



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

City of Fairfax School Board Work Session, Monday, February 24, 2025

Date Monday, February 24, 2025
Place City Hall, City of Fairfax, Virginia
Length 1h 17m (video)

- Official meeting video (city, Granicus): https://fairfax.granicus.com/MediaPlayer.php?view_id=13&clip_id=4108
- Agenda: https://fairfax.granicus.com/AgendaViewer.php?view_id=13&clip_id=4108
- Minutes: https://fairfax.granicus.com/MinutesViewer.php?view_id=13&clip_id=4108&doc_id=4597d2f1-f39b-11ef-ab6a-005056a89546

Machine transcript (speech-to-text) produced by Coraggio Consulting. Not an official county record. Names and numbers may be misspelled; check the video at the timestamp before quoting.

Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-13. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] good evening ladies and gentlemen tonight is monday february 24th of 2025 and this is the work session of the state of our school board um i'd like to welcome mr eric foreman who's here for the he's going to give us a little update on fcps's boundary review advisory committee he's representing city staff so mr foreman what have you been doing i'll tell you this has been an interesting process. It sure has. It's interesting from a few perspectives because, you know,

[00:00:38] obviously we've all participated in big public projects and the scale of redistricting 200 schools or whatever it is, it's just hard to fathom. So I'll give a quick update on what I know about the FCPS boundary review process, the whole district-wide process, and especially on the superintendent's boundary review committee, which is the committee that I've been a part of. So happy to talk about that. It really is almost unfathomable, the size of this. And, you know,

[00:01:15] we've all been through some kind of a boundary adjustment for a school that spills over into four or five other schools and it becomes unimaginable. So something on this scale, it's just kind of fascinating to see how it's done. This apparently was last done district-wide in 1986.

[00:01:33] There's a reason why it hasn't. But they've been talking about it for a while. My first meeting 15 years ago was literally, and I remember coming home to tell my husband, like, they're going to redistrict the whole or they're going to rebound the whole district. They spent \$150,000 on a consultant back then.

[00:01:51] And when they realized the political implications of it, they were like, they never did anything with that report that they got. So, it just sort of died. I know, yeah. Wow. Not surprising.

[00:02:07] I mean, there's a lot. I mean, this is almost soap opera-ish. Yeah. Now. And at the last meeting. As the boundary is saying. Yeah. Yeah, I mean, parents apparently are sharing made-up maps and attributing it to the boundary committee.

[00:02:29] And we've heard about that not just from one part of the county, but from multiple parts of the county. Because there are certain neighborhoods that don't want to end up in certain high schools. Madison parents don't want to end up in false church high schools.

[00:02:45] What are you saying about Madison parents? No, I know. Madison parents would never complain. Never. Enjoyable. A lot of people who are saying for complain, well, it's Langley probably. Right.

[00:03:01] So the whole process in and of itself is expected to take two years. It wouldn't surprise me if it goes a little bit beyond that. But they have hired a consultant, this time for real, and they're doing real heavy work.

[00:03:20] And it's through consulting is the firm that they're doing it. So that firm organized the boundary community meetings, which took place in November and December. I think there were 12 of them. There were six in person and six virtual. And they got over 2,000 people to participate in those.

[00:03:41] So that in and of itself is a big project. But they're also utilizing a software program, our software boundary program. They're utilizing Frontline, not the flea and tick color. Right. An educational Frontline to do the boundary adjustment work.

[00:03:59] So that is probably the biggest component. And my guess is really that's going to be 95% of the final product that will come directly from consultants. So the committee that I'm taking part in is working at the same time as the consultant doing the software work.

[00:04:22] And the committee meets every other week. It's supposed to meet for two years. It has about 80 members or 100 members or so. So there's at least two or three members from each of the high school pyramids in FCPS.

[00:04:38] I think there's three from Fairfax High School. I don't believe any of them live in the city at all in the western portion. There's one that lives in this. Oh, there is. The one that lives in Comstock. Oh, you finally, how did you find her?

[00:04:55] She works for your attitude.

[00:05:10] Brandy Johnson? I haven't met her yet. I've seen her name. It is a small world. One of the representatives from the Woodson Pyramid is our former planning commissioner, Mark Angus.

[00:05:29] Yeah. You walk into this room, you don't expect to really know anybody. Cindy is well represented. So in addition to the two or three parents from each school, there's also FCPS teachers and administrators and operational staff.

[00:05:50] And there's also other community members who represent special interest groups among either the student body or the teaching staff. There's ethnic groups, there's coalitions of black students or black teachers, Asians, military affiliated families, special education focus, AAP focus, and so on.

[00:06:13] So there's, my guess would be 30, 35 of those special focus folks as well. And then a lot of senior FCPS staff, so it's a big group.

[00:06:30] So I was asked to be part of the committee to represent Fairfax City. I'm glad to do it. There's also my equivalent from Fairfax County as well. I've attended each of the meetings so far. There's been about six of the meetings. And those folks, like myself, that are representing certain areas or specific groups, we participate just like the parents from the school.

[00:06:56] So, you know, we go into the big room, we sit down at tables of five or six people, and it's usually pretty random. And everyone tends to get assigned the same. And there's good and there's challenging parts of that as well.

[00:07:13] But the stated purpose of the committee, to bring together a wide variety of viewpoints and geographies, and with the goal of developing boundary scenarios, and this is the mission we got, to recommend to the superintendent. And when that happens, Superintendent Reed will review them and forward our recommendations to the school board.

[00:07:39] Really, again, I think the main work is going to be done with the software program. I think any input that the committee makes will probably be kind of around the edges. But it just seems, it's too big of a task to have volunteers to vote an hour and a half twice a month doing something. So it's really, really good consulting work. I mean, part of it.

[00:08:10] So the FCPS staff, including the superintendent and the consultants, have shared a few things that they're looking into prioritizing in the overall process. And one of them is split feeders. And there's a lot of interest in reducing or eliminating split feeders. Another that they've concentrated on at least in telling us it's attendance islands it's a little bit unclear to me how they define it i've asked for clarification on that so you know the two halves

[00:08:46] of fairfax high school you know is the one half of it is really huge and is that considered an attendance island because it meets the definition it's not attached to the other part uh would having an isthmus that goes across us 50 or something you know make it not an attendance I don't know the answer to that, and it seems like a lot of those communities feel like they're part of Fairfax High School because it's such a big area, so I don't have an answer.

