

Date	Board Member Name	Scenario (if applicable to a particular scenario)	Question	Response
6/14/23	Peterson, Jeff	Not Specific	Thinking largely about Scenario 1A, but did SLAM work out the likely number of class sections per year for the scenarios, based on population dynamics between grades/years? This may add useful context to scenarios where utilization approaches/exceeds 100%.	SLAM has projected enrollment by school and grade that can be used for near term implementation, including breaking down sections for operational analysis by the FPS Administration.
6/14/23	Peterson, Jeff	Scenario 4	To clarify a point from p47: you say there is a net impact to ~6% of walkers, but also that some impacted can walk to new schools. Is the 6% the proportion that will be shifting from walkers to busers?	The walker analysis is a net impact and accounts for students that can walk to their reassigned school based on the current transportation policy. The 6% impact under Scenario 4 represents the percent of current walkers who could shift to being bussed.
6/14/23	Jacobsen, Jenn	Scenario 1A	Our enrollment projection for Jennings in the 2024-2025 school year is 269. On page 16 of the presentation you show 74 Jennings students moving to Burr and 136 Jennings students moving to Mckinley. That equals 211. Did the enrollment projection change for Jennings from 269 to 211 or are there 58 projected Jennings students possibly missing from the call outs on that page?	Redistricting impacts on each map are based on the actual students from October 1st 2022. Redistricting impacts cannot be projected accurately due to the small sample size and therefore we have to rely on known enrollment to determine the magnitude of impacts. Elementary redistricting impacts are based on current K-4 students only. Specifically, the calculation assumes that all 5th grade students matriculate to middle school for 6th grade, and thus they would not be redistricted in the traditional sense since they are already going through a transition to a new building. It also assumes that incoming K are not impacted by the redistricting.
6/14/23	Jacobsen, Jenn	Not Specific	For each scenario the student count call outs on movement do not include 5th, 8th, or 12th grade. Is that meant to indicated that students in those grades as of the 2024-2025 school year have been included as grandfathered into the enrollments and utilization percentages?	See response above. These students would have been transitioning buildings anyway regardless of the reassignment. A by grade breakdown, including 5th and 8th graders who would be assigned to a different middle school than status quo, is in our supplemental materials that will be shared for the 6/27/2023 meeting. 12th graders will graduate, and thus will not be impacted by redistricting and are not included in the redistricting totals
6/14/0203	Jacobsen, Jenn	Not Specific	Per the Boards charge, we had requested the counts for rising 5th, 8th, 10th, 11th and 12th graders for each scenario. I didn't see those counts included. Can those please be provided for each scenario.	We will provide a by grade breakdown as a supplement to the slide deck for 6/27/23 BOE package. Our redistricting information is based on current enrollment as of October 1, 2022 , so these students would be shown as in 4th, 7th, 9th, 10th, and 11th grades, respectively.
6/14/23	Jacobsen, Jenn	Not Specific	On the calculations for Racial Imbalance, can you share why that is calculated on a look back basis versus a projection forward into the out years?	Historically for racial balance plans, we have found the most accurate predictor of the future percent minority has been the "historic look back method". As part of a redistricting plan, one cannot accurately project diversity due to the small sample size of each group.
6/14/23	Vitale Christine	Scenario 1A	Was any consideration given to schools that might become racially imbalanced in the other direction? It is mentioned in opening, but how big a factor did effect scenario development?	For 2022-23, no elementary schools that are below the districtwide average are in the impending category. Individual neighborhoods that are 15%-25% below the districtwide average are not clustered together, and it is unlikely that any school would become impending due to too low of a minority percentage.
6/14/23	Vitale Christine	Not Specific	What criteria was used in selecting the possible locations for ECC classrooms?	ECC classroom locations were determined with input from the FPS Administration and were based on availability of space combined with ground floor egress and bathroom access and overall centralized geographic proximity to shorten length of bus rides for preschoolers.
6/14/23	Vitale Christine	Scenario 3	What was the criteria used in selecting an alternate location for the Early Literacy Academy?	Working with the FPS Administration, it was determined that the ELA program has no special program requirements other than to provide all three classrooms together in the same building. Availability of space was the main driver of program placement. Under Scenario 3, this program was shifted to Burr to take advantage of available space in that building.
