

**FACILITIES AND OPERATIONS SUBCOMMITTEE MEETING MINUTES**

**September 20, 2017**

**5:00 p.m.**

**Spencer Borden Elementary School Community Room**

**1400 President Avenue**

**Fall River, MA 02720**

A roll call at 5:04 p.m. showed:

Mr. Costa: Present

Mr. Martins: Present

Dr. Costar: Present

Also present were Richard Labrie and Ken Pacheco.

Mr. Costa read the Open Meeting Law.

A salute to the flag followed.

1. **Discussion:** Transportation

Mr. Pacheco stated that Superintendent Malone had charged earlier to take a deep dive into transportation and come up with a plan to improve what they already do and make whatever changes were necessary. They asked Futures to do an analysis on their transportation needs in order to show everything that was going on inside the School Department and with private bus companies and gather some statistics. There's a second piece which they haven't moved forward with yet because of timing and that is to develop bid specs for the next round of bus contracts and best practices from other districts. The third piece is to take another good look at the Medicare billing and make sure they're capitalizing on every dollar. He introduced Richard Labrie from Futures to give more information on his analysis.

Mr. Labrie acknowledged the amount of time Donna and Christy in Transportation put into getting them the information necessary in order for them to be able to look into this. They wanted to quantify what the School Department is currently doing, how expensive it is, and take a look at the cost effectiveness and efficiencies of what is being done. The first piece they looked at was the demographics of the community. Fall River has a relatively small footprint in terms of geographic area; however, they are very densely populated for school transportation purposes. Their population density is almost 3,000 people per square mile. What that means is, they don't have to run a bus very far to fill it up. The special education side is a little different because they can't use 77 passenger buses for special ed kids. It's also difficult for them to mix children with different disabilities and age ranges so they use smaller buses. They also offer door-to-door services for special ed kids. There are a lot of streets in the city where they can't get big buses down so they use smaller buses that are no larger than 47 passenger buses. With middle school and high school students, they can't put three to a seat on a bus. If people in the general public see a bus go by that is half full, they assume that it's not cost efficient. That's not necessarily true

because they look at, not only the student loading, but also schedule loading, how many kids are actually riding the bus, and the amount of time students spend on the bus. They collected a lot of information, some from the contractors and some from the business offices. Donna in the Transportation Office and Lisa in the Special Ed Department provided a lot of data. Some of the data they collected was schedule load, actual load, route time and route mileage. One of the things they found difficult was that the Transportation Office does not use any transportation routing software. Everything is kept in a number of lists. None of the contractors they spoke to use any type of computerized routing system. They can tell you when their route starts and ends but can't tell you much about what happens in between. They can generate a list of the students that are assigned to that vehicle but they can't tell you which students are currently on that bus without calling the driver. They can't tell you what the total mileage is. They can't tell you the time between one stop and another or the distance from one stop to another. A lot of the information they got from the contractors was obtained by the contractors calling the drivers to answer the questions. It's not the best way to manage an almost \$9 million operation. They gathered the information through multiple sources and put together a worksheet to look at the operation.

Dr. Costar asked if there were other school districts that Mr. Labrie looked at that were similar in demographics and size to Fall River that do use software that can answer these questions. Mr. Labrie stated that he has been to close to 300 school districts in the last 10 years. For those who don't use a computerized system, he recommends that they acquire one. He believes this is the best way to perform adequate contract management and oversight, keep the contractors honest, and manage the day-to-day change. Currently, Donna has to do all the changes by hand.

Dr. Costar asked if the software would increase efficiency and if there would be a cost savings. Mr. Labrie asked if he could answer that later in the presentation. He continued that another thing that they look at is the bell schedules of all the schools as well as the bell schedules for their out-of-district special education placements. The reason they look at that is to calculate their tier time for transportation. Ideally, they should have 60 minutes for their tier times for the morning and afternoon. Most school districts don't have the luxury of that kind of bell schedule. In that case, 45 minutes is pretty adequate. In Fall River, they have a lot of tier times that are well under 45 minutes. There were some bell schedule changes made for the start of the school year. Some of the changes in bell schedules helped but there were others that hurt transportation.