[00:09:15] I think what they consider attendance on is they used to have Woodson Island, which was Robinson High School was here, and this was all Robinson, right in the middle was one neighborhood that drove right by Robinson and went to Woodson, things like that.

[00:09:32] And I don't see very much of that currently. It's more like what you say where it's sort of like a little, like you have this and then like a little connected offshoot. But it's just sort of those. So I assume that's what they're.

[00:09:51] I would assume so. It tends to have a, you know, there's a lot of weight put on it. So I don't know if really the goal is to. Well, from what I understand from Sandy Anderson on the school board, Their goal was to make the boundaries not look like they had attendance zones.

[00:10:12] It was going to be, like, ideally, here's the school, and then there's, like, a one-inch boundary around it. And that's great. That's not going to work for Fairfax because the city butts up right to Woodson High School. So she's like, oh. I'm like, yeah, so that's like a fairytale.

[00:10:29] That's not going to happen. But I think that was the goal, is to make it more compact. Right. And if Fairfax County developed, like Iowa, where all the counties are square and the county seat's in the middle, that would work.

[00:10:48] That'll be a challenge. So we'll see if they can hold on to that going forward. So the other themes that have emerged, access to programming, and by that they mean special programs, AAP, language immersion, and whatnot.

[00:11:08] And that's something that the group and the consultants are struggling with. So, you know, AAP is really the big issue. But the other programs are, too. So if you look at something like language immersion, let's say Korean language immersion, Colin Powell, is that great that the county has a Korean language program immersion?

[00:11:34] Or is it not great because there's a lot of students who have to travel an unreasonable distance to get there. So there's balancing of that all under access to programming, capacity, proximity, and transportation, big things, and I'm glad it's the prize.

[00:11:55] Among the committee members, and especially the parent members, there are two competing factors, and there's a lot of folks who are really opinionated about both of them. And there's a contingent of folks who want boundaries to maximize demographic balance.

[00:12:17] And there's a contingent of folks who want boundaries to maintain community adhesion as possible. So those two frequently are in conflict with each other. And some of the discussion and the shouting across the room has gotten a little bit into two things.

[00:12:37] So that's a challenge for the consultants going forward because it helped balance those two on top of everything else that they're there. But this right now is actually a good point to report out on what's been done because the committee's work so far has been mostly informational.

[00:12:59] It's been getting the committee members up to speed about what some of these things are that just go into education planning. If there's folks who come at this who are extremely experienced and folks who were really new to the education system. So on Friday night, most of the meeting was talking about things like reasons for transferring.

[00:13:23] So going over special education programs, going over things like the academy, which isn't quite a transfer, but just explaining all of this to the group that this is the reason why students will transfer from one place to another. going over things like program capacity and design capacity.

[00:13:44] So all of this really needs to be explained, and they've done a good job of explaining it and orienting CIP and whatnot. But as we get farther into the process, I think what's going to happen is the group will be looking at the boundary scenarios. It's not quite clear to me how that will work.

[00:14:01] I don't know if the group will be split up into just looking at specific geographies, If we'll get to choose our geography, because for just about everyone, everyone's more familiar with one part of the county than another.

[00:14:17] I don't know. I'll let you know how it works. I really can't imagine. In any event, the next meeting, which is in March, will be looking at the first boundary scenarios, which are really a straw man type of thing.

[00:14:34] So they're coming out with two scenarios. One is a scenario of how boundaries would look if sixth grade was transferred to the middle school. And that's a theoretical that Superintendent Reed had mentioned early on in the process, so we're going to be looking at that, and I think it's really a computer run, just to see how the capacity would stack up to middle schools.

[00:15:03] And the second one is looking at attendance with no transfers. And, again, it's purely hypothetical, but seeing how much, to what extent, transfers of all boundaries.

[00:15:19] So that will be an interesting meeting to look for. And that's really where we are. It will be an interesting process. So I would say that hopefully they're going to put you consistently with the city scenarios.

[00:15:43] We hope so. and if they don't i think you probably need to insist on that um i don't i'm not confident they fully understand that our boundaries are not flexible i think they think they can move us around and they cannot right um it was quite clear at the joint meeting when uh board member marron had asked dr reed about it she said so the city boundaries were are we considering the city

[00:16:21] boundaries or are we considering and dr reed's response was we're considering all boundaries and i said well you can't consider the city boundaries because they are inflexible she had no response but um it's important that they understand that city students go to city schools regardless our students are not going to go to woodson you know we're not going to have kids from that part of like where your neighborhood lives go down to mantua or anything

[00:16:57] we attend city schools so that's important for them to and i would say this is for myself the advocacy um when they talk about the attendance island i think it's mostly if you look at fairfax boundaries and Providence there is that like little offshoot, if they do get rid of that offshoot, I would be curious if they're just going to push the boundaries that are there

[00:17:31] just out a little bit, like how they're going to, because certainly we're not going to lose all those students and they're not going to replace them. So I don't know, I'm hoping will come back after you know every few sessions and kind of update us like hey you know or if you see something alarming please email us oh no I definitely would and that actually just a point of clarification that I'm not quite sure of the city school boundaries that are outside of city

[00:18:09] limits does the Fairfax City School Board need to agree on that or does no I mean not necessarily but we do need to agree on our capacity so they can't push the boundaries and increase our capacity without us having a say we own these buildings and that's sort of a little bit of a sticking point they're not entitled necessarily to have their kids in these buildings but you know our

[00:18:42] goal is to make this as collegial a partnership as possible so it benefits the county and it that's our students it's not our goal to push kids out if we have space that we that they need they need to really be looking at um if they're going to change boundaries i'm assuming they're doing it in order to correct all the capacity issues so we are over capacity in this building

[00:19:11] we are dangerously close and at fairfax i think we're at 98 99 capacity and um providence is similar i think it's 96 or 7 percent so you know it capacity is an issue so if they shift it to a different neighborhood and that neighborhood had a lot more kids in the neighborhood they cut out just because it makes the boundary neater well then that's going to be so neurodemonial right

[00:19:52] um accessory do you have any questions i do um i remember when like i i did the last time they've down the county by 1986 but i'm assuming i've experienced the boundary changes in fairfax high school back in like 14 yeah it was 2014 yeah i remember fairfax though i started i definitely remember what it felt like in that building as a teacher and then the shift down um it does change quite a bit of a lot of things so that's why i'm glad you're on board i mean you're on the commission um the one thing i would like to just kind of point out is that i'm really concerned