6/14/23	Vitale Christine	Scenario 3	Did you run any scenarios that had those neighborhoods south of 95 and the Post Road (near Metro Center) go to Sherman--given the proximity to the eastern edge of the Sherman district? Was it ruled out because of effect on MS and HS?	Yes, we did look at scenarios that shifted this area to Sherman. Sherman is a well utilized school, roughly in line with the districtwide average utilization over the next ten years. There is not enough space at Sherman to accommodate students living south of I-95 and planned future housing next to Fairfield Metro without shifting additional students out of Sherman. Shifting students out of Sherman is a challenge due to the lack of available space at Mill Hill, Riverfield, and Osborn Hill. The effect on the MS and HS was not the reason why this was eliminated.
6/14/23	Vitale Christine	Scenario 3	Would it be possible to get a breakdown by grade of those students in each of the proposed satellites?	Yes, will provide as a supplement for BOE meeting on 6/27/23
6/14/23	Guernsey, Carol	Scenario 3	What is the impact on number of classrooms/utilization if we cap class size at Stratfield at 21 (to meet the continued needs of McKinley students that are moved to Stratfield)?	Under Scenario 3 Stratfield is not projected to exceed 100% of operational capacity which is set at 21 students/classroom.

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6/14/23	Guernsey, Carol	Scenario 3	Did SLAM explore other satellite zones for this scenario (see CV's specific question above), and did they consider shifting the currently suggested zones? I am concerned about keeping neighborhoods intact and I would like to see other scenarios where the satellite zones are not split by I-95.	The current McKinley attendance zone is split by I-95. The selection of the satellite zones was purposeful and factored in minimizing impacts to walkers, moving enough students to achieve racial balance goals, demographics of the neighborhoods moved, peer group size, and maintaining ES-MS-HS feeder.
6/14/23	Guernsey, Carol	Scenario 3	I am interested in exploring a phase-in option that would grandfather elementary students at their current school for a number of years (2-3 years may be a reasonable starting point). Is it possible to provide data that would help to clarify the number of students that would be impacted in each grade and how a grandfathering approach might change our utilization rates and transportation needs in the short term?	A by grade breakdown will be provided for analysis of operational impacts.
6/14/23	Guernsey, Carol	Not Specific		1-Jun
6/14/23	Guernsey, Carol	Scenario 3	In the interest of better understanding the scenarios, I'm reiterating the need for street maps, or the ability to zoom in to the maps to better understand the proposed makeup of the satellite zones.	FPS Administration to determine approach
6/14/23	Guernsey, Carol	Scenario 3	Given the potentially complex needs of students proposed to move to Stratfield school, was there consideration given to relocating the Stratfield preschool to another school to provide additional space to accommodate additional supports for incoming students?	No, there was no assumption that the students from McKinley would have additional space needs versus the need they have today at McKinley. Can you further clarify what the complex needs are?
6/14/23	Vitale Christine	Scenario 3	Following up on Ms. Guernsey's question above--a couple of years ago, it was determined that Stratfield was not idea location for ECC, in part due to stairs, distance from classrooms to service providers (are they still different floors? If so, how much instructional time is lost in transitioning)?	We are not aware of any issues at Stratfield that would preclude the ECC classrooms from being located there.
6/14/23	Kelly, Crissy	Scenario 1A	Sherman seems to be the only district not impacted at all by redistricting. Is that just a coincidence or was that because we were genuinely trying to preserve as many walkers as possible? Would Scenario 1A look any different if we didn't take that into account? I'm not interested in moving students for the sake of moving them, however if we are considering moving ALL Jennings students elsewhere, I don't think Sherman should be "protected" just because they are walkers. It seems grossly unfair to have one school bear the brunt of redistricting and one go on as business as usual. If this is how it would've shaken out regardless of preserving walkers than so be it, however if there was a more favorable outcome for any of the objectives that included an impact to the Sherman district I would be interested in seeing what that looks like.	Sherman was not impacted in this scenario due to the existing attendance zone aligning with metrics and Sherman's geographic location coupled with lack of capacity at adjacent schools.
