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City of Fairfax School Board Work Session, Monday, May 18, 2026

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- Agenda: https://fairfax.granicus.com/AgendaViewer.php?view_id=13&clip_id=4554
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[00:00:00] Okay, we're good. Good evening, ladies and gentlemen. It is Monday, May 18th, 2026. This is a work session of the City of Fairfax School Board. For tonight's work session, we will begin with the end-of-year report from the City of Fairfax School's FCPS Committee representatives.

[00:00:17] We want to get started with our representative, Mary Kay, for the Advisory Committee for Students with Disabilities, ACSD. Wonderful. I have a program sent into the City School Board both this year and last year when we invited me Um, this last one, we voted to accept our annual report for this.

[00:00:40] I don't have a final copy to hand out yet. It was having, um, minor, like, typos and some formatting. The gist is basically going to prove. Um, this year, our charge, so what we decided to work on, you know, what we gave the Fairfax County School Board that we were going to work on, and they said, okay, we do like that, is that we would examine current practices within FTCS regarding data collection and progress monitoring for students with disabilities and learning differences in the division.

[00:01:13] Using evidence-based and research models, the ASCD will make recommendation for improving measurable outcomes for students by understanding the source data collected and used by staff

to recommend programs and services, monitoring progress in multi-year special education improvement projects, and empowering families and students to engage more effectively in educational planning.

[00:01:34] using data transparency and interpretation. And then we try to align them with the county strategy. But the accountability and systems improvement pillar of that, we want the school board to, the county, you know, FCPS school board to do two town halls or four.

[00:01:56] I mean, leaving that from the 26-27 school year, one each for the general public and one for special education administration school staff dedicated to discussing and answering questions about the Special Education Enhancement Improvement Close Outer.

[00:02:15] We would like, we would ask them to commission an independent third-party audit of the school board, the committee reports to evaluate how much of what was recommended over the last five years is actually implemented.

[00:02:32] They can sort of tell us, okay, something's been implemented, or it's partially implemented, and the detail is really lacking at times, or it's hard to figure out, Or, like, something ends up waiting on something else, and then we never get an update.

[00:02:48] So that's the idea behind that. They've also asked if they update when, like, when we ask them a question and they give us data or answers back, we want to know exactly who it was from and what their title was, because sometimes it's hard to tell what department something came out of if something got passed around.

[00:03:12] And, you know, sometimes the director of special education services, you know, Mike Bloom, who's usually there, sometimes they'll know who, you know, answered it and sometimes not necessarily. So that's the idea behind that. We also want them to make sure they respond to the annual report to the written response and the plan of action for the committees and the school board.

[00:03:35] We've asked that they present the report, present the update on what they're doing by December or January. I believe we've looked at that manual, actually says they sort of have to do it by the end of September, but to not rock the boat too much, we're saying we want it by the end of the year.

[00:03:55] And then they want them to maintain that. Another thing that's kind of interesting, and this was really interesting when we looked at it, is we want the county to revise in the special education program descriptions what they are on public pages that face parents are different from what staff can see.

[00:04:16] But the ones that staff see are much more detailed what the program actually is. So many of the ones that are public-facing are so vague. So we're asking if they get better described so parents really know what service is what.

[00:04:32] And they may know which one they think is going to fit their child better. Or you're supposed to be a team. So they want, you know, hoping that parents can then go in and say, Okay, well, you didn't mention this program, but looking here, this looks like a good fit.

[00:04:49] Can we discuss the whys or why not on that? So you need what it is to be able to be an app member of the team, and that's what the committee wants to do. We've also, you know, are doubling down on pushing for official document translations.

[00:05:08] They are translating more stuff, and they do have, like, a telephone translation service. if they don't have in-house translators I forget they have their own translators for quite a few languages so the big

thing there is also to make sure when it's testing that the student can be understood and then the next one's more on data measurement and that was to clarify the data collected on suspensions they want to know like suspended kids how many are students with

[00:05:46] Also to get data on students who don't have the SOLs and have a 504 in IEP versus those who don't. And part of that is that so that students are referred for special education eligibility to determine patterns between impact with categories and SOL scores.