[00:20:30] about looking at scenarios of moving sixth grade into middle school um you know there's pros and cons to that conversation but it's more if this process is going to be two years and we're in the process of also looking at our fees to build you know recredit our elementary schools we need to have definitely a voice and whatnot into what that looks like and how does that change our um so if you can kind of just keep us especially with that like if we know sort of a timeline of when they

[00:21:02] might decide yes we want to have six through eights and what that would look like for our impact the other piece i wanted to ask is is there any conversation around um the auditing process of verifying addresses to ensure that students who are in county city county schools are actually county students um i know that um there are other schools surrounding school districts that do utilize a verifying process and we'll have say fourth and eighth grade students will have to verify

[00:21:37] their placements saying that they are in the county is there anything conversation happening have not heard anything about that i'm not not saying that that's not taking place but it might be taking place so yeah we're currently do you want to speak to a job so that's okay yeah yeah we've we've finished um just finished up that and the it was pretty accurate so we were we thought

[00:22:09] We were going to see a lot of county kids that were included in the city as city residents, especially with our tuition bill. We thought that they might have been doing it by zip code.

[00:22:27] And there are total pockets that have our zip codes that are not. And was there anything else you wanted? No, other than there's a discrepancy, the SIS information system is not accurate. But the information, certainly that Eric had and that the DIT in Fairfax County had was really accurate.

[00:22:50] So as we know that, we've gone ahead to provide questions, updated, and now we're going through CIS and through the schools, and we thought we were accurate, but it turned out.

[00:23:18] And we found out because of the county audit that the information we were using... Right, but that's why the numbers that come from DIT are generally... Yeah, they are. It was easier for us to go to the schools to get it. But we've set it up now, and so it'll be just as easy to go through. Did they find any that were, any address, kids that were considered?

[00:23:40] Two, I think. I think it was the other way, wasn't it? I think it was, yeah, it was two city residents that were listed as county residents. Yeah, we felt the same way. And they were, well, it might have only been one. It was a pair of siblings. And somehow, but they were both living at the same address.

[00:23:56] And that was the amazing part, is because they were siblings at the same address. Like, really? How can you? Of all the odd ones to have, that was a surprise. But anyway, and with the CIS, it just feels like at the school level, they're going through the process, but it really, it's not a good use of their time because it just, some of it's self-reported by families who don't really know where they live, you know, one way or the other, and then others are folks in the office who are making their best guess, but addresses change and new places come on board, and this will be much more accurate.

[00:24:50] Affects boundaries, but doesn't affect us. But academies, they bus. Yes. And if you're in a special education program, you're bus. And AAP. In general, has there been any information provided to the group about city boundaries?

[00:25:12] I'm waiting. Okay. And I'm waiting. And I find it interesting that the city resident lives in Comstock. Because I've been waiting for the Comstock issue to come up. Somebody will look at the map and say, oh, my goodness, these people are cool.

[00:25:29] So it will come up eventually, but it's good that she's there. Well, if you're a city tax payer, you go to a city school, right? Which might not be clear. If she has a sixth payer, that might not be great.

[00:25:45] You don't think that far ahead. That might actually not be mine. It's not mine. I'll say that much. And then, so, which will be interesting when they do share those two scenarios. Right. If students say, like, what's that going to look like all of a sudden, I'll be curious to see.

[00:26:03] Have they shared building capacities? No, they pointed both to the CIP, because the CIP has all those capacities, but we haven't looked at a capacity map in and of itself. Okay, so that hasn't been there, because that's another misnomer, I think.

[00:26:18] A change of capacities can't have as many as you are, and that's the problem. Right, and that hasn't come up. Well, building capacity is different from program capacity. Right. So, but they're going off of the program, so I just, I think we'll need to kind of put that, keep that out of your radar, because we're not willing to go over our head.

[00:26:47] No, not at all, and they don't even want to, to be honest with you, you want to make sure that they don't even come close to 100%, because once they do, then he'll notify them that, guess what, you have X amount of time to relocate. Sorry, I have one last question, and again, it's just more informational.

[00:27:04] So looking at the split theaters, which it does look like we do have a little bit of, for the AAP Center, Catherine Johnson, my understanding is when we switch that over, that everybody went to Catherine Johnson, No More Rock and Run.

[00:27:20] But I'm seeing that Temple and Reef Harder East actually are listed on this book. Do those students get a choice? We don't get all the problems. No, we don't get all the problems. Not even close. No, but so the question is, are they doing it based off their boundary, Or is it because somehow kids go to Rocky Ren for AAP and some go to Adam Johnson?

[00:27:42] It goes by address. It goes by address, okay. So they're not, it's not a choice situation. No, it's not a choice. It's just the boundary runs right through. Okay, but that's one of those split theaters? Yeah, it's a split theater. But those kids, they don't want to shift. Yeah, it's like, you know, Thoreau Middle School is a split theater, the Oakton and Wall Street.

[00:28:03] Marshall and Madison. Marshall and Madison, that's what it is. I mean, it was over there. Yeah. Yeah. Thank you. Yeah. Ms. Kelsey, just wanted a clarification on when you say the transfers, does that include the immersion, the academy, anybody that involves like going to a different school?

[00:28:27] I'm not sure about the academy. I don't think the academies aren't considered base schools. Okay, so it's only transfers towards base schools, not. Okay, that was my question then. I guess I have two, because I know there's been talk about building another high school in the western part of the county, so is that being brought into this conversation?

[00:28:55] It's fascinating that you asked, because I asked that question at Friday's meeting, and not specifically about the high school, but about Dumbarton Elementary. Because I asked, there is a hypothetical.

[00:29:13] Carl Frisch's brainchild. That was his answer to no bleak. Right. So I asked because I said that in the CIP, there are new schools that are planned because there is a high school.

[00:29:30] They're called Western High School and Dunloring Elementary. And I said, are there going to be boundaries that are assigned to those in this process because they're in the CIP's ability? And I didn't ask that question to put superintendents read on the spot.

[00:29:50] But I just wanted an answer to that. She didn't know the answer. So I don't know if that means that Dunloring Elementary is not going to be a standard elementary school. No, according to from CPDC, the committee, it's not viable as a school.

[00:30:15] The amount of money that they would have to put into it, it's just it doesn't make any sense from what I understand. You're right. So it doesn't make any sense to do the renovation? Because it's in the CIP. It's in the CIP, but they don't think we're going to end up.

