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## Loudoun County School Board, Finance & Operations Committee Meeting, Tuesday, August 6, 2024

Date Tuesday, August 6, 2024  
Place Loudoun County Public Schools / School Board meeting (see BoardDocs / LCPS-TV)  
Length 1h 20m (video)

- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/995683091?rel=0>
- BoardDocs (School Board): <https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public>

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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-21. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] While we are waiting for the last of the people who are signing up, we're going to go ahead and I'm going to call to order the August 6, 2024 Financial and Operation Committee meeting. I'm serving as chair because Chair Streffi is remote.

[00:00:19] So I've been notified that Chair Streffi would like to participate in the Financial and Operation Committee meeting remotely. Vice Chair, or Chair Streffy, would you state your location and whether this is a medical or personal matter? This is a personal matter. I'm traveling, and I'm in a private, dedicated office space.

[00:00:39] Okay, is anyone present with you at this location? No. Okay, this will be Mr. Streffy's first remote participation for this calendar year in the F&O Committee using a personal exemption. Therefore, I'll entertain a motion that Mr. Streffy's request to participate remotely be granted.

[00:01:00] I second the motion. - Okay, well, I'll move that he's request. I'll move to that his request be, to participate remotely be granted. - I second the motion, thank you.

[00:01:15] - It's been properly moved and seconded to approve Mr. Estreffi's remote participation, and we'll go ahead and vote. All in favor say aye. Aye, that is the motion passes. Two with Mr. Estreffi absent for the vote, but now he is welcome to our, the Finance and Operations Committee.

[00:01:39] Thank you for accommodating. - I think we have one, two, three, four, five people. And we will start with item 2.01, public comment.

[00:01:58] I'm gonna move it too 'cause we have. Thank you for engaging with the school board through public comment process. The school board welcomes comments from Loudoun County residents and believes that strong community engagement and outreach are important components for a successful school system.

[00:02:14] Speakers must limit comments to the time allotted. Based on the number of speakers and agenda this evening, all speakers have been allotted two minutes each for public comment. Please be advised that speakers who miss their time slot will not be called at a later time.

[00:02:34] All audience members shall maintain civility, decorum, and respect for the functioning and dignity of the school board at all times. Please remain seated unless arriving, departing, speaking at the podium or during a break. Violations of civility, decorum, and respect include shouting, heckling, jeering, applause, or other noise which disrupts or displays the meeting, obstructing speakers from being able to see the school board and vice versa, interrupting speakers, Attempting to speak when not called to do so by the chair and approaching a speaker or otherwise attempting to intimidate, disparage, or distract a speaker, staff member, or other meeting attendees.

[00:03:06] Speakers should refrain from vulgarity, obscenities, definition, profanity, or other like breaches of respect. Nor may speakers target, criticize, or attack individual students or individual division employees during public comment. Speakers should communicate those concerns to their school principal or an appropriate school official.

[00:03:24] The school board requests that comments on an individual student or employee related matter not be shared at public meetings where disclosure could violate applicable confidentiality requirements. Speakers should face and direct their comments to the school board. Per LCPS policy 2520, members of the school board will not answer questions or respond directly to the public during the public comment period.

[00:03:46] We look forward to hearing your comments. And I will need to time the comments, I think. And the first one is Miriam Esfrajani. Good afternoon. I'd like to begin my remarks by thanking you for being dedicated to making evidence-based decision-making.

[00:04:14] I'm here representing hundreds of parents that have signed the petition opposing policy 6350. In fact, we have over 800 signatures on the petition, which I believe you have a copy of. Additionally, as you're aware, there are over 35 pages of feedback about the policy.

[00:04:31] Regarding this 6350 policy, one of the most compelling research, in our view, has been done by the state of New Hampshire through a bipartisan commission that looked at evidence related to health and environmental effects from 5G technology.