[00:06:14] Because I think if you don't break it out like that, somebody's SOL score will look perfectly fine. Another thing is to make score reports standardized more, and then to clarify that parents have a right to request an evaluation for special education, make sure parents know that they can't have a score.

[00:06:41] Another big thing was to have documentation to make sure IEP teams consider assistive technology services every time the IEP is, like, developed or reviewed there. Because a lot of times families aren't given it.

[00:07:00] You know, it's done in the beginning and then they do not update it. And then the final one was to have a method to track the status of requests for AAC devices and services for students with disabilities and to include the number of requests that were received granted, injected, or waitlisted.

[00:07:21] And then the final committee that was, like, the third one was for family and student empowerment, and they wanted more data collected on transition-related information, and that is both transition to adulthood out of the system and then the major transitions within the system, elementary to middle school.

[00:07:44] And then to also collect data on family-related participation in transition to limited meetings, including attendance rates, various participation, and availability of interpretation and sharing relationships. That was pretty much what, you know, we're asking the school board to review this year and hopefully implement.

[00:08:08] We had a town hall meeting in January where, you know, people were invited to come and give public comment, which can be done at any ASCD meeting. You just sign up ahead. Actually, don't even have to sign up. If you show up, we'll take walk-ins. But the January one, we really tried to push out information on it, so hopefully people would see it.

[00:08:30] I don't think we got quite as many this year as they had the year before, but there were a decent number of people there. And it's always interesting to hear from the families and helpful to know, you know, hear what some of the problems are. So I think we'll be doing that again next year.

[00:08:47] Is that usually also available for virtual and in-person? Yes, you can make virtual comments. If you'd be able to do a virtual comment, you would have to sign up ahead so they can be prepared to have the link.

[00:09:09] Yes, we did have a couple of virtual comments. And then we proposed the chart. In the final report, we'll have comments that were written down and summarized. And then this coming year the charge that the community is proposing is that ASCD will examine current practices in FCPS regarding the intersection of student mental health with disability and learning differences.

[00:09:37] Using evidence-based and research models will make recommendations for reducing absenteeism related to school refusal, lowering suspensions that are related to a manifestation of

disability. Be able to look at providing proactive tools to support family and addressing mental health issues for their children with disabilities and learning differences.

[00:10:00] And improving the understanding of internalized anxiety, trauma, or adverse childhood experiences they're waiting to access that. And one thing that kind of goes along with that that was mentioned at the most recent meeting is the virtual counseling that high school students can participate in from Hazel Health.

[00:10:18] That is going to be expanded down to all middle school students. So it will be 7th and 8th graders, but in parts of the county where 6th graders are in middle school, they will have access if 6th graders are in the middle school. And I thought that was a very nice, useful thing because, you know, it can be very hard to find a provider that's, you know, affordable or takes insurance.

[00:10:41] That's it. If anybody has any questions, happy to try to answer. And once I get a final, you know, a final report, I'll see that Barbara gets it and can distribute it. Members, have you a question?

[00:10:59] yeah i have a question um is there a discussion about once fcps gets back to a lot of this data about using something next year to come back and look at that in addition to a new charge or sometimes we we can do that sometimes sometimes we'll take the charge there and then we'll be committees and sometimes something else will get woven into it that this can come out um yeah like um the transition services we mentioned and then like the second runner up or what we will put a

[00:11:35] look at for a charge was transition services. So we try to keep records of what's been suggested for charges and go back and think about them again. But if anybody has an idea of something we should look at one year, even if not this coming year, they'll let me know and I'd be happy to try to propose it to the committee and see if they'll go that way.

[00:11:57] The upcoming charge sounds really good. Yeah, I think it'll be good. Thank you. I have a, I am surprised with you mentioning translations for special languages.

[00:12:16] Because I know, like, I'm assuming FCPS covers the five major languages that they're referring to probably other languages. Yeah, they've tried to add in some more actual paperwork on some of the others.