[00:30:35] I think it just didn't make another only so I live very close to that so my like neighborhood and they sent something saying that it's moving forward like it's going to be forced right four stories and to what extent it's going to be yeah there's a lot of there's problems with this the building in the site well they've addressed correct and that's why they're going vertical there's a problem they're demolishing the site right they're going to keep the front and then and they're going to build four-stories high.

[00:31:10] And no one seems to want it. I mean, at least the neighborhood's in the...

[00:31:27] It's Carl. Yeah. Can I piggyback on what Lauren said? Is the goal of this to balance everybody out so they don't have to build? I mean, I know you asked that, but, like, what is the goal? Is the goal of this... Yes, because they have schools that are very much under capacity with schools right nearby that are way over capacity.

[00:31:51] So I think that they hired a consultant with the hope that they could figure out where the shifts could be to balance this. Yeah, and so then my next thought, in your just a thought, opinion, is there a chance, is this an all or nothing thing?

[00:32:09] Because I know in the past it's been like nothing. You know, like, they've said all, and then we get nothing, and then they do these little administrative ones. Like, do you see compromises in there? Like, will they? Does that make sense? Like, what do you think? I think it's an all or nothing thing. I don't see this as being anything less than district-wide.

[00:32:27] So, yeah, I don't think that. They've said everybody over yet. Yeah, and I was curious about the western part of the county because I think that really affects Fairfax High a lot because we didn't pull from west.

[00:32:44] Right, and that western high school, I know, in the CIP, they don't, well, maybe, I'm just going by the name in the CIP, so it's not as great as. Wasn't it in Herndon? I thought they were going to try and build a high school in the Herndon area.

[00:33:02] Yeah, the soccer fields next to the Crown Plaza, are owned by Ferris-Cannaboga Schools. The parents that would come out in arms, the fear, by none of the board supervisors, a.k.a. Black Lane, have them, originally the plan was to build a high school on that site, tear down the other limiters, to combine the site and make them both vertical. They could accommodate the program and the space, but because of the a.k.a. Black Lane kind, they're looking for additional. So it shouldn't affect us too much.

[00:33:40] Our problem is Centerville, we pull a lot of Centerville Chantilly High School kids who closer to those two high schools in reality what was intended to happen was to be a huge distribution shift all along 28 all the way down through chantilly and centerville and that is would be to accommodate the students that are coming from that region into fairfax high school so they would not be um but they're past the issues that this is a couple years ago right i don't know i i don't

[00:34:19] know if there is a current thinking my suspicion is i'm just judging by the lack of specificity in the CIP for all of this that they're wanting to get this done first and then if at all for the schools. There's also Silverline Elementary School that they've got at the time of 30.

[00:34:42] Right. That's up if you look up where the power lines are. Route 1 Pinewood Lakes Elementary. That is Temi-Derry. Or EC Center. That might be an early childhood. And then there's Tyson's Elementary. Which is property that's being used as a soccer field that's dedicated for schools but similar to blank land the property has not been transferred to the school system yet so that'll be a big fight on that one potential exists and and all all of those are identified in the fiscal year 30 yes which which means to me that that's maybe if there was some more

[00:35:19] specificity in some of the earlier fiscal years that's a long answer to that question The thing that I, I guess, when you think about moving 6th grade into middle schools, that's going to shift everything.

[00:35:48] I mean, you have buildings that cannot, this building, this building. These buildings were still as intermediate schools. They were never designed for the middle school philosophy. So are they going to, you might want to ask this question, Will they be paying for the renovations, any necessary renovations, to all middle schools, including Catherine Johnson?

[00:36:15] Because we are not going to pay. I'm sorry, I was like speaking. And I'll add, not learning cottages. Yeah, no, no. We can't. Our city council said no, they will not get a special needs permit.

[00:36:32] I'm really interested to see what this scenario comes, you know, and if they attach it to capacity figures as well as I, I was really, I know this was mentioned earlier in the process, but I was surprised that they were coming up with a boundary assessment for it because I wasn't of the impression that any, hardly any middle schools would.

[00:36:56] They won't. Most of them are pretty full. So I guess the question is, are they going to try to restructure if they can. But my hope is that that becomes public information. It seems like the majority of

the things, like the slides that you're showing, all that gets put online.

[00:37:13] Right, and the majority of it is meant to be public information because the parent members, part of their responsibility is to take what's being discussed back to their community. So it will be, but it's an odd situation coming out with these two straw men type of scenarios.

[00:37:35] Well, they have some board members who are there pushing the middle school, the sixth grade middle school model. Dr. Anderson and Mattia Dunn are both proponents of that. I think Mattia is the one who's originally brought it up.

[00:37:56] And I think Ricky, her schools, Jeff, are 678. Glasgow is 678. Glasgow is the square school. So she, but that school is designed differently than the other school. Because it's always been, it's just like Robinson and Lake Braddock were designed as secondary schools.

[00:38:16] So it's not been discussed, but there's going to be 6 through 12? no no no they would be they would remain they they don't have an issue those would be the only elementary schools that they those elementary the elementary schools that feed into glasgow glasgow's six seven eight right but what i'm saying is if lake radegan robinson stay oh yeah i see what you're talking about those schools yes those elementary schools i don't know what they're going to do with it they would still feed six they would they don't have to place that's a good question what are they going to do with the secondary schools

[00:38:53] is hayfield is hayfield also secondary yeah sorry hayfield lake braddock and um robinson yeah i know and robinson robinson so those are the and robinson has about 20 something burning cottages yeah yeah it works so anyway it'll be interesting but i would be curious in terms of the city if they go to that model if they do that they have to understand that it's

[00:39:31] going to be them who has to pay for any building obligations and they have to get the approval of the city school board for any building applications we can deny whatever we want that's concerns and based on the conversations we've had so right now there's an estimate is that daniel's we're seeing that trying to go opposite you of all people know that well right so great that's a formula that's being used it is not applicable that's right and that needs to be taken into as well in providence

[00:40:11] right the same that massive huge increase we had all right well we'll get back and have you back in a couple of months three months maybe Yeah, no, I do that.

[00:40:41] Yeah, I'll just tap it on. Right, sounds good. All right, thanks, Eric. Thank you. You get it. Thanks, Eric. Okay, and Dan, you want to go ahead and do maybe our facilities? We're probably going to click and hand them here.