[00:04:50] I have a QR code for your review at a later time. In essence, their finding is that FCC limits for RF exposure is higher than many other industrial nations. Additionally, 91% of the studies that they reviewed showed radical or oxidative damage effects resulting from low-level RF exposure.

[00:05:12] Also, as you are aware, D.C. federal court has ordered FCC to explain why it ignored scientific evidence showing harm from wireless radiation, as they set the RF exposure guidelines. With all of these

in mind, we respectfully request that no cell towers are permitted to be built on LCPS schools until FCC has responded to the federal court, and you as the board have the evidence you need to make the right decision for our students.

[00:05:47] Thank you very much. Thank you. Nalani Tandon, you can correct me. That's all quite all right. Okay, so I am a parent of two Loudoun County rising high schoolers.

[00:06:11] My ninth grader over here came to us last week, and he said he wants to play football. So starting that conversation, the spinning that happened in our house in terms of do we let him, do we not let him, should we, should we not, helmets, protocols, risks, injuries, all of that was going on in our house.

[00:06:31] And at the end of that conversation, the question my husband and I asked ourselves is, if we let him play and he sustains a serious injury from playing football, can we live with ourselves? Can we live with ourselves for making this decision? And I think that same litmus test applies here to policy 6350.

[00:06:50] We are responsible for putting in guardrails that will protect our students, our community, and our staff for the long term. So asking that the FCC lawsuit be considered in this matter and that additional towers not be placed until that's responded to, I think that's a pretty good piece of equipment here that we can use to protect ourselves.

[00:07:16] increasing the subbacks, not only to be 1,600 yards from the school buildings, but also the athletic fields, because those students, they spend a lot of time on those athletic fields, and their risk of exposure goes up, being on those open fields and open airs next to a cell tower.

[00:07:33] Do we really need this tower in these particular locations? We should ask that anybody proposing a tower bring us a third-party analysis. Does this tower, is it necessary? does it solve a real problem and this is this tower is this the only location that is appropriate for this tower so i mean i think there's probably a billion other safeguards that we can consider but i think of all of this as the equipment we're putting on the kids the information we're giving ourselves to be able to make this decision thank you sorry thank you that is a ridiculous timer

[00:08:12] sorry all right um next person is jamie bishop hello um i don't have any prepared remarks like my esteemed colleagues but i'm just here to represent hundreds of parents who have a lot of questions and don't feel that um they've been adequately informed about what could happen on our school property um this came to our attention because we are at dominion high school which It shares a campus with Seneca Ridge.

[00:08:47] And I would imagine a lot of these cell towers could go on to jointly populated campuses. So we're talking about multiple years of potential exposure to very young bodies and brains. And we just really should be a lot more conscientious of the impact and what little we know about what could happen.

[00:09:08] My kids are also into sports. They spend way more time on the school campus than they do at home. So it is something that I hope that the board here takes into consideration as to what the long-term exposure could be and really whether or not it's a gamble that we wanna take, thank you.

[00:09:30] - Thank you, the next one is Robin Burke.

[00:09:45] - Good afternoon, I serve as the first vice president of the NAACP Loudoun Branch and I'm here before you today to advocate for the renaming of schools that currently bear the names of individuals who

have supported the Confederacy, upheld the institution of slavery, or propagated white supremacist ideologies.

[00:10:05] Our schools are not just buildings where education takes place, but they're pillars of the community, symbols of a collective values, and beacons of hope for future generations. When we allow schools to bear the names of individuals who stood for division, oppression, and inequality, we send a message that these values are somehow acceptable and worth honoring.

[00:10:30] This is not the message that any of us want to impart on our children. By renaming these schools, we acknowledge the painful history and injustices that have shaped our nation, while defining a step forward of a more inclusive and equitable future.

[00:10:46] This act is not about erasing history, but rather ensuring the names that we choose and honor reflect the principles of justice, equality, and unity. Let's show that we are committed to creating an environment where every child, regardless of their race or background, feels valued, respected, and inspired to achieve greatness.