[00:12:32] And I think they have some more actual in-house translations on it. And then just trying to make sure parents are aware of the services. And then I think they may have to look, you know, I'm not sure what they're going to do about, like, if somebody comes in, if a child is detested who speaks a language that isn't one of the ones, you know, how exactly, you know, they need to have a plan to go about that, you know.

[00:12:55] They have to, they probably need to, you know, they may have to harm it out or something, but, you know, try to make sure there's a good process or they have a process. I think child does.

[00:13:14] First of all, just thank you so much for representing the city this year and for presenting this evening. Just a quick follow-up to what you're just talking about prior to the accessories, additional questions. So you're right, there's a fair amount of in-house translated documents and translation services.

[00:13:35] But I think what you're talking about in terms of assessing students, they do something called a DLA or a dual language assessment to determine if they need to provide translated services during the

special ed testing process. And, you know, when you get some of those less common languages, they'll look at contractors.

[00:13:57] They'll look at, we're much more fortunate now with online services. You have to be able to zoom someone in. You know, as a first-year assistant principal, I made a call. We had a student, we needed their dual-language assessment done in Norwegian.

[00:14:14] And so we made a call to the Norwegian embassy to try and, to find a, not to use an embassy staff member, but to find a reference for someone. So sometimes it's really straightforward, and then sometimes there's, you have to be a little more outside of the box, but fortunately where we live in our technology allows for a lot of that. Thank you very much.

[00:14:35] And I'll add, too, I'm very excited to hear about that, so that's great to hear. Of course, the focus is something to help with our students with special education. So, it's kind of your support.

[00:14:56] We'll move on to Ms. Sarah Noles, who's our representative for the Advanced Academic Advisory Committee. This is my first year on the committee, so I'm going to follow your lead and how to present the information, but if anything, we can let you know.

[00:15:24] I will say that my son went here from K-22, and he ended last year here and switched to Mosaic for third grade with AAP. So that's the reason why, one of the reasons why I wanted to join in this role is just have a greater connection to what it's like to be, we were really sad about when we went over on as a New York school and that decision to go fairly far out, you know, into Vienna, you know, is a decision that we actually were talking about a little bit in the APAC guest committee this year.

[00:15:59] So the charge for this year was to learn about the implementation of the expansion of the local full-time service delivery model, the strengths and challenges of the local versus center-based delivery models, and consider how the current service delivery models meet or do not meet the needs of our advanced work.

[00:16:24] So over the course of the last nine months, we met monthly, more or less, and read some different reports, generally speaking, about advanced or gifted education and looking at whether or not it's better to cluster ADP students themselves or how they do if they are in a situation where there are other students who are not in a gifted program curriculum.

[00:16:57] what that would be like. We've heard from various teachers who worked at local AAP school-time schools, as well as center schools, to try and get a sense of what their experiences are like on both of those. We spent a lot of time going back to this 2020 report that was commissioned by FCPS. It was an external review of the AAP program that was completed

[00:17:26] in 2020 so that's pretty old data but one of the things that this report that we're talking about is um the need to really review and provide support for high level implementation of aap whether it's in a local school or a data center so our community came up with five recommendations should i just read the five they're short they're just i think pretty um pretty clear

[00:18:01] the first recommendation is to collect reliable data on fidelity of implementation and student outcomes number two invest in teacher capacity for working with advanced learners whether they're full-time or central schools improve communication about and positioning of the full-time aap model number

four strengthen collaboration among full-time aap teachers and schools and number five conduct a robust evaluation of full-time aid sounds like the last full-time evaluation was

[00:18:38] pre-2020 um so generally speaking i would say the overall feeling from the committee and it's quite a large committee i don't know if like your like the other committees are so big it's pretty big okay pretty big um it just kind of seems like there was some frustration that we didn't have access to a lot of actual data from the district to be able to say you know this is working this isn't working, try more of this, more or less of that. It kind of felt uncommon, but it

