see more options of teacher collective efficacy without the K-8's and still find a way to fix the equity imbalances. If we are going to be uprooting, she would like to mitigate as many problems that the district has in one fell swoop.

Commissioner Pons has more questions about the stand alone PK building and how that impacts the community school model, families, drop off/pick up, transportation... Let's find the best model so this does not have to be done again. Would like more information on whether it is better to nest PK in the schools or have one PK center. She prefers middle and high schools over K-8 schools. She is leaning to neighborhood schools with PK. Does not like transporting students from one side of the city to the other.

Dr. Carbone stated currently the way children are assigned PK seats in school readiness is based on where there is space for them and has nothing to do with matriculation.

Commissioner Giantonio does not like any K-8 options. The obligation is to the students of K and higher. They must be the priority because we are mandated for those grades. At one point, we must start with what we are mandated for and then mitigate to the best possible solution outside of that to gain growth with the PK program. In previous meetings, she has asked, do we have a significant population in our city that is not serviced at all and wanted to be serviced in PK? She has not heard any data. She knows there is a population that needs BPS PK and the services that are provided with it. There has not been a significant amount of data that has been presented to the board that shows there is a gap in the need for the programs. In the non K-8 options, she prefers an option that whatever is done for PK, helps to meet the greater need in K-12 and is less concerned in the differences of the percentage differentials. Lastly, the information regarding the way the lottery will work, opening it up to every family; she needs to wrap her head around it and understand the logic behind it. She thinks this decision was made with a very specialty school in mind and it sounds like an administrative nightmare. She does not see the benefit of doing the lottery that way. If there were families that felt like they didn't have an option – she doesn't understand why not offering it to every 5<sup>th</sup> grader means that you weren't provided an opportunity. The student still has the same opportunity in the lottery as anyone else. It sounds like it is a very controlled lottery. If it was not a specialty school and it was an intradistrict magnet school that wasn't a specialty school, with specialty pathways there would be a lot more latitude of what could be done there.

Commissioner Wadowski would like more time to review the information. The attendance at the MBIAMS seems like it is a big factor. She wants to eliminate the K-8 schools.

Commissioner Sklenka is not a fan of the K-8 schools. The financial burden of this is still unknown. If PK is not financially feasible and is taken off the table, what happens to the numbers? He is very interested in seeing the results of the survey that is being sent out. There has to be a way to get rid of the K-8 schools and make everything as close to the goals. Make the NEMS school bigger. MBIAMS is going to be a huge factor in the numbers and he personally feels there will not be enough students that want to attend the school.

Commissioner Dube stated BECC is beyond overcrowded and needs to be addressed sooner than later. She is okay with PK in the buildings because whether BPS opens up universal PK in Bristol or we address the students we have, that is the easiest route. Equity is not the best in Option 1 but will choose that because of the passion she has in eliminating the K-8 model to allow for common grade configurations and better collaboration among the middle school teachers.

Commissioner Wilson is in favor of a two middle school options. He recalls when CHMS was built it was to house over 900 students. Since then, the maximum capacity has been reduced. Feels as though NEMS could be built at a similar capacity. Looking at the trendlines for the middle school students it appears to dip a little so two schools at an 850 each should be sufficient to house the middle school students and would allow the opportunity for the K-5 model and the PK can be put in each school. One of the reasons why the K-8 model was not favorable is because the teachers can't collaborate with others; putting the PK in the schools creates the same loss of the collaboration opportunity; therefore, it makes more sense for a PK facility.

Commissioner Carlson feels the PK should be distributed throughout; however, if PK is going to expand out he is in favor of the PK at NEMS and is in favor of Option 1. He also feels NEMS should be built bigger.

Commissioner Wadowski asked if NEMS is made bigger and a PK annex is put there, how would the driveways be configured and how would parking work?

Dr. Carbone stated that would be reviewed with the site plan. She does not foresee the driveway changing much. If the recommendation is to build new, the existing school would function as swing space for future construction projects. Once the construction projects are complete, the school would be demolished and the athletic fields would be moved to that space.

Commissioner Giantonio in regards to next steps, would prefer to ask through the chair of the Operations Committee if he would allow another workshop before the next Operations meeting?

Dr. Carbone said based on the fact that not everyone is comfortable committing to some of the decision markers, there is not enough information to bring to the community yet. We will need another workshop and then an Operations meeting. The operations committee will have more decisions to make because this will make us look at our buildings differently as well as the redistricting. Now a new configuration will be used. If the majority are feeling like PK should be in the buildings, what happens to EDGE?

Commissioner Vibert said EDGE can be repurposed for Adult Education and Bristol Prep.

Dr. Carbone wants the committee to remember there are more students aged 3 and 4 coming into the district that have special education services that need to be provided and BECC is the facility. Would we look at that as a scattered site? That is not a good idea because of the amount of OT/PT that is provided which opens up a different conversation as well.

Commissioner Sklenka commented that he thinks most of the committee is up to the options that eliminate the K-8 schools.

Commissioner Giantonio asked if the stand-alone PK could take students from surrounding towns?

Dr. Carbone stated that either EDGE or NEMS PK Annex would allow the opportunity for students out of town to attend. The stand alone would allow special education services and collaboration among special services providers in one building.

Commissioner Dube asked if we could look into the numbers to build a larger NEMS.

Dr. Carbone said yes, but we will need time.

The highest capacity in the thinking of building a new NEMS was 600 students. Dr. Carbone will revisit with Tim Callahan and QA&M to look at the options for a larger NEMS.

There is an Operations Committee meeting at the end of the month. Some of this information will be revisited and there will be another workshop scheduled. At the time of the next workshop the "O'Brien Plan" and redistricting will be looked at.

A motion by Commissioner Sklenka and seconded by Commissioner Pons it was unanimously voted to adjourn at 9:39 p.m.

Respectfully Submitted,

*Tara Landon*

Tara Landon

Administrative Assistant/Operations