6/14/23	Kelly, Crissy	Not Specific	I also have questions about Jennings utilization and ECC placements/classrooms in each scenario. is it possible to get a summary of those for easy reference?	If all ECC programs and rooms were moved from Warde (6), Stratfield (4) plus the 5 additional ECC CRs requested by BOE - the building would utilize 15 grade level instructional classrooms. Additional classrooms would be needed for OT, PT, Conference Room, and Student Support Services
6/14/23	Kelly, Crissy	Not Specific	I'd just like a little more clarification on why Scenario 1B was eliminated. I appreciate slide number 26 however I just have a few questions. The biggest question is that first bullet point of McKinley and HH exceeding 20% of district average. Is that right away or within the first 5 years? 10 years? Other questions I had were 1)I understand that it is an isolated location compared to Jennings, however there are students currently in the district who have pretty long bus rides as it is. I think it was mentioned that there wasn't a transportation audit done on these scenarios yet but are we strictly going on location or anticipated time spent on the bus? Also, In scenario 3 you are shifting the ELA from McKinley to Burr and Burr seems even more isolated than Dwight so again, not sure if "isolation" should be a disqualifier 2)I understand that Dwight has less ground floor classrooms however if Dwight were to remain open it would need MAJOR renovations, some of which could address this concern (I guess that's more a comment than a question). 3)Would it be possible to see what exactly we are talking about when you say "greater high school impacts but fewer impacts to MS" - just trying to understand if these are so large that they are really disqualifying. 4)You state that one reason this scenario was eliminated was because it would result in 97% of operational target over the final two years of the projections. If I'm reading this correctly, I think scenario 1A shows us there as well so I'm not sure why that would be a consideration for elimination? I guess basically what I am getting at is that consolidating the ECC is a very important part of this (for me at least) and I hate the idea of having only one scenario to really consider that accomplishes that.	See earlier response. Racial Balance was analyzed via a 7-year historic look back, which uses actual student enrollment. 1.) See slide 26 (top 3 bullets) which discuss the reasons why Scenario 1A was viewed more favorably compared to Scenario 1B. The racial balance component was a major driver pf why Scenario 1A was preferred. Additionally, Fairfield Woods MS was projected to have a 200-300 student greater enrollment than other middle schools under Scenario 1B. 3.) Scenario 1B would impact 11% of MS and 8% of HS students. This was not the driver for why it was eliminated. 4.) Under both Scenario 1A and 1B, districtwide utilization would reach 97% and this was not a driver for why it was eliminated.
6/14/23	Jacobsen, Jenn	Not Specific	In our charge we requested the enrollment projections for each scenario in addition to the utilization and capacities. Do you have the elementary enrollment projections for each scenario ( we received utilizations) and the secondary utilization projections (we received enrollments) for each scenario that we could have?	The Projections were used to calculate utilization. Projections will be provided in the supplemental package of information for the 6/27/23 BOE meeting.

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6/14/23	Jacobsen, Jenn	Not Specific	In the charge we requested: <i>Provide number of walkers impacted for each scenario, number of current bussers who would become walkers, and a net number of walkers impacted. I see the net percentages but can we have the category counts please for each scenario?</i>	We have developed a net impact based on current walkers who would switch to bussing, and current walkers who could walk to their new school based on FPS transportation policy. Current bussers that could walk would need to be done as part of a finer grain transportation audit. We can provide numerical data that derived the net impact in the supplemental information for the 6/27/23 BOE meeting.
6/14/20023	Jacobsen, Jenn	Scenario 1A	What was the reasoning for not moving the Warde ECC classrooms to Jennings in this scenario?	To clarify, the Jennings ECC has space to accommodate the Warde ECC classrooms. The intent is to put them all in one location. Please see supplemental information for BOE meeting 6/27/23
6/15/23	Jacobsen, Jenn	Not Specific	With the changes in sections and programming for each of the scenarios, can you confirm that all of the full size ed spec rooms ( art, music, math/science, tech) per the November 2022 Elementary Capacity study all remain operational in each scenario and are not lost for the year of implementation and forward ? The "other pruposes" category outside of specialized programming from the November study were not included in the capacity charts of this presentation, so looking to confirm all schools, in all scenarios, within the projections in the out years keep all of the ed spec rooms they currently have - or if not, where did you foresee potential loss of those rooms?	Total Full Size instructional classrooms that determine capacity and DO NOT include the core special programming (art, music, math/science) or districtwide special programs.