[00:19:12] kind of felt like things were a lot of good, well-intentioned brainstorming. There is a minority report. So we're reading tomorrow night to finalize, to vote on the final report for the year, and there's been a minority report that was submitted to accompany the majority's report and just to briefly state what the minority report is saying basically they're

[00:19:49] saying that they agree with everything in the major report but there needs to be some movement at the district level toward establishing some baseline thresholds in order to expand into a local school like if you really want to run a local AAP program specifically at the middle school level because that's where we're talking mostly about expanding their need to be some type of threshold in terms of number of students the qualifications of the teachers the different

[00:20:23] types of in class extensions that are done to support the advanced learners and so on so there's just kind of like a bigger push for a little bit more research and accountability for that type of implementation they are we are proposing that the charge for next year be focused on a deeper dive

[00:20:56] into the fcps local plan for the local level talking more about social emotional learning specifically for advanced learners and thinking about how focus can be placed more on the early grades where maybe some students might otherwise be qualified for aap but maybe they're slipping through because you know they're just missing some of the support or um you know access to

[00:21:32] opportunities to kind of demonstrate or kind of make some gains in that so kind of looking at how the district can do a little bit more in the early grades to see if we can kind of raise the number of students who would be eligible and um i don't think i have any questions but i would I'd be interested in the two of these in the discussion of mental health that are in health.

[00:22:06] TV students are associated. We have a lot of comments from, a lot of our comments that come in from here are written in regards to. And they have specific mental health.

[00:22:26] I would say I agree with that. I'm glad that both seem to have the social-emotional learning because that seems to be our big thing right now that a lot of us need to look into. I look forward to hearing kind of the talk about the local versus the center because I've heard that talked about, you know, and why do I need to go to Mosaic if I can get, you know, there's a classroom here that has it, what's the difference, you know.

[00:22:59] I'd be interested to see if there's something that comes out for the parents that also, you know, like a one-pager that describes this is what you get at the local versus the center. There's a recommendation in here somewhere, not as part of the overall invite that we have, but there was a comment made that it would be helpful for the orientations for the center school to also have the feeder school do that together.

[00:23:31] Yeah, because I think sometimes when a parent, you know, after you've had all the testing done and you find out, yes, your kid qualifies for it, your mind's blown already with that sometimes, and it's like, now where do I, I mean, it's the same, you know, versus special ed. too. So that would be something I would look forward to seeing. I also would like to see the collab between the AAP teachers, even the, I don't know if this is part of it, but

[00:24:05] like the centers and the local schools collabing together. Because a lot of times those local schools, there's one teacher that teaches the third grade AAP. Yes, they have the other AAPs, but no one else is teaching third grade curriculum. So it's a little bit different.

[00:24:22] And so having the centers collaborate with the local school would be very bad. I don't know if that's specifically a question for you, but, you know, this is the Daniel Trump family here.

[00:24:40] There's been localizing the risk that Providence has full classes for them, right?

[00:24:56] A, he's two areas in front of the year, and I think I brought this up before. What that is, is like you said, if you go far, you know, I don't know if it changes their minds if there was more of a robust program.

[00:25:21] and look at that over the years that progressed. I know my son was here in third grade when he started, never really seemed to really care something that we, as a board,

[00:25:40] put an eye on or take sociological actionism and things like that,

[00:29:40] that is my experience, but not in relation to the advanced math. Well, I look forward to this research. Thank you so much for your question. We'll see you. Any other questions?

[00:29:57] I would echo Ms. Hessary's comments about, thank you for supporting this committee, but also representing the city. I think one thing for the board to keep in mind and for the schools and the public is the potential, and you touched on it just being the potential expansion of school, level four centers to, you know, there's explorations of what we have in every single middle school.

[00:30:24] So thinking about that in terms of some of our building capacities, our boundary studies, all of those things are intertwined. That's a good thing to keep our ears on. And Sarah, if there's ways to kind of monitor that for us. Because it's similar to if you have City of Fairfax historical knowledge.