[00:40:57] Yep, yep, tell me when. So thanks for the opportunity to talk about our facility work this winter. We've been working on several large projects and a handful of smaller projects, and then also making some plans for the months ahead. And of course, I'll go for the old-fashioned.

[00:41:24] And I'm going to go pretty quick through these. So, of course, you remember the old press box, just to look at our old friend one more time. And then we used this temporary building, and it was well-used and well-liked as a press box for fall sports this year and served the needs.

[00:41:46] And then now, starting in mid-January, the contractors took over the site, sort of threading the needle between the end of fall sports and beginning of spring sports. And they did just really intensive

work there to make sure that 30 years from now there's not a crack in the new press box like the one we had in the old press box and laid a great foundation for it.

[00:42:11] In early February, the folks in Texas loaded this on a truck. Mr. Plattenberg and I were worried because it was a bad weather weekend. We had a long journey from Texas to come up, but it made it, and they had a giant crane.

[00:42:27] They loaded it onto the foundation, and since then, they've been attaching it to the foundation, putting new railings on it, getting all the electrical work on the inside done. They've added, in the last couple of days, they added the fence to the top.

[00:42:47] The fence, there's a hutch or a hatch. Hatch. Hatch should be a rabbit. I'm not sure if there's a rabbit in there, but there's a hatch at the top and some stairs that allow you to go up, and they'll be able to film from the top, and also visiting coaches.

[00:43:02] It sounds like the tradition is the visiting coaches still stay outside. The inside of the press box has three separate rooms. You can see one of them in a second here. But there'll be a nice area for our filming and for visiting coaches, And Jeff and I were worried when we first saw the HVAC unit go on without the fence because it was like, why is that there?

[00:43:22] But now that they put the fence on, you can see the next picture with the canopy that's going on. It's kind of, you can't really see it anymore. There'll be blue slats that go in those fences, so it'll be all but invisible. And it'll certainly be an upgrade over the unheated, un-air-treated press box that we had before.

[00:43:43] And the canopy they put on today, and it just looks really, really cool, I think. You know, it's going to be a neat thing. And they put the skirt on today also. They've still not got it finished on the sides, but they've got it on the front. That's the thing down below. I'm sorry. Yes, thank you. You know, I like to use technical.

[00:44:01] Jeff has taught me all these terms, and now I'm throwing them around like I really know them. The skirting that they put on on the bottom there. Clearly you didn't grow around. I did, actually. Funny you should mention that, but yeah. But so they've gotten all that just about done, and so the bulk of the work, substantial completion, will be done by March 2nd, which is a week from now.

[00:44:24] And there's still some other things that will happen, but it'll be ready to roll for the first games March 17th, and hopefully for a practice run around March 10th for a scrimmage, or the next one, if you would. And the view, this is like one of the little rooms, and it's like amazing to go in and look at the field, you know, And so I think we'll enjoy it an awful lot in the years to come.

[00:44:51] Can the school work in the first? Yeah. You need to pay for it. Yeah. I think it might cost you votes, but you could probably do that. We're going to take this one. You know, graduation, there's now an air conditioner on site. Just throw that out there.

[00:45:12] I'll probably still pass out to it. I was like, I've got to get out. But, and you can go to the next one, Barb, if you want to. Let's see, actually, yeah, the last one about the press box. So I know I talked to Ms. Melnick today, and Mr. Luther was over there, too. They were very excited about it and looking forward to it.

[00:45:30] And, you know, Jeff had provided great guidance in getting this thing built the way we wanted it, and then when it arrived on site, it's everything we thought it was going to be. So we're getting there, you know, and that'll be exciting in the next couple of weeks to see. And then we've also had some projects at Katherine Johnson.

[00:45:47] We'll go real quick on this one. We've got the new vestibule that you saw when you walked in today. And I think, oh, I didn't look to see if the new door was out there. Is it? Nice. It was scheduled to be inserted. He's working on it. It's still out there. Okay.

[00:46:02] It was scheduled to be done today, so they're already working on that. We've hired somebody to come in. He's not actually working on that. So my photo, the last time I saw it, it did not quite have the door yet, but the door was on site, and that'll complete the project.

[00:46:21] And I think, you know, I know the board had shared a concern about the size of it. I think it turned out okay with, I don't know what you all thought, but it's more... I do love to see about the mural. It does, the mural's intact, and I think it looks kind of cool. You know, that's about the best thing they should have done with it.

[00:46:39] I don't want to stop and work in it. Yeah. I mean, I, that was the one thing I was worried about with things. and it'll be nice I was in another school not a city school earlier today looking at the vestibule and they've installed the vestibule but it doesn't do anything to get folks into the office you know it's just kind of a another holding area for folks and this one was done right so folks would go through the

[00:47:15] office to sign in so excited about that we've got an outdoor classroom going in this is the old space and it looks inviting but in reality it's often muddy and it's not exactly a great space for learning, you know, often when it's damp.

[00:47:32] And so if you go to the next, they've defined the space now with the pavers, and they're still working on it. It's honestly like they're doing a number of schools at the same time, and so they've actually got until May to finish. I think we'll probably be done because this is the biggest, hardest part of it.

[00:47:50] And they did that kind of before the winter snows and then around it. They'll add planters. Off to the left of this is a shed and a rain barrel sort of tucked into the corner. But there'll be some planters around. They're going to replace the trees they took down, not necessarily in this spot, because we don't want to create something that's going to cause the pavers to pop up.

[00:48:12] But they are going to put five trees on the campus to replace the ones they took down. And I think when they get done, I was talking to Mr. Smith and one of the teachers today about the furniture they provide some sort of half picnic tables but we may want to put our tables back on that spot and just figure out what you know once once it's all done we can look at it figure out like what is it we want to do with the space now and it's a nice area for classrooms to learn certainly for the environmental groups here and even potentially and mr. Smith would have

[00:48:48] to figure this out as a cafe space you know for small groups of students in when the weather's appropriate so I think that'll be cool and then we've just continued our typical maintenance work there was they painted the Fairfax County we worked with them to paint the columns that Daniels were on yeah that's all done and they did some painting at Providence and they're still matching some so some of the things we talked about over the summer still a work in progress at Providence and they also provided

FCPS provided great assistance to us on these days when it was really really cold several weeks ago everyone in the county many many people in the

[00:49:24] had boiler problems heater problems we did too and you know we always Tom Tom would helps us always get some special attention and Jeff is working folks that he knew in energy management to make sure that it wasn't an ongoing thing so it's again still a work in progress and by the time we get it all solved it'll be time for AC so we'll we'll work on that again you know just kind of an I'm going, I'm going fine.