6/15/23	Jacobsen, Jenn	Scenario 1A	Slide 25. "Requires detailed facility study" There was a facility study conducted in 2019 for ECC. Is this something different than the rubric from then?	Question for FPS Administration. We were unaware of 2019 ECC study.
6/15/23	Jacobsen, Jenn	Scenario 3	Slide 37. Last bullet point: Could you porvide greater detail on what is meant by elementary redistricting impacts could be reduced further if FPS builds dedicated CLC and ECC spaces as part of future renovation projects? The implementation plan is for 2024-2025, so just looking to understand this point.	Under Scenario 3 Jennings houses CLC and ECC. In order to provide room for those programs, some Jennings students are shifted to North Stratfield. If additional CLC or ECC space is built at Jennings as part of a renovation project, this shift may not be necessary. Likewise CLC space could be built into a future Dwight building project, shifting the program which is currently in Mill Hill. This would eliminate the need to redistrict non-CLC Mill Hill students to Dwight.
6/16/23	Vitale Christine	Not Specific	Am I the only one who is curious to see what scenario 5 looks like? It minimized disruption--could it maybe have been tweaked by the Board? Who made the final decision to eliminate 1B, 2 and 5? Were they eliminated simply because they ranked poor in all categories?	Scenario 5 was least impactful for improving racial balance in a sustainable manner and performed poorly in utilization balance metric. Scenarios 1B, 2, and 5 were eliminated after a collaborative review by SLAM and the FPS administration. They were eliminated because they performed worse than their counterpart scenarios under each redistricting approach.
6/16/23	Vitale Christine	Scenario 1A	I do think that moving streets around Cross Highway make sense--if there were sidewalks on those roads, kids would be walking to Dwight. Was moving these streets considered in other scenarios but ruled out because of effect on secondary school enrollment?	This area was shifted from Burr to Dwight in Scenario 1A to free up space at Burr to accept students from Jennings and North Stratfield. In the other scenarios that kept Jennings open, there was no need to shift students out of Burr and thus this neighborhood was kept in Burr. The connection from Redding Road over the Merritt parkway has no sidewalks on the bridge so it is unlikely that this area could walk to Dwight.
6/16/23	Vitale Christine	Not Specific	Can you provide the information you received from town planning department on new development and anticipated number of students generated by these units. Last year, the projection was 209. Is that the number you used to generate scenarios?	Housing data from the planning department was provided in March of 2022 as part of the comprehensive enrollment projection update. The housing assumptions for future development are the same as they were in the June 2022 projection update report and presentation.
6/1723	Gerber, Jessica	Not Specific	Is it possible to provide more information regarding what the eliminated scenarios looked like?	The scenarios that were eliminated scored poorly compared to those that were presented and therefore eliminated from consideration.
6/18/23	Peterson, Jeff	Scenario 1A	Our charge considered the possibility that potential crowding due to repurposing an elementary might be offset by new classroom space elsewhere. Did this enter into your planning? Were there some enrollment areas where this was determined to be potentially beneficial? (NB I mean general-ed classroom space vs the dedicated special-programming space mentioned on slide 37)	Even with 10 elementary schools, the districtwide utilization is not projected to exceed the operational target in the next decade. Therefore, additional space is not required.
6/18/23	Peterson, Jeff	Not Specific	The charge also opened up the possibility of focused redistricting of new housing units. Was this considered?	Yes. The future housing developments around Fairfield Metro train station were redistricted to different schools depending on the scenario. However, moving future housing alone does not achieve the district's racial or enrollment balancing objectives.
6/18/23	Peterson, Jeff	Scenario 3	Slide 28 says Scenario 3 was crafted with an included goal of moving as few students as possible. This was not an element of our charge to SLAM. Was this a constraint on your scenario planning? Do we have reason to believe that we could achieve better overall results by moving more students (in ways consistent with our charge)?	This was not a constraint on the scenario planning, but rather a measure of the impact to the children, families and school communities. Based on our body of work in Fairfield, there is no clear correlation across all scenarios between the level of disruption and the performance of the scenario. However, as the consultants, in our experience the impact to students is an important consideration for the BOE and public.