[00:30:41] You know, our level four middle school students used to go to Rocky Run. Now they're here at our center. So that's just a matter of, again, capacity issues and things like that. And then I was going to tie it to, I really appreciate bringing that accessory to the idea of this is intertwined with some of the advanced mathematics push.

[00:31:01] it's all connected and similar to you were talking about staffing implications of do we have enough qualified advanced academic, some of these lower level like elementary school level program decisions and then staffing decisions trickle up and we kind of up and so when we offer more advanced math classes at English Run, Mr. Smith at KJ has to be able to offer more sections of geometry and algebra 2 which is a licensure issue, right, you know, and you're going to just kind of keep seeing it

[00:31:34] So it's a really important thing to do holistically or just there's a lot of tentacles to this conversation and they're connected in really good ways. And it's just a little bit important for us. Thank you so much. I have one last question for both of you.

[00:31:52] I want to make sure we get this during the meeting. Would you like to represent the city again the next year? No, you can eat them all. Oh, you can eat them all too. Sorry. I'm loving the ropes here. Thank you. We would love you to continue.

[00:32:08] I'm curious, though, why is it that we only come once a year?

[00:32:28] Like, is there a need for more? Because, like, you're telling me these things, like, oh, I wish I had said something during a committee meeting, you know? And we're meeting tomorrow, but then not again, I assume. That's a great point. You guys are always welcome to email the school board, letting us know, I'll see the school board.

[00:32:47] I know I've gone to the ACSD, and I used to be in the 8th century, but email us, too, and if there's something that's really important for us to be able to consider.

[00:33:06] I would say probably like if we could maybe look at our calendar too, like not before your first meeting, but like after the first meeting.

[00:33:35] So you kind of know where your thoughts, where the meaningful group's thoughts are going. You can share those with us maybe that we can look at. That's something we kind of look at when we do our retreat. Because we're kind of thinking about the first meeting, usually they put, you know, folks go into like a subcommittee and have to kind of figure out what actually, you know, what sort of each subcommittee is looking at more, a little bit more specifically within the charge, so.

[00:33:59] So usually about like where, if I remember quickly, like usually the first two meetings are kind of like, is that still the same? Definitely the first one. Sometimes the second one. We don't, like, ASCB at the Air Force Union is usually September, right?

[00:34:18] Because our meeting date is almost always the second Wednesday of the month. So school is not in August by that point, thankfully. Yeah, I've only done it one year, but, you know, for this year, we started by the Camp 2020 report.

[00:34:37] Thank you again so much. You're welcome to hang out with us as we go into the next item. If you'd like. Thank you, Ms. Essary. And again, good evening to the board and to the public.

[00:35:13] This will be pretty brief, but I think there's just a few important things that we wanted to share with the board in a public setting and just to have on record for the public. So as we look to the next slide on the presentation, you've seen this before, but just as a quick reminder of how the renovation process is working with our elementary schools.

[00:35:37] We have left the conceptual design phase and are moving into schematic design, which is an exciting process. We had a staff meeting here at Daniel's Run a little over a week ago where we started getting some staff feedback on some of those schematic design ideas, and it was really exciting.

[00:35:55] So the difference between those two is concept design is kind of big picture, you know, and then, you know, do you want to have a one-story edition or a three-story edition? Do you want it to go on the east side of the building or the west side of the building? Schematic design starts to think about should the kindergarten classes go here or here?

[00:36:14] should we have been starting to think about where are the different programs in the building. It's still pretty high level. We're not talking about paint colors or tile colors or what type of light switches, and that will all kind of come in the next stage of the process.

[00:36:30] So that's where we are, and we anticipate that going through the summer. What I wanted to update the board about right now is information that's on the next slide. And so what you'll see is the first bullet is I just wanted to provide a quick update on the RFP process for selecting an owner's representative.

[00:36:48] As a reminder, this is a group that we've put an RFP out for to provide a lot of different services. But some of them are project management. But essentially, at the end of the day, for a small school division like ours and a small city like ours that doesn't have a large amount of architects and engineers of all different types, civil, mechanical, on staff.