*Transcriber's Note: At 5:16 p.m., Superintendent Malone entered the meeting.*

Mr. Labrie stated, in looking at the efficiencies, they could pick up more kids if they have more time. However, it would mean longer routes and longer times on vehicles. They want to be very sensitive in regards to special needs kids and how much time they are on the bus. He's not recommending that they change their bell schedules to accommodate transportation; however, when they make bell schedule changes, they need to be aware that there are ramifications with transportation. In some cases, they can help it by creating a longer tier time and in some cases it can shrink the tier time and it may mean adding buses because they're picking up fewer kids in a 20-minute period as opposed to picking up more kids in a 45-minute time frame. They found that the transportation staff work very hard to do what they need to do to manage their transportation system and get school opened as seamlessly as they can; however, they're working with very few resources. For an operation their size, in terms of budget and number of

vehicles, their transportation office is understaffed. He recommended that they purchase a computerized routing system and add a staff person in Transportation who would be trained to operate the computerized routing system. The second person in Transportation should be cross-trained to operate the routing system so there is a backup. Their supervisor/coordinator should also receive training so that she would be able to use the system even though she would not be the primary person to do the routing and scheduling. When they looked at the last set of proposals and bid specs, he found that, based on his experience, their RFPs and specifications were lacking in some areas. He noted the areas in the report and made recommendations for those areas. The biggest concern that he had was that they actually went to bid in May of the year that they were starting the contract. That's not a lot of time for a contractor or prospective bidder to come in and look at the system to find a place to house buses and see about available staff and drivers. When they bid that late in the bidding season, it really favors the incumbent because they know more about the operation than anyone does and it doesn't encourage competition from new bidders. His recommendation is to bid early. It shows the contracting public that this is not business as usual and there is an effort to really take a look at reconfiguring the transportation operation and they're looking for competitive bids. The earlier they do that, the more likely they are to get competition. They also have a situation, moreso on the special ed side, where they have multiple vendors. They have six contracts for special ed transportation plus they use another six or seven on an occasional basis. What he thinks they should do is create an economy of scale by bundling all their yellow bus transportation, which is their regular ed and in-district special ed transportation, into one section of the bid. Then have a second section with vans, out-of-district special ed, and McKinney-Vento. This would allow a vendor to come in and bid for it all or have a vendor for their yellow bus transportation and another for their special ed transportation. What that does is get rid of the problem where the contractors now have no incentive to cooperate with each other in regards to student placement on routes. They wouldn't have up to a dozen vendors that would have to coordinate to get students from Point A to Point B.

Mr. Costa said that he wished Tom Coogan was present because he handled the last round of bids. The problem with the way the bids went out last time was that they had vendors who refused to bid on the route. He stated that they did cooperate with each other about what routes they would be taking. However, the School Department lacked the competition they hoped for. It makes sense to group them as Mr. Labrie suggested; however, he's not sure that their vendors would be willing to jump on that. They've looked into other vendors like First Student who refused to bid on any of their routes. They found themselves with routes where students needed to be transported and vendors who weren't willing to take those routes. If there are other vendors in the region who are willing to bid on the contracts, he would encourage that they participate in the process.

Mr. Labrie said that his job was to market their bid and get them competition for it. Bidders should not be allowed to "cherry pick" the routes. If they're going to bid on a special ed transportation route, they bid on all of it and they do it all. The School Department should not allow them to divide up the work. That's not in the School Department's best interest. For a contract this size, there will be competition. They had a similar situation in Taunton six years ago. They did the efficiency study and fixed it in two years with a single vendor. They also had a similar situation with Bridgewater/Raynham which they fixed five years ago. When they went out to bid, they had competition. In those cases, they ended up with savings. With reconfiguring, they eliminated buses because they became more efficient. They were able to manage the cost increases from year to year because they were tied to COLA increases. They've

got a good track record of creating the economy of scale and the trust with potential bidders. It's an open and fair process.

Mr. Costa stated that he would welcome more discussion with Mr. Pacheco about the process. They tried looking at other vendors in the past but it was not advantageous since the vendors were not interested in bidding. Some of it may have been financial. He agrees that going out to bid as late as they did put them in a bad position. He would be interested to hear about vendors who are willing to take a look at their routes and make suggested changes.