[00:11:08] Together, we can ensure that our schools reflect the names that are the true spirit of our community, one that stands firmly against oppression and proudly for equality and justice. Thank you. Thank you. And our last speaker for today, our public comment, is Pastor Michelle Thomas.

[00:11:34] Good afternoon, Pastor Michelle Thomas, President of the NAACP. We have a problem in Loudoun.

[00:11:50] Through June the 3rd, Loudoun County Public Schools reported 869 incidents of hate speech and racial slurs in the 2023-24 school year. Racist school names and mascot names are major aspects of developing a school's culture and the climate that leads to students feeling undervalued, underrepresented, under-supported, isolated, and unsafe.

[00:12:21] Studies have shown that symbolism and images have a direct impact on students' self-esteem and motivation. So underrepresented students are more likely to succeed. Underrepresented students are more likely to succeed when the names of the schools and mascots are affirming, affirming of their place in the world, affirming of their values, affirming of their identities.

[00:12:50] And so we need to really take a look at what we're doing in terms of continuing to bear the names of schools that really are about segregationist and oppressive ideology. Representation matters, and African Americans and all minority students deserve to feel affirmed.

[00:13:09] They deserve to have a safe learning environment, and you deserve to be able to make that decision, to make that change in their lives. We have so many students that have come back to the NAACP and talk about the huge impacts of how it has been to be the only minority in their class or one or two minorities in their schools.

[00:13:31] And they're still suffering. They're adults. They're making progress. But they all have some sort of mental health thing that they're dealing with. And a lot of this has come from the impacts of being in schools that have not affirmed them. Please do something.

[00:13:48] Take advantage of your positions and make sure that the schools are safer. all students. Thank you. Thank you. Thank you to everyone who came out to provide their public comment. We do appreciate

you. All right. Next, I believe, is item 3.01, which are the draft minutes from the June 4th, 2024 meeting. Have board members had time to look

[00:14:24] over the minutes? And are there any changes? Ms. Griffiths, did you have any changes? No? No changes? Okay. I'll now entertain a motion to approve the minutes from the June 4, 2024 F&O Committee. Do I have a motion? Yes, you do. I second. I move. We have a motion from Ms. Griffiths

[00:14:56] to approve the minutes. Do we have a second? Second. We have a second by Mr. Ostreff. It's been properly moved and seconded to approve the minutes. All those in favor approving the draft minutes. Say A. Aye. All those opposed. And that passes unanimously. Okay. We'll move on to our action items. Starting with 4.01 support services revision of policy 6350 wireless network facility

[00:15:32] co-location recommendation presented by Brian Stocks, director management and coordination. I think we normally start our action items with an actual recommendation, a motion first.

[00:15:49] Or would you like to speak first? That's entirely up to you. Typically, there is a motion made. And so there is one recommendation in the item for acceptance of the policy as presented. And I'll remind people that even though there is a motion, there's still discussion.

[00:16:08] After we motion and we approve, we still have a discussion. and then we can still make amendments just to make sure everybody is on the same page. Okay, so I would like to entertain a motion for item 6350.

[00:16:26] Yes, Madam Chair. Mr. Streffi, do you want to go ahead and make the motion? Sure. I move that the Finance and Operations Committee recommend the Loudoun County School Board approve the staff recommended revisions of policy 6350, wireless network facility co-location.

[00:16:52] Thank you, Mr. Streffi. do i have a second i second we have a motion we have a it has been properly moved and seconded um is there any discussion and if i may i'd like to start some discussion um i'd like to say that we have had over 800 signatures in opposition to cell towers being placed on our property and i think i've gone down so much research and gone down that rabbit hole including reading that

[00:17:30] State of New Hampshire State Study on 5G. Mrs. Ewing, it's my understanding that the school board may limit the placement of cell towers. Is that correct? Is she here? Chair Mansfield, yes, that is correct.