[00:49:49] Is it, Joe, is the issue here? No, I understand. When I just, we were in person in the building, she was like dying up there. You could feel the boiler change, the central change, and it's stifling around the outside of the auditorium.

[00:50:08] There's no air flow at all. It's pockets in the building. I'm sorry. The issue with the system not working, is that here? Yeah. Yeah, here there was a part that was bad, and they replaced the part.

[00:50:27] And the part that they replaced with, I don't know that they actually were going to work this way. I got the energy management first and foremost, and I talked about this side of the sunsets.

[00:50:57] The radiant heat engineering has some opportunities in the future. I assume, like, the older part of the building, whenever you do something like, this is like an addition renovation that the hvac is never balanced that's perfect work and you can tell when you walk around as we did tonight yeah and um you know some of that was for cost savings because the bids came in

[00:51:39] there wasn't to fix it but through renovation the investors and these these projects will pillow to address that as well. All of the projects in our lawn were busted out to address the imbalance. The security interior and exterior cameras are up at Daniel's Run and Providence.

[00:52:03] The Daniel's Run, they're online, but they can't see them in the school yet. The CPS Security can see them. Providence is in the process of getting to that step, and there are servers for both schools for the on-site viewing are still on back order, so they should be coming it'll be a quick process once they arrive it's just a matter of boot them up and get them functional and then there's a very short training for the staff on being able to use them so that's coming soon but that yes any time now that should be happening we're also getting some additional cameras the fact

[00:52:41] that this just came in after today FCPS is going to pay for some 20% of the The cameras at KJ that we were going to pay for are going to help us with, which is awesome. And that just speaks to the partnership while I take the next slide, actually.

[00:52:58] I can talk about it a little bit. I want to see your information. Sure. So there are two projects, two ongoing, there are multiple ongoing things that we're planning and working on. We're still working on the Raptor badges from FCPS, and I think Jeff helped kind of steer me in the right direction with that.

[00:53:22] We were talking one time about doing a pilot. The pilot would have had to exist outside the security systems that FCPS already has in place. And so it could have made them look more dysfunctional. So I think right now what we're doing is waiting.

[00:53:38] FCPS is in the process of finalizing their selection, and they're getting very close. We're going to still be pilot schools when that happens. So we're just a perfect little pilot for two elementaries, a middle and high. Teachers will have, yeah, teachers will have a, theoretically until it happens, they would

theoretically have a thing that they wear with their name badges that allows any teacher in the building to acknowledge the need for a lockdown rather than looking for somebody to make the announcement to kind of put us in the lockdown.

[00:54:11] And there will be a device that everybody has that allows them to kind of differentiate between I'm having something in my classroom when I need an administrator or there's a big emergency we all need to lock down. And so we're getting closer on that. I think FCPS there'll be a rolling process for them. We'll be in the beginning. And that'll also mean that we'll have the rolling pains to work through.

[00:54:35] We'll work with principals and staff when that happens because I think it's at the very worst it's still an advantage over not having something. I think they've made their decision. What's happening now is they have to go through all the security protocols and make sure the system is going to function with theirs.

[00:54:55] And we're kind of, I think, at the end of that process also. I think all of us have checked. Yeah, there was a problem. That's why we didn't just jump on it. Yeah. And the hardware that they were using, the actual badges, was one that they were buying from another company, and that company recalled all the badges from Raptors.

[00:55:17] So now Raptors, and they're making their own. And so we're getting there is kind of where it's at. And in fact, in that same email when they told us they were going to pay for it, he said, I'm looking forward to the pilot with the city schools. So they're on board for it.

[00:55:34] And again, does that mean they're going to pay for it? Well, I think we may end up paying for some things, but eventually the cost would roll in just like it would with all the other schools in FCPS. So there might be a small upfront cost, but it sort of remains to be seen.

[00:55:52] That was when we were thinking that something was going to happen in January. And so if the start of the FCPS process lines up with getting into the next school year, maybe there's no cost at all with us.

[00:56:10] We're just the first schools to get it, which would be good. So more to come on that, but it's getting closer. And I think the good news is if we had started it and it didn't work, we would have been kind of out there on an island and we would have been soured against something that would be a good feature for us to have.

[00:56:28] Because it's going to be integrated with the county system, it would be more functional, I think, when it turned out. And then the second thing, we've kind of gone back and forth on bids for a couple of projects. We're back to working with FCPS for the flooring and the auto tech room.

[00:56:44] We got the lighting done. FCPS did that for us. We were going to go on our own for the flooring and the companies that we went to didn't want to do the project because it involves so much moving of heavy equipment, the lifts and all those kind of things. So now we're back to FCPS and they put it back out for bids for people who can do the job that we actually have, not the calling around to find someone to do it.

[00:57:08] And I think we're still on schedule for the summer, so it really hasn't impacted the time, but just the setup. same thing with this I took it from a long way away also but one of the things that were we

went through the city procurement office this is another one where we were going through FCPS the initial process was cumbersome and

[00:57:47] expensive so we started looking through a company a job offered contract through the city procurement office we're still working with them but we kind of hold what we're asking for rather than just a renovation of the bathrooms and moving hallways and all that what we're asking for right now right now there are two group bathrooms with multiple toilets in them you know and so it's basically four i think it's four and six four ladies rooms a couple of toilets and then four urinals in the men's room what we're looking for right now is a price on building basically putting a wall down

[00:58:25] the middle of the current men's room and having two individual restrooms so very much like the middle restroom we have in the upstairs right so so the net number of bathrooms on the site would go up from what we had before we built the new building so we'd still have more i think it We could, and one thing, once we get prices, we can look at this.

[00:58:52] We could theoretically do that in both of those bathrooms. We'd still have the problem with the isolation in the back, but it would address, you could open it when you needed to open it. Like when you had somebody to staff it, if there's 10,000 people there for a playoff game, you could put someone there and open the back bathrooms and you'd get two additional ones.

[00:59:11] There's going to be an expense to tear them out anyway. So it probably makes sense, in my mind, if we did decide to go renovating the men's room into two single rooms to wait a year and see where we're at, and then figure out what we're tearing out and what we're putting in.