Mr. Martins stated that they would require a very large bus company to be able to do the whole thing. He doesn't see anything in the analysis that talks about dividing it into certain sections. It was his understanding that contractors base their bid on the mileage and whether or not they need a monitor. Mr. Labrie said that the common basis is cost per day per bus, which is about \$384 per day for Fall River. Built into that is their wages, overhead, profit, and gas mileage. Then there might be extra runs and mileage overages. In Fall River, they have two costs: one with a bus monitor and one without a bus monitor. They don't know what they're spending on bus monitors because they're embedded in their cost per day per bus. One of the things he recommended was removing the monitors from the cost so that they get an actual cost of their monitors. That way, they'll know when they need them and when they don't need them. It's much more transparent and manageable. The other is that it will allow special ed to actually require the kind of training their monitors would need to have. One of the advantages that they have of bidding early is, if they don't get any bidders, they have time to do it again. Part of the process is a required bidder's meeting in which all the potential bidders come to a meeting. They'll have reviewed the bid specs. They'll have questions. There will be a lot of lobbying for them to change language that would benefit them or someone else. The School Department can choose to make the changes that are in the best interest of the district, not necessarily in the best interest of the vendors.

Mr. Martins asked if it would be in their best interest to look at the routes and the mileage that the bus takes. He's not satisfied with the per day rate. He wants to know how much they are charging per mile.

*Transcriber's Note: At 5:37 p.m., Superintendent Malone stepped out of the meeting.*

Mr. Labrie stated that when the School Department does the bidding process, they give the vendors the routes that are being operated this year off of the computerized system so they have every route that is being done, including the driver time, miles, student loading, and the size of the bus they want. Typically what happens is they meld it all down to an average cost per day. If the School Department tells them it's an average of five hours per day that means that they do everything that needs to be done within five hours. The School Department won't get a surcharge regardless of how many kids come and go or how many miles change. This makes it manageable from a contract management standpoint. That's the standard that is used for bidding.

Dr. Costar stated that he's had experience working in the Superintendent's Office and getting calls about kids not being picked up and he'd have to go to the neighborhood to assess the situation. He would see buses that were not filled and bus drivers weren't familiar with the streets. He would ask bus drivers how many students they had on the bus and they would say they don't know. They didn't know the names of

the students. They had to reroute buses. Parents would get upset when they saw that buses were not filled. He had a lot of questions about the discrepancies between schedule load and the occupancy of the bus. He can understand how Henry Lord has a load of 45 and the bus occupancy is 77. However, he can't understand how ELL at Letourneau has a load of 97 and the bus occupancy is 77.

*Transcriber's Note: At 5:39 p.m., Superintendent Malone returned to the meeting.*

Mr. Labrie stated that it was because they are over scheduling. The reason they over schedule is because they know that only half the kids are going to ride.

Dr. Costar stated, in regards to the GATE program, the occupancy is 16 for the bus that can fit 52 and there are three different buses. Mr. Labrie said that they were using big buses for small loads but those are buses that they have available at the time. Dr. Costar said that they also allowed other non-GATE kids to ride the bus. Mr. Labrie pointed out, under Metrics in the report, they listed the load capacity ratio. Fall River is running at almost 76% of their scheduled load to the capacity of all their vehicles. That is a good percentage. Dr. Costar asked if this included special ed. Mr. Labrie said that this was for all their yellow bus transportation which included their in-district special ed students.

Superintendent Malone said that when he was superintendent in Brockton they did the school transportation analysis and they went from large buses to the smaller buses and paid ½ the price and still transported all the kids they needed to transport. Mr. Costa said that this goes back to the bidding and whether or not they have a bus available to do that transportation in the morning. If they go out earlier, they may be able to find someone who has a bus that is more economical. Mr. Labrie said that the savings of running a 77 passenger bus versus a 47 passenger bus is negligible because most of their cost is tied up in driver time and overhead profit and benefits. That's 85% of the cost. Mr. Costa said that they may absorb that because the bus company has X amount of additional buses in that fleet which would allow them to absorb the difference. He is happy about the thought of having additional vendors.

Mr. Pacheco thinks there is an opportunity for those who are doing the work to do the work. If Company A and Company B come together and they have enough equipment to do the job, then they bid as their own entity. If they don't, they're the ones that are not bidding. It's not that the specs are written wrong, it's that the vendors are looking for a long-term bid. Every company who transports Fall River Public School students is locked into a five-year contract. Mr. Costa said that is why they've been able to keep the cap on the price. They had one bell schedule for a long time then they tiered them so they could have some savings. Then vendors were coming in extremely high because their contracts weren't long enough for them to feel as though they were making an investment with a new fleet of buses knowing that they may not get that bid next year. They expressed their concern and the School Department agreed to roll the contract out for a longer term. They went five years on regular ed transportation but they couldn't do that with special ed because it changed so frequently. They kept SPED bus contracts year to year. He doesn't see two vendors getting together to do what they need to do to benefit the school department and not themselves. Mr. Pacheco said that the other option would be no work. With the contract that they've written, there are clauses in the contract that force people to not bid on certain things if they feel uncomfortable. In the analysis, they needed to see what they were doing wrong and that they don't make the routes. They allow the contractors to fabricate the route. The contractor would tell them how long the