[00:17:49] And I think that we have to keep the ones that we have because we are beholden to a contract? Yes, you must keep the ones that are currently approved and ones that are currently with the Board of Supervisors for approval. And so when is that contract over?

[00:18:06] 2030. So I would like to propose some language. Also, my understanding is that there are towers that have already been approved but have not been built?

[00:18:23] Yes, but I would defer to support services with more information on the towers. Currently, the only tower that is approved by the school board but not yet fully operational is Woodgrove High School's tower.

[00:18:43] So it's been built. It just is not operational. Operational. Rockridge High School has an operational tower with two service providers and Mickey Gordon Park has a operational tower with one service provider located on it. But at this time, there are no other towers that have been approved that

have not already been built. Correct. That was step one. Um, so I would like to make an amendment, um, and it would go on a, and it would, uh,

[00:19:17] I think line five, and it would say eligibility for placement. As of October 1st, 2024, wireless network facilities may not be considered for location on LCPS property that includes an elementary, middle, or high school. Any school site that has been approved by the school board prior to October 1st, 2024, will continue to be eligible for placement for wireless network

[00:19:47] facilities also b factors for consideration and then we would that would be um and then not withstanding and subject to the eligibility restrictions provided in section a above and then we would continue with all the other recommendations from staff any other discussion any thoughts that's my thoughts for amendment do i have a second for any of those or discussion

[00:20:16] As far as B and C on 6350, I'd like to make amendments that it's giving full discretion to the superintendent, and it should be full discretion to the school board.

[00:20:33] I would like to see that amended, that the school board has full discretion. Ms. Griffiths, could we do the first amendment that's on the table, and then we will continue to amend?

[00:20:50] Sure. Yeah. Okay. So, um, Mr. Streffy, did you understand all of that? Yeah. So, so, um, I'll second your motion, uh, your amendment, just so we can discuss it. Is that okay? Mm-hmm. Okay. So my amendment for eligibility of placement, that language and B factors for consideration, um, and now we can, has been properly, uh, moved and seconded.

[00:21:18] boy a month really makes a difference so now let's have some discussion mr. Stafford mr. Griffiths I apologize for that we're not seconding the first one now as far as B and C it should be to the discretion of the school board so I'm asking to amend B and C on policy a 6350 where everything should come through through the school board regarding cell tower and cell tower placement.

[00:22:00] Mrs. Griffiths has made a motion, and I guess that would be a motion to further amend, Ms. Ewing? You have one on the floor, so do you want to deal with your first one, your first motion that's on the floor, or do you want to also, because if not, it seems like it's a substitute amendment.

[00:22:21] So you have one that's been properly moved and seconded. You're discussing, you should weigh in on that one, and then take up the second amendment. Okay. So is there any discussion for the First Amendment? Any thoughts?

[00:22:37] Yes, ma'am. Sure. Go ahead, Mr. Strafi. So I just want to get some more clarity. So could you just repeat the amendment that you're proposing and just talk through it a bit just so I make sure I understood it?

[00:22:57] Certainly. So the thought is that we are able to decide where we want on our property. And we do have administrative sites as well. This would not, this would not, they would be able to still build on administrative sites, but not on elementary, middle, or high school property.

[00:23:21] And so my wording would be to change A, which is line 5, to eligibility for placement. And the thought was as of October 1st, 2024, wireless network facilities may not be considered for location on LCPS property.

[00:23:45] That includes an elementary, middle, or high school. Any school site that has been approved by the school board prior to October 1st, 2024, will continue to be eligible for placement for wireless network

facilities.

[00:24:03] And then the second, the continuing on is B, factors for consideration. We would add language notwithstanding and subject to the eligibility restrictions provided in Section A above, and then we would continue with the wording there, wireless network facilities, dot, dot, dot.