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6/18/23	Gerber, Jessica	Scenario 1A	This scenario does not close Dwight, and there has already been considerable discussion by the BoE as to the need for a major renovation (perhaps even a rebuild) for Dwight if it isn't closed, so assuming the district was able to move ahead with this, it does not appear that there would be any temporary swing space to accommodate part or all of the Dwight community during construction - would you agree with this?	There is no swing space currently. The Dwight project was developed with keeping Dwight occupied in combination with temporary classrooms and building the new Dwight on the existing site.
6/18/23	Aysseh, Nick	Scenario 1A	Can you shed some light on if there was any discussion on how to better balance the student counts at the two high schools if even possible based on feeder patterns? Some projected years have a very large difference in total numbers	We have found that you cannot better balance high school enrollments in Scenario 1A, unless Dwight is moved out of the existing feeder pattern to Fairfield Warde. However, we do not believe that this is practical from a geographic or transportation standpoint due to the distance between the Dwight neighborhood and Fairfield Warde.
6/18/23	Aysseh, Nick	Scenario 3	Do you have any reservations around the schools hitting or coming close to 100% operational capacity with regard to discussions with town planning department and potential developments in the potential new zones for these schools?	Schools that are at 100% of the operational capacity average 21 students per classroom, which is ideal and represents an effective utilization of 87.5% when compared to the maximum capacity based on BOE class size policy. Students from planned/approved housing developments (as of March 2022) have been incorporated into the projections and are placed into their zoned school for each scenario and thus are accounted for.
6/18/23	Aysseh, Nick	Scenario 4	Knowing that this scenario scores the worst on the metrics you defined, can you tell us in other districts you have worked with in a similar scope if they were ultimately successful choosing an option like this scenario despite it not looking as good on your rating scale compared to the other two scenarios? Just trying to determine if this scenario deserves a deeper dive to refine and not simply thrown out because it appears to be a "fair" grade at this point. It seems like some of these ratings were quite close to the threshold of possibly being "good" (i.e. current trends at McKinley show this scenario being very close to the 20% number and barely being over pushing to "fair", 4% off from "minimizing impacts", but only 1% point from being "good" on impact to walkers. All the yellow on the chart looks terrible at first look, but I am having trouble being convinced it is that far from being "good" in some of those categories.	For Scenario 4, we underwent several iterations and ultimately presented the one that best balanced the competing objectives/metrics. Modifications to this scenario may improve one metric at the expense of another. Outside of the good, fair, poor category you can numerically compare the scenario results. For example, Holland Hill and McKinley both are above 20% deviation of the districtwide average. When compared to Scenario 1A and Scenario 3, this option fell short with regard to long term sustainable racial balance.
6/18/23	Aysseh, Nick	Not Specific	Thank you SLAM in advance for your answers. As I don't think you are the ones to be able to answer some of these questions posed here, I will likely have more questions for the administration that you may need to weigh in on after fiscal and transportation impact analysis this summer.	You are welcome.
6/18/23	Maxon-Kennelly, Jennifer	Not Specific	In our charge it read, "Out of zone K-5 students returned to district of residence." For each of the scenarios, how many students are captured by these moves? Would it make any difference to NOT return them?	Based on October 2022-23 data, there are currently 170 K-5 outplaced students. For each scenario, all of these students were returned to their zoned school. As part of the implementation phase of the project the placement of these students should be evaluated on a case-by-case basis. The placement of these students would have minimal impacts on the scenarios.
6/18/23	Maxon-Kennelly, Jennifer	Not Specific	I reiterate Mr. Peterson's point in Q. 36. Nowhere in our newly approved principles do we have mention of impacting the fewest number of students possible. It's not that I'm looking to do so; however, it seems to be a significant factor in your analysis and rubric, yet we explicitly removed that language precisely in the interest of not tying the hands of the consultant.	Same answer as above. This was not a constraint on the scenario planning, but rather a measure of the impact to the children, families and school communities. Based on our body of work in Fairfield, there is no clear correlation across all scenarios between the level of disruption and the performance of the scenario. However, as the consultants, in our experience the impact to students is an important consideration for the BOE and public.
6/18/23	Maxon-Kennelly, Jennifer	Not Specific	Just confirming that with regard to utilization numbers and capacity, McKinley's numbers are using the same size specifications as other schools, and no longer any smaller class size consideration?	Yes, McKinley's capacity uses 21 students per classroom like the other schools. Under all 3 scenarios presented, McKinley's utilization never exceeds our operational target, which is based on 21 students per classroom.