[00:59:26] Maybe it's storage, and maybe it's another two restrooms, but more to come on that one. And then a couple more. Lighting at KJ was another one. We went through the job-offered contract through the city, and we got bids that were very, very expensive.

[00:59:45] And so we've gone back to FCPS. We found the right person, I think, to talk to, an electrical engineer at FCPS who did something, helped us with the lighting and the auto tech room, and actually we got in touch with this guy. And then we reached out to him again and said, we're having this conversation about KJ, what should we do?

[01:00:02] And then he sent us back a bid that was a lot more reasonable, and it looked sort of like, go to the next one if you would borrow it. This is the upstairs at KJ. We could do this with alternating panels in the ceiling, in the lower floor.

[01:00:19] Well, so they may be able to put in more. But right now what we have... We definitely need more lighting upstairs. The original, obviously, you know that I was complaining, was all the lights. And it's basically two different problems.

[01:00:35] This is what we have upstairs. Downstairs we have the lighting that goes on the side. Those are not LED bulbs. We could go back one. You could go to something like this that's at another school, but use LED rather than the fluorescent bulbs to make it a little bit better.

[01:00:54] I mean, at the end of the day, the renovation is when we'd be able to do something bigger. Like, you can do something now to make it a little more bright. You can take out the kind of fixtures that have dropped and broken and things like that and put them in the ceiling, and it's not an outrageous cost, and it does feel like it would be somewhat of an upgrade, but it still doesn't solve.

[01:01:14] I feel like in the old hallway, the old building. Downstairs or upstairs? Downstairs. Okay. That's where the fixtures are, above the lockers. You know what the old main office used to be? Yep. The hallways. Down near the cafeteria and the old front of the building.

[01:01:31] The lights are really above the lockers. It's like an old version of this. Yeah, it just, it feels so, they put them in the ceiling, I feel like it would really open it. That's the estimate that we have right now, but it's not going to, it's going to look something more like what upstairs looks like, because they're going to be alternating.

[01:01:51] Can they put more than what's upstairs? They can. They can. They're working with a limited space above it, so it's going to have to be on the sides rather than right down the middle, but they probably could do more, and they'll be LED bulbs, I guess, rather than that.

[01:02:08] The luminescence on it will be better applied than upstairs currently. They don't want to match it later. It was a really bright day. That's what I'm saying. As long as it's a sunny day.

[01:02:26] We'll try to arrange more sunny days for Cape Town. The bottom line is, as soon as the dark blue aren't there, that in itself would light the entire thing. I think the lockers yellow and the wrinkle. I mean, those are all things that would invent this capital improvement project, I guess, if we didn't have a renovation project.

[01:02:51] But anyway, we can make it better than it is for a relatively reasonable cost for you. So, just to, because I've done a number of vinyl renovations in my house, right? And so I'm thinking about, like, how, why is it so hard to extend the electrical wire to do a few more tiles?

[01:03:12] Like, to extend it to them, right? I think they can do that. In my head, I'm trying to figure out why they're not able to do, like, because I feel like that's what you're saying, is that they're limited to the size. why can't they just make... I think it's because of what's above them in the middle so it could be pipes. You know what I mean? I don't know what's up there but it could be pipes.

[01:03:29] In the old part of the building from my understanding it's pipes down the center of the hallway directly above which is why the lights in the old part of the building are above the locker. There's crap up there in the ceiling.

[01:03:45] That makes sense. Yeah, that makes sense. If we're able to increase If we have to stick to the sides, if we're able to increase the number of lights along the sides just to try and keep it higher. And I think that's, this guy was fantastic at the auto tech room because we asked for one thing and he said that's not what you want, you want this.

[01:04:03] And so we asked him what he thought we needed for this. And so the essence of your home or anywhere else is, what it would appear he's concerned about, from my prior experience, is the amount of amperage and the circuitry.

[01:04:21] If he has space, I think you would see, again, a woman, that's just doing what you're talking about. But certainly it would be something to getting the guy. This is why it's so important in this relationship, because this individual will do not only what we ask him to do, but if there's anything more, he's going to do it.

[01:04:45] I'm almost done. And then the last two slides, actually, real quick. But we are fixing a maintenance issue on the concourse level at the high school where some of the concrete is collecting

water.

[01:05:10] And so we're going to get to fix that probably over spring break. And then finally, Barb, we've got the latest rendering today of the scoreboard. We're scheduled to do that during the summer this year. So we're working with procurement to make sure the contract is what we want it to be.

[01:05:28] And this one they sent us today. And it's really everything that we talked about when we did the briefing before. There's the ribbon condensed scoreboard along the bottom that's different than the video scoreboard above. And there's a sound system that actually goes in that panel at the top. So it should be really good.

[01:05:45] Coming soon. No, we, sure. Do I recall, I think when you were talking about this in the fall, when we were looking at this news forward, is that also, do we make renovations to these speakers throughout stadium too?

[01:06:05] I think all the speaker is in the top of this unit and it covers the whole stadium. And we've still got, the temporary setup we have right now has speakers on the roof. And so if we ran into trouble, there's already another option that we'll be using until we get the scoreboard.

[01:06:24] And I think a lot goes into figuring out where the sound goes. Because right now it goes from the top of the press box out. When we get this, it's going to be aimed in a different direction, or there'll be other things to consider. Any other questions?

[01:06:44] When did you say the scrimmage was, like the practice run for the scrimmage? Well, somewhere between the 2nd and the 17th, so I think there are multiple, I think there's something on the 10th, and we were talking about that, but, you know, if they finish on the 3rd, and there's someone out there practicing, they'll work on it.

[01:07:04] You know, right now, the only thing that really, not the only thing, there's still lots of things that they're finishing, but the biggest thing to make it functional is all the wiring on the inside, and so right now, that's not there, but we all had a big meeting today, and it will be soon.

[01:07:20] Some things are built in and others. Yeah, no, I was just saying, I was just thinking, could you let us know so that, like, if they're practicing calling a game or something, we can actually go and see if we have any additional, you know, any questions. Well, and I think, I don't know what the game is on the 17th, but that would be like, the 10th, your feedback's always welcome, but when they're playing around with it, it may not be what you think it is, and it's not what they want it to be either.

[01:07:44] You know what I mean? But by the time we get to an actual game, that might be a really good time to listen to it. But you're always welcome to come to those things, too. It's either the soccer or lacrosse. Yeah, so it must be a soccer. They both play, so I don't know.