[00:24:24] Okay. Thank you. Thank you for that. Just want to, in relation to this amendment, just want to share kind of where my thoughts are. So I also have some serious pause when it comes to cell towers and telecommunications facilities on school properties.

[00:24:47] When I say pause, it's going back to comments that were already provided that there is so much that we don't know and information that is outdated and, you know, cellular towers and also the infrastructure behind some of these networks that has changed over a long period of time.

[00:25:10] And so I definitely have the same level of pause. And I definitely would support, you know, pausing this. I don't I think that the previous kind of norm of just approving cell towers, given whatever parameters were existing in this policy previously, I would say I would I would agree with you that, you know, we should pause that.

[00:25:37] I am still thinking about whether we should do more research versus, you know, block all network facilities on school properties. I haven't quite, you know, maybe I need a little bit more discussion on this area.

[00:26:00] But that's kind of where my thought process is currently. I like the idea of not having cell towers on school properties and not having to worry about it. But I also just want to be able to have the opportunity for us to get smart about the process, even if we were putting them in administrative sites, for example.

[00:26:22] I think it behooves us to at least start a process where we're trying to learn more about the impact of, you know, of allowing these on administrative sites. So that's kind of where I am right now.

[00:26:44] Thank you, Vice Chair Strafi. I'm actually good with either suggestion, moving them away from schools and more to the admin. And I'm okay with a pause as well. So either or.

[00:27:00] I'm thinking of if I hear you about the administrative sites and then trying to figure out research, continuing researching that.

[00:27:20] I also want to have this in place. I'm wondering if that could be another amendment to do some more research for administrative sites after this.

[00:27:37] Thoughts, Mr. Ostefi? Absolutely. I think that could be something we amend to the amendment to say that, you know, we propose research be brought to this committee on maybe precedent in other school divisions, actions having been taken in this similar route, as well as information related to the issue

[00:28:10] itself. That could be one thing. Do we want to go down that route, is the question. I guess my thoughts are, if the state of New Hampshire couldn't get really good answers, how are we going to get any good answers right now at this time?

[00:28:38] That's fair. So I'm thinking let's go ahead and figure this out first, this particular amendment, and get that down, whether or not we vote on it and agree or not agree, and then we can make some more changes.

[00:29:05] Is that amenable? Yeah, absolutely, and I appreciate the discussion. Thank you, Madam Chair. I think that we should work on the amendments first and let it come back and talk about it again, have further discussion.

[00:29:24] So it's not necessarily a pause, but it's working on the amendments as they were brought up today. If we could go ahead and do that and then bring it up for the discussion in a later meeting. Madam Chair? Yes, sir.

[00:29:40] If I understood Mrs. Griffiths, we would vote on this existing amendment as well as any other follow-on amendments, and in this case, it would be to vote for or against stopping any future telecommunications facility or equipment on school properties.

[00:30:03] And if that were to move forward, we could always revisit based on new information, whether that's through studies or litigation, and bring it back to the committee. But this way, we have some closure on the policy itself. Okay, so let's go ahead and take a vote.

[00:30:24] It's still been properly moved and seconded. So all in favor, say aye. Aye. Aye. All opposed. So that amendment language will pass.

[00:30:42] unanimously. And now we will continue to look down. And I think that Mrs. Griffiths had some other amendments. Only to have the school board put into the 6350 policy that they have full discretion on where the towers would go. And obviously not on school properties. Did you did you have something so as um the board item indicates in the summary on mark on may 7th i

[00:31:19] believe um this item was brought forward and we were guided by you guys to work with division council's office and tighten the language up so that the discretion of the school uh superintendent did not supersede or uh exceed the authority of the school board so we did add the the first sentence notwithstanding and subject to the school board's ultimate approval the superintendent or designee may bring forward. Line 37. So what that means is if the criteria above wasn't met exactly as written, the superintendent could still bring a proposal to the school board

[00:31:56] in a special circumstance for their consideration. With that being said, maybe we do not have to amend it, but I was thinking it should say it at the very beginning, but fine. Madam Chair?