6/18/23	Maxon-Kennelly, Jennifer	Scenario 1A	I think someone asked this above, but to be clear: with our interest in expanding to a 50:50 proportion in ECC classrooms and increase PreK4 to full day, the number of classrooms immediately needed in the Jennings site would be 14, correct?	If all ECC programs and rooms were moved from Warde (6), Stratfield (4) plus the 5 additional ECC CRs requested by BOE - the building would utilize 15 grade level instructional classrooms. Additional classrooms would be needed for OT, PT, Conference Room, and Student Support Services
6/18/23	Maxon-Kennelly, Jennifer	Not Specific	Slide 9: when you identify some McKinley neighborhoods as having a pop. 40% higher than the district average, are any of those "self-contained" housing developments that are being moved as a unit...and thus could be treated as their own satellite zone, in any of the scenarios?	There is no one singular large scale housing complex that is driving racial imbalance.
6/18/23	Maxon-Kennelly, Jennifer	Scenario 3	I also would like to see the details of Scenario 2, especially since avoiding "greater redistricting impact" was not part of your charge	The decision on based on the metric scoring. Through discussion with the administrative working group, Scenario 3 was identified as the preferred scenario for this approach.
6/18/23	Maxon-Kennelly, Jennifer	Not Specific	Slide 10: how did you decide to concentrate high minority concentration neighborhoods in only 3 elementary schools?	This was based on a combination of factors including geographic proximity, space availability, peer group size in conjunction with the densely developed McKinley neighborhood.

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6/19/23	Jacobsen, Jenn	Scenario 3	Can you share other districts who you have worked with or know of who use satellite zones? What has been your understanding of that experience for students and families?	Stamford Public Schools have satellite zones for nearly all elementary schools. Their zoning has been in place for a very long time and seems successful. West Hartford, a similarly sized district, has utilized satellite zones for their elementary schools as part of their racial and enrollment balance plan. Princeton Public Schools (NJ) has traditionally used satellite zoning as well. they continue to add satellite areas as the needs arise to balance enrollment.
	Rotelli, Bonnie	Scenario 1A	Was there consideration for at least a symbolic shared burden (students shifting out to another district) for every school to be more like a "traditional redistricting". HH, Dwight and Sherman have no students shifting to other schools in this scenario. Sherman and Dwight have the 2 lowest minority populations in Town. Given that our racial imbalance is mandating this entire process and this scenario clearly addresses that, there is still a sense that certain sections of town are unfairly unaffected.	No, we did not consider this approach as it would be shifting students only for the sake of moving them. Moving these areas wouldn't necessarily improve the metrics and would likely necessitate further redistricting impacts at the other schools.
6/19/23	Vitale Christine	Not Specific	Was there any part of the charge provided that prevented you from putting forth another scenario that might rate better in the majority of categories? Something we have not considered? We have received questions about the K-2 and 3-5 model for certain schools. The Board elected not to explore this option for only a handful of schools but in your professional experience, have district that implemented this model found success?	Sister schools were not part of the Charge. We are not aware of any districts that have a mix of K-2/3-5 and K-5 schools. The only district that we are aware of with the K-2/3-5 "sister school" pairings is Wallingford School district and they use this model for all of their schools.
6/19/23	Vitale Christine	Not Specific	If the TLCs were put at a different elementary school would any of these maps look significantly different?	No, not significantly.
6/19/23	Vitale Christine	Not Specific	A request--given the feeder patterns might be effected, can you include the middle and high schools on future maps.	The MS and HS school locations are shown on the respective MS and HS maps in Navy blue with labels.
6/19/23	Gerber, Jessica	Not Specific	I know that this was not a scenario suggessted by the Board, but how difficult would it be to look at a plan where Stratfield & McKinley and Dwight & Mill Hill each merged to become K-2 and 3-5 schools? It's a similar concept to scenario 3, in that there would be no impact to MS and HS feeders, and it would keep school communities together. Obviously there would be transportation issues, but potential grandfathering associated with all of the currently recommended scenarios would come with their own transportation complications.	K-2/3-5 parings of schools was not part of the Charge and we are not aware of any districts that have a mix of K-2/3-5 and K-5 schools. The only district that I'm aware of with the K-2/3-5 "sister school" pairings is Wallingford School district.