route is going to take. Mr. Labrie said that the person who does the routing and scheduling controls how many vehicles they need and the type, number, and the size of the vehicles. If they let the contractors do it, they will try to sell the School Department as many buses as they can sell them. He pointed out that the chart on Page 30 is one of the tools that's in VersaTrans RP, the software that he's used. What he likes about this chart is that it shows you what the route is, what time it starts, what time it ends, how many students are on the vehicle, and the size of the vehicle so they know how many empty seats there are on the vehicle. They can also determine whether it's special ed or regular ed and the ages of the students. So, if a new student needs to be transported, they would look at the chart and they know where the vehicles go so they can find a spot for that student. Typically, if they call a vendor and tell them where the student needs to go, they'll transport the student but they're going to do what is easiest and most expedient for them and not necessarily what's more cost effective for the district. There's no incentive for them to cooperate with each other.

Dr. Costar pointed out that they have GATE kids on one route who are picked up at 6:20 in the morning. He assumed those are kids who live furthest away from Kuss. He's mentioned before that it might be educationally sound to have GATE program schools in all areas of the city and it would also be transportation sound. There are also brain studies that show that kids need sleep and instead of allowing them to go to school at 8, they're having them go to school at 6:20. When they move the clocks forward, those kids are going to be out there in the dark.

Mr. Labrie said that another feature of the computerized software is that it will do "what if" scenarios. If they want to look at redistricting and moving school zones, they can do that on the computer. It will balance the school loads for them and it will redo their transportations. They can do a lot of things with the computer that they can't do now. The software is expensive but, in relation to a \$9 million budget, it's not so expensive.

Superintendent Malone asked what were some of the brands. Mr. Labrie said that Transfinder was one of them. The School Department has had a license for Edulog for a long time but they've never been able to get it operational. There's Bus Boss. Donna uses MapQuest which is \$39 at Staples. Mr. Labrie likes VersaTrans RP which is a Tyler Technology product. Tyler is reducing their support for VersaTrans RP because they rolled out new software which is called Traversa which is what he recommends. It's easy to use and easy to learn. Dr. Costar asked how much the software costs and if there would be a cost savings. Mr. Labrie said that it was his guess that the savings generated through the bid process will be more than enough to pay for the software and pay for the additional person.

Mr. Martins asked, if the starting point is at the Tiverton/Fall River line on Stafford Road and the route takes them down to Brayton Avenue then to Jefferson Street then to Pleasant Street to Eastern Avenue to Diman, but a student lives on Lawton Street, would that student have to walk two blocks to Stafford Road and wait for the bus there. With the computerized software, he would know all the students in the vicinity that would be able to go on that particular route. Mr. Labrie pointed out a sample route in the Appendices. It shows the map of the route, the pick up and drop off time, the names of the students at each stop, the total mileage, and the total time of the route. The driver will also have an emergency number for the parents. All the information they need to know is contained on the route sheet. The other software is Trapeze. The problem with Trapeze is that they have to be highly technically literate to learn

it and make it do what you want it to do. Traversa is much easier and much more intuitive in regards to creating computer-generated efficient routes.

Mr. Pacheco said that their regular ed students are bus stop pickups so they have a lot of students walking to bus stops. Right now they don't have an efficient computerized software so they're having to route these manually. It would be beneficial for the School Department to know how many students are on the bus so that they can decide when the bus is full. That's part of the problem because, right now, they don't know that.

Mr. Labrie said that he recommended a five-year contract for transportation because, when they come in to bid, they know they can advertise the equipment over five years. If the School Department does a 3+2, they advertise over the three years and hope to get two years down the road. The idea is to bring down the cost per day for the first year as best as they can and manage the cost increases for year to year. Managing the cost increases include configuration and number of buses because that may change from year to year. When they do that, they know it's necessary as opposed to a vendor telling them it's necessary. Mr. Labrie said, as they read through the report, if they have any questions, they can email him. They are working on the second phase of this in October. Superintendent Malone asked what the second phase was. Mr. Labrie said that the second phase was preparing the bid specs based on the needs of the district. He stated that, at some point, they will have a draft template of bid specifications for the Committee to review.