[00:37:17] An owner's representative comes in and has all of those people with those levels of expertise, and they work through our projects with us, giving us advice, giving us counseling, and helping us work through every stage of the process. So I think it's something that's very important.

[00:37:34] A lot of the other city projects that you'll see going through right now, that Willer-Sherwood being a good example, use an owner's representative as well. So in terms of precedent, it's something that we see across the city of Fairfax. So where we are in that process is the RFP was out to the public, and we looked for offerors to submit a packet.

[00:37:56] They had a very detailed set of criteria. That first set of submissions came in. They were scored by a review panel, and then interviews with the short list of groups took place last week. And so we're hopeful that at some point in the very near future, we'll select one of those firms to begin negotiating with.

[00:38:18] Just as a reminder, any of the contracts or any of the final selections will always go to this board for approval. And then we'll also go to the city council because it's professional services. So that's where we are with the owner's representative process.

[00:38:35] I'll stop to see if there's any questions about that or any clarifications I can provide. just a question just because this person is going to be working with both of our firms do they have to say how they work with multiple firms in their interviews or if they've worked with these firms before or anything i think it's so one thing i'm just going to be a little hesitant on since the rfp is actually going on i'm not going to get into a lot of details or who did you interview or things like that but i would say i think it's fair to say that those those topics were addressed

[00:39:12] throughout the process i'd also say that all the the firms that we're looking at had a demonstrated track record of expertise and phased occupied renovations which are the again the renovated building while you're still holding having school in it that's a special set of expertise they all have expertise in that and we we we heard good proposals of how they're going to manage really three projects at once when you add in the Fairbanks High School roof.

[00:39:43] The other question I had was, do you keep saying firm, but does that mean we're going to have one person still at that firm to contact, or is it get to contact another firm? Yeah, that's really a great question. So yeah, we'd be signing a contract with a firm, our company, but some of the things that we're hearing about through the RFP process, and this part is public like where we ask them to talk about their their project plan and how they manage that they actually um lay out who would be typically they have a project executive a project

[00:40:18] lead and then they have several people that are the term that often gets used are the boots on the ground so um and um we've had the opportunity to interact with all those specific people throughout

the process um to understand are they the right match for the city of fairfax schools Do they have the right level of expertise that we're looking for?

[00:40:36] So although everyone that we've been looking at are, you know, national level companies that at some point we might, you know, talk to an engineer who's based out of San Francisco, our main points of contact will always remain the same.

[00:40:54] But that's a really great question and an important part of this process. Great. Thank you so much. And then the other update I want to provide is a consideration of the delivery method for these projects.

[00:41:11] So as a review, the initial contracts for both the renovation at Daniels Run and Providence Elementary School were set up as a design bid build, which is a very common renovation and construction delivery method. It is one where you hire an architecture firm, they finish all of their work, all of their drawings, and then you go out and hire a construction firm to build what that architect designed.

[00:41:39] We talked with this board at a work session, work sessions in April, about some other possible delivery methods. There's one called design build, which is not something we can consider because we've already begun the design process.

[00:41:56] Then there's another one that's an industry standard called a construction manager at risk delivery method. So to be clear, we've not decided on this yet. We've not said, hey, we're 100% going down this path. It's still something that we'll bring to this board for consideration. But I wanted to let you know that we are making progress to even allow it to be a decision that we can make because there have been several things that have needed to happen along the way.

[00:42:19] The first was a change to the City of Fairfax's purchasing policy, which the City Council made on March 24th through action at one of their meetings. And they updated their policy basically to allow these other two construction delivery methods to be an option.

[00:42:39] Then as we look at the state code, there are a few things that need to happen before we can even consider going to the next steps. So one of the things is we need to have a licensed architect or engineer under contract that can provide us guidance about selecting a construction manager at risk.

[00:42:55] And so we're fortunate that we have that with our architecture firms that the school board has already contracted with. The other thing that needs to happen is that the city council needs to basically provide consent that we can consider this process, and it's on a per-project basis.