[00:32:27] Oh, yes. If I may as well. So my reading of this revised version was consistent with what was said. I think we'd still want the superintendent through staff or administration to be able to bring the proposal.

[00:32:51] So if there was a proposal to approve a facility that didn't satisfy all of the previous criteria, if one was missing, the superintendent and or staff would have the opportunity to propose that to the full board.

[00:33:08] I would be okay with that, notwithstanding and subject to the school board's ultimate approval. I would agree with Mrs. Griffiths that that would be required. But I think it reads well from my perspective.

[00:33:24] I'm sure. If I could also add the school board's approval is also noted in lines 33 through 34 and makes it very clear that the school board approval is required for each application. Thank you, Mr. Lewis.

[00:33:44] Mrs. Griffiths, your thoughts? I just wanted it to be very clear, you know, following the word discretion. So we would have to, I mean, if we were going to amend it, we'd have to change that whole line.

[00:34:05] As it stands right now, nothing regarding cell towers should pass without our full approval. So as long as it's clarified here that that's the case, we can continue.

[00:34:20] We can keep it as is, if everybody else is okay with that. If Madam Chair is okay with that and Arvin is okay with that, we can continue. Thank you, Ms. Griffiths. I will agree.

[00:34:36] When you look at discretion of the superintendent, it does kind of give you pause. but I think it's just that they're bringing it to us for the final. Okay, that is, I guess, all that I was going to make a motion.

[00:34:58] I think that should we vote again on it as a whole, as we have already amended? Oh, Mr. Strafi, did you want to talk? No, sorry, Madam Chair. So you have the base motion to approve the policy as presented by staff, and then as amended in this meeting.

[00:35:23] So you have the base motion to go back to now to approve what's there. Okay, so let's go ahead and make a motion to approve the recommendations by staff as well as the amendments that were made in this committee.

[00:35:43] Would that satisfy? Yes, ma'am. It would be the, because the base motion is still there, which was to approve as presented, and then you would just add as amended. and then so it would be the base motion as amended.

[00:36:01] Okay, I make a motion for the base motion to be approved as amended. That'll work. Perfect. Do I have a second? Second. I have a second by Ms. Griffiths.

[00:36:18] And all in favor? Aye. Aye. And that all opposed? That motion passes unanimously. All right, thank you. Thank you for everybody's hard work on that.

[00:36:36] Item 4.02 supports the next item, support services authorization for the school board chair to sign land development and/or easement documents related to the Parkview High School replacement presented by Mr. Pasquarelli.

[00:36:55] Or we're just going to go recommends. Does anybody, I will entertain a motion for that? I motion. I motion. It's right here.

[00:37:13] The Finance and Operations Committee recommends that the Loudoun County School Board authorize the school board chair to sign all site and land development documents based on documents and easements required to be executed by the school board for the delivery of the Parkview High School replacement when such documents have been approved as to form by the Division Council.

[00:37:37] Thank you. We have a motion by Mrs. Griffiths. Do we have a second? Second. We have a second by Mr. Ostrafi, Vice Chair Ostrafi. All right. Is there any discussion?

[00:37:56] Mr. Pasquarelli, do you want to remind everybody about this real quick? Yes. So this is approval that we seek for new construction projects, which allows us to bring things like on-site easements. So, for example, bringing new electric service, gas service to Parkview, we would be required to do an on-site easement.

[00:38:17] So sometimes those are numerous and time-sensitive. So this allows us to bring these directly to you for approval. Board members, is that the end of discussion? Okay, we have a motion on the table that has been properly moved and seconded.

[00:38:39] All those in favor, say aye. Aye. Aye. All those opposed? That motion passes unanimously. And may I get a thumbs up that this should be go to a consent item, you think? A thumbs up to be brought forward to the school board as a consent item on August 13th?