Mr. Costa asked Ms. Casey to distribute these documents to the full School Committee and provide them with Mr. Labrie's email address.

Mr. Martins asked what software Mr. Labrie was recommending. Mr. Labrie said that he was recommending Traversa. He's used VersaTrans for over 30 years. He was a collaborative director for 27 years with seven school districts from Suburban to Springfield. He ran 279 buses; transported 19,000 kids daily, including 3,000 special ed kids; bought buses; sold buses; and hired drivers. As the private contracts came up for renewal, they gave them an idea for what it would cost for them to do it and, in some instances, the contractor would reduce their cost to stay competitive but in other cases they wouldn't. In a seven-year period, they ended up acquiring all the transportation for all seven districts. They were evaluated a couple of times, once by the state legislature and once by the pioneer institute. They were found to be between 22-24% cheaper than contractors. He has been working with Futures for about 10 years doing their transportation work and their school finance work. He also looks at grant utilization to make sure that they're utilizing their grants to their best interest, especially with regards to Medicaid Reimbursement.

Mr. Pacheco stated that he had a meeting with the City administrator two months ago and asked for another person in Transportation. The person he spoke with said that was fine and they can charge that out to the transportation schedule. The reason he had asked for it was because he knew this was coming and knew that this would be one of the recommendations. They also had a little bit of a disconnect in Transportation between their special needs department and Transportation. They have a lot of people touching transportation that are not in the Transportation Department. They're trying to bridge the gap by having this person be the one who is going to take care of that SPED piece so that it comes over in a way

that fits to the system. In regards to the software, they wouldn't have to enter things twice. The City has agreed to an additional staff member in Transportation. They've been working on a job description for the position.

Mr. Costa asked if the City was picking up the tab for the transportation budget. Mr. Pacheco said that they were. Mr. Costa asked if the only thing they would need from the School Committee is a vote to approve the job description. Mr. Pacheco confirmed that this was correct. Mr. Costa asked if the School Department was looking for the School Committee's input on how this person should be bridging the gap. He thinks that people in Transportation should be sending the information through the people in Transportation and leaving it alone. Let the people who handle transportation handle transportation. The people in SPED can worry about the SPED plans and meetings but not transportation. Mr. Pacheco said that there was a little bit of an overlap but, right now, if someone in the Parent Information Center calls in something to SPED, there's a lot of people touching the same student information and sometimes it's taking a lot longer than it should. The goal with this other person is to bridge that gap and take the information as raw as they can get it and bring it over and put it in their routing to make sure that everyone is taken care of.

Mr. Costa thinks there should be a set criteria for the type of transportation that students need. That information should be compiled and sent over to Transportation and let them do all the logistics. Mr. Labrie said that with the computerized system, you could have five users, so the person in special ed can enter the information in the system and Transportation automatically has it there. They'll do the routing and scheduling and do the assignment. What comes out of the IEP meeting in regards to the accommodations the child may need all gets put into the system.

Dr. Costar asked if ELL transportation was separate. Mr. Costa stated that ELL was special populations and it wouldn't fall under special education. Superintendent Malone asked if the charter schools and vocational schools have any role in the bargaining of transportation. Mr. Labrie said that they do not. The only reimbursements are McKinney-Vento. That's subject to appropriation by the legislature. Mr. Costa said that, in terms of charters using their transportation, the School Department negotiates the contracts, not the charters. Mr. Labrie said that they were legally required to provide transportation to parochial schools and charter schools that are located within the boundaries of their district.

Superintendent Malone asked if they could reduce cost in out-of-district severe SPED. Mr. Labrie thinks that they can. If they have a vendor that does it all, there will be opportunities for different mixtures of students on vehicles where they would be able to do multiple student routing and scheduling. One of the concerns that they will see is that they have 12 students who are being transported individually. He's recommended that that be reviewed to see if it is medically necessary. Some of these vendors will have contracts with surrounding communities where they can do multiple routing and scheduling and cost sharing of that route.

Superintendent Malone asked if out-of-district placement was reimbursable in the circuit breaker. Mr. Labrie said that he didn't think so. Superintendent Malone said that they got their circuit breaker numbers in today. They're eligible at 107 kids. That's what they're getting reimbursed at quarterly.