[00:43:14] So on June 9th, you'll see on the city council's agenda two items. Right now, it's currently on the consent agenda for consideration for a construction manager at risk for Providence, and then the exact same with identical language for Daniel's run.

[00:43:30] I don't know if the staff reports are publicly posted, but when you see that, it will have the justification, the explanation. And really what you're looking for is an understanding that you want to consider this approach because of the type of project we're doing is complex enough and it makes sense for the project and for the funding of the project.

[00:43:53] so that's scheduled and then depending on that action if it ends up we receive the consent from the city council when we can come to this board to decide if you want to put out a it's a two-step process it's called an rfq and an rfp so you do a request for qualifications and then a request for proposals and so that

would be the next step if those if we get through June 9th so I just wanted to make sure everybody knew that to see if there's any questions about that um and I'd be

[00:44:25] happy to answer those at this time um so on you said the delivery method is her project so Daniel's run is one project Providence is another project the high school group even though it's based off of the firm that because we have different architectural 100 okay uh then when you say we have to put like if this is approved June 9th I think you've said it before but I'm just trying you're saying we have to do the RFQ and the RFP does that mean at that point we have to

[00:45:05] like our current two firms have to reapply to do it or no really good question and I appreciate you giving me an opportunity to clarify that so our current two firms would not submit for the RFP because what we're actually going to be trying to hire through this is a builder so uh the fancier term as a construction manager and then so we'd be putting out a contract for the company that's actually going to do the the building work the renovation work on that so we are already hired the design firms this is to provide an opportunity to hire the builder and so the key distinction in

[00:45:42] this is that you're hiring them way sooner in the process so they're talking with the designers at the same time right so as they're as our architects are designing the building they can also talk with the builder that we've contracted with um and the other again the other really um uh strong attribute of a construction manager at risk process is that you'll end up with a guaranteed maximum price and then um when we do so with if it's approved and everything do we have to go back to the table for the contract that we have with our current does anything are they saying anything

[00:46:22] needs to change with those contracts or basically just saying we need to change how we wrote the delivering that? So there will likely be some type of addendum, but we've had those conversations with the firms. We've provided them very similar updates that we're providing all of you of, hey, we're considering this as a process. And they're aware, again, they've been consulting with us on this, and they actually provided us some documentation showing that they're in support of that. So the original contracts to them would likely change, but it would not have any impact on their cost or their timeline.

[00:46:55] Okay. Hearing that it's on the consensus, obviously the school board is signed, but...

[00:47:18] You know, you're naming all the things that I'm thinking right now that, you know, I can't speak to the city council, but I can give you some data, is that when they approved this construction manager risk delivery method as an option that we could consider, it was unanimously approved, and there was minimal discussion of it, and the discussion that did take place was supportive.

[00:47:42] So I don't have any concerns about June 9th, but we can continue to monitor that and update the board if additional advocacy is needed. I can tell you I'll be there on June 9th, and so will Patty Inesetti, who is the City of Fairfax's procurement director, to be able to address any questions if they come up.

[00:48:05] But I'm optimistic that there's not going to be any changes to the agenda. I have one follow-up question. The consent agenda items, are they hinged toward the schematic design or hinged toward the design development?

[00:48:27] Like, are we moving forward with the schematic design regardless of this piece, or is this, like, this needs to happen in order for us to move forward? We're just trying to figure out what operations are. Again, great, great question. So we're in schematic design right now. Perfect. Okay? But there is an order of operations.

[00:48:43] Typically, you don't want to go past schematic design. if you're going to bring in a construction manager at risk, right? You really want them to be able to have some input through the schematic design process, and especially before the end of schematic design.

[00:48:59] I think the timing is going to work out well. It's probably going to all line up right around the end of the summer where we're bringing this on. Again, our design firms feel that they can work with it and keep us on track.

[00:49:14] But we definitely do not want to move into design development, which is, again, starting to draw detailed plans without having them on board. There is nothing left. We will adjourn the meeting at 721 p.m.



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