[01:08:01] I didn't check. We can find out. It depends. Yeah, I know. Girls are way. I had another one, but I'll think of it later because I didn't mark where I had it. Sure. I just had a quick question. When you were talking about the outdoor classrooms, you were talking as if there's an outside group.

[01:08:21] Who is involved in the outdoor classroom? building classroom? Is that what you're asking about? What did I say so I can clarify? Just a lot of I've been talking about the FCPS is actually managing the whole project. So they're doing outdoor classrooms? They're doing outdoor classrooms at all the middle schools and all the high schools.

[01:08:45] So what they basically do is they hire contractors to do a group project. So in my mind I think they book the KJ then they move to and put their pavers in and that type of thing. Okay, so FCPS is doing it. FCPS is like managing the project with a group of contractors that come in and actually do the work.

[01:09:02] Is that? Yep, yep. Can I piggyback on that? On that, are they putting up like a board of some sort, like even just like a clear thing or something that teachers could write on as well when they're out there, like a dry erase, like that if they left it up the rain wouldn't wash it off or something, you know?

[01:09:23] I know that they have those at some locations and I do not remember seeing it in the plan for KJ, so I can check in. I was going to say, that's just something I think would be beneficial if they're out there teaching to have something you can put up there. Some schools have a portable one that they wheel into the shed, and I don't know whether that comes with the package or not.

[01:09:42] I don't remember it coming with it, honestly. And then have we gotten started on the high school one? So I think we're ready to, I think we're done with the permitting process. I thought we were done with the permitting process, And then we got more information that we were a little too, there's a, the difference between a small site plan or minor and major site plan, and we tipped into the major site plan, which involves the whole campus.

[01:10:12] What is it? It's a full site. Full site plan, and we don't want to do that. I mean, not for anyone. No, I mean, like, how did it go from just the small to a small site plan? It went the other, yeah, the land disturbance. and so the plans that were drawn up were a little bit over.

[01:10:29] They just shrink it a little bit. Well, and it actually had to do with the slab that the shed was sitting on, and so we don't really want a shed at that spot anymore, and so now they've taken the shed off and were under the minor site plan. And with the difference between a major site plan and a minor site plan, it kicks into a whole different process, and therefore your time just goes.

[01:10:52] Yeah. Okay, so it's basically based off the square footage that that little part

[01:10:58] We had the same conversations with the concession stand in the press box, and that's why the concourse is a maintenance project and not part of the press box.

[01:11:33] yeah the product office yeah can i ask you a question um do you think that there's maybe with the aj thing do you think that maybe there's an opportunity either with um ace hardware lowe's or home depot to do some kind of a business thing there like if we buy some flowers they could don't you know what i mean do you think that there would be that opportunity i know that's what i

[01:12:01] And I will say Lowe's was really helpful in the province with our outdoor space.

[01:12:20] Didn't they go to the amphitheater when Lowe's first opened? They donated a lot of things. I know Alan was always up there. and other teachers that she works with are working closely on it and again with I think I think we need to look at what we have once it's completed and then

[01:12:58] figure out where we would go like with the planters things like that like there'll be some things that they probably already use they already do that they'll move into planners but they'll probably be some additional right i'll just i'll just i'll email chris and say hey let's talk when this is done and is that right okay and it's mostly kept up by the staff and the student groups you know but we have helped them pretty much every year to do that i was just We did get the city's approval.

[01:13:34] Have we gotten the city's approval for the video board? We don't think we have to have a permit. That's where we all are. We might have to plant a new tree or put some slats in the fence. Where we are, let me answer that properly.

[01:13:52] Once we get the contract that we want, I'm going to send it back to the permitting people and said, this is what we're intending to buy, is that still a replacement of any kind? Is that the word also called educational display? Educational display, not an advertising.

[01:14:07] I mean, there'll be some advertising. And it's technical, legal, different. Okay. And I think also there'll be some restrictions on the use outside of sports. So theoretically, you could run movies, you could do a whole bunch of things. There'll be things that we have to do.

[01:14:24] Okay, so that's one big screen, not... Everything from the white one down is one. It looks that way because they can do the whole screen. So the whole thing, so the 31, 24, 1st, and 10 is all part of that. All video. Gotcha. And then the stripper on the bottom is like an old-style scoreboard that you could use if something happened with video this morning.

[01:14:43] Imagine it works and they could show the actual. You can see what's on this thing between all the time. Fourth of July, graduation. There's a whole bunch of really cool uses that do fit into the. But you couldn't just advertise all day long Fairfax High School and all night long because that makes it a sign, not an educational school.

[01:15:12] Do we have it scrolling, like the events that are coming? No, because that's a sign. Is that the last one? I think, unless we have other questions, that was the last line. That's a good one. Thank you. Especially when we don't look like this. What do we got? Oh, I'm going to adjourn the meeting.

[01:15:28] Wait, Christina has a question. Oh, I'm sorry. I love Curie's idea. Is there any way of making sure we incorporate it? You know, I think that's honestly, is that a city rule? Like, I think that's just a given now.

[01:15:44] Like, I literally, so yes, of course, but I think it's just a given now that we have to, when, if you're a city property, right? It's part of the green policy that's coming out, And it will be coming very soon. I do know that we, staff, got an email about that.

[01:16:02] Yes. I think Pfizer, though, also, will, she'll know, like, what. The planters probably have different rules, though, than, like, the trees they're going to plant. The trees would be native. You know, like, you can grow ornamentals, and you can grow vegetables, and you can do all sorts of stuff.

[01:16:18] I will say the ESC is really looking to partner with the schools on doing some of this stuff. So I'm sure you could get somebody to come out. Well, let me know Chris, and then we'll do that. Yeah, there you go. But even, it would be interesting. It would be a nice transition from middle school to, like, we have that native section in the high school.

[01:16:37] That's really, that's been just a great issue for the last decade. And there's still areas in the courtyard to do other things with. Like, this is just a segment of the courtyard. Yeah. And then you just said to me, but you know, I just want to clarify the timeline. Like, whatever you find out, the timeline for the badges.

[01:16:52] Like, I just thought, I didn't know. We're tied to Fairfax County's decision, but I think if I was guessing, I think it's going to be over the summer into the next school year. But I don't want to put that out

there as an expectation. We do too.

[01:17:10] You know, we want it to be done already. And what I can say is as soon as we know something, I'll share.



Coraggio Consulting · aguyonx.com