Mr. Martins asked how much the recommended routing software cost. Mr. Costa stated that it looked like it cost \$140,912. Mr. Labrie confirmed that was correct. Mr. Costa said that on the last page it says \$128,367. Mr. Labrie explained that the \$140,000 figure was for software that is hardwired into the buses while the \$128,000 one could be removed from the bus. He pointed out that he provided a laundry list of all of the subcategories of software that help the bolster of plain routing and scheduling. If they are interested in pursuing this software, he suggests that they have a Traversa rep contact Donna to do a demo and they can refine the proposal so that it is exactly what Donna wants and needs. He looks at this as short-term cost savings and long-term cost avoidance.

Mr. Costa said that they could incorporate the routes in the RFP so that the vendors would know in advance what they're bidding on. Mr. Labrie recommended getting the software as soon as they could. They want to use the software this year to use the bids for the following year. They put language in that requires the contractor to proactively work with the School District to minimize the number of buses. Dr. Costar understood that the savings would come when they are in control of routes. Mr. Labrie agreed. He added that when Donna comes to them and says that she was able to cut three buses last year but needs one bus back, they can trust that she needs it, as opposed to the bus company telling them that.

*Transcriber's Note: At 6:24 p.m., Superintendent Malone and Mr. Labrie left the meeting.*

## 2. **Discussion:** Solar Contract

Mr. Pacheco said that he has contacted a couple of companies that he's been in touch with before but they have not responded yet. Clean Energy Collective (CEC) sent a revision where they indicated the School Department's savings for 100%, 75%, and 50% of their usage. So, if they take a building offline or the usage at the new Durfee is totally different from the old Durfee, they won't be locked into that other number anymore. They can choose to go at a different level. Seventy-five percent of their usage would be covered under their solar agreement. The last 25% would allow them the leeway of adding and subtracting because CEC can only provide solar for the School Department's use. If they're spending \$2.7 million in power, if they only use 75% of that, CEC is still responsible for the overage. If the School Department chooses to take a lesser amount of their overall usage, they can. He thinks there will be reductions. They just changed 50% of Talbot over to LED. The efficiency on the new Durfee High School will be astronomically different than what they're currently seeing. There are no solar panels involved. There are no upfront costs. They sign the contract and CEC provides the electricity farm to National Grid for the amount of electricity the School Department uses. National Grid bills the School Department for the power that they use, they pay 85% of that. No matter how much electricity they use or don't use, that number never changes. They're going to save 15% on every single megawatt of electricity.

Mr. Martins asked if CEC was distributing energy through a farm area to National Grid and if they would calculate the usage and cost for the School Department and they would only need to pay 85% of the bill. Mr. Pacheco confirmed this was correct. He explained that the CEC just does solar farming. The energy companies are obligated to buy X amount of clean energy to supplement the energy that they're producing on their own. If their bill is \$100, they would only pay \$85 and 15% would stay in their account. That's when they will see their savings at the end of the year. If they reduce, their savings will

go down but so will their cost. Mr. Martins asked what was paid to CEC. Mr. Pacheco said 85% of their bill. He explained that the bill would come from National Grid but they would pay 85% of that bill to CEC.

Dr. Costar asked, in Mr. Pacheco's opinion, if this proposal was better than other similar proposals. He asked how if compared to other proposals. Mr. Pacheco stated that they were the largest producer. They've put in more fields than any other company. He said that the number doesn't change. The amount that they are paying is regulated. Dr. Costar asked why he would prefer this vendor over the other vendors. Mr. Pacheco said that this company is not a startup. They've been in business for quite some time. They seem to have perfected the permitting process. He doesn't see a concern with them not being able to provide the product they said they're going to provide. He asked if this could stay within the Facilities and Operations Subcommittee meeting so that he can get more information. Mr. Costa thinks that it would be best to keep this here until they're ready to bring it to the full School Committee. Dr. Costar said that this item was tabled at the last School Committee meeting. He asked what the process was for bringing it back. Mr. Costa said that it would just need to be lifted from the table. It would take a 2/3 vote to lift it.

**MOTION: Mr. Martins-Dr. Costar: To adjourn.**

No discussion

**All were in favor**

**None were opposed**

**Motion passed (6:35 p.m.)**

Respectfully submitted,



Administrative Assistant

**Documents Referred to:**

- Futures' School Transportation Analysis
- Community Solar Proposal (REVISED)

*ADA Coordinator: Gary P. Howayeck, Esq.- 508.324.2650*

Please note: A videotape/DVD of this meeting is on file in the School Committee Office and is available for review by contacting the Administrative Assistant for the School Committee Services