[00:38:59] Okay. So this item will be brought forward to the school board as a consent item on August 13th, 2024. Now we will move on to our information items, starting with item 5.01, support services, proffer funds, presented by Ms. Tate, Director of Planning and GIS Services.

[00:39:20] Good afternoon. Thank you. Legislative land development applications are rezonings are assessed by the county staff and the governing officials to determine and identify any project impact on the county with capital facilities.

[00:39:36] That could include but not be limited to libraries, parks, fire rescue, schools. The Code of Virginia also identifies the voluntary collection of proffers as a tool for localities to offset and mitigate the impact of any development on a county.

[00:39:52] So similar to what you have reviewed as a committee and the school board as a whole for proffers from the town of Leesburg, we come to you today with identification of projects to benefit from available county-collected cash proffer monies exceeding about \$530,000 that are earmarked specifically for public school use within noted communities, planning districts, or county sub-areas.

[00:40:18] The monies are associated with the five rezoning applications noted in the item for Ashburn Village, Cascades, the Coro property, which has been marketed as Moreland Estates, Loudon Station, Moorfield Station. Summarized with the item is a list of projects that have been identified within the fiscal year '25 school board adopted CIP and/or suggestions that have been received directly from the school administration.

[00:40:49] The list, once we compiled it, we submitted it to the county proper management team to determine eligibility. So as an example, you'll notice on there that the marquee signs and digital signs that a couple of the schools had indicated as a potential project that they would like.

[00:41:07] The county staff has deemed those as ineligible because the proffer language is specifically to expand or enhance capacity of a school and so a digital sign does not. So you will note on the attachment that there's a couple that have been crossed through.

[00:41:23] Certainly the identified monies are not adequate to fund that complete list that you have of four pages but we have identified in this item we're offering recommendations for the school board consideration to use the available funds any instance where a proffer fund would not fully cover the project we would anticipate that the balance could be made up through the capital budget either the CIP capital renewal and asset budget or support services operating fund if you They'll allow me to kind of go through each one.

[00:41:59] So the Ashburn Village cash proffer, which is a little over \$106,000, the recommendation that staff has put forward for your consideration would be to utilize that for the installation of an inclusive playground in Ashburn Elementary.

[00:42:15] This project was submitted by the school's principal at the time, and it does support the CRA, the Capital Renewal and Asset line item within the CIP budget. With the Cascades project, which totals \$1,981, staff is recommending that it be utilized as part of the planned construction of a turf field and track

at Seneca Ridge on the Seneca Ridge Dominion campus, so this would install the walking track at Seneca Ridge, so that monies could go towards that.

[00:42:49] Certainly it would not pay for a walking track solely on its own. With the Coro property, the Moreland Estates cash proffer, a little over \$17,000, this was a request from the school principal and staff was supporting providing some additional outdoor basketball hoops and extending the asphalt play area at the school.

[00:43:12] For the Loudoun Station, which is slightly over \$200,000, staff is recommending that walking tracks be installed or be installed constructed at Rosalie Carter Elementary and Stonehill Middle School these were requests from the school staff as well but they were also part of an ongoing CIP project that covers several years and then the Moorfield Station one which is unique unlike the others this would be an operating line item because books and subscriptions are not covered through capital budget but the request from teaching

[00:43:48] and learning the library media service staff is to utilize these funds to do book break subscriptions. It's a digital tool for our elementary schools, at all elementary schools, to expand the library collection at all schools to provide environmental science and science textbooks, and then also to expand the newly launched HAMSI, the Health and Medical Science Academy, to provide additional library collection for those students again these are recommendations by staff

[00:44:24] for the Finance Committee and ultimately the school board's consideration once the school board identifies specific projects for the funds we would need to go to the Board of Supervisors for their ultimate appropriation because it's a general cash proffer I think that's all I've got this would come back to you as an action item on September 3rd but I'm happy to answer any questions A school board member, do you have any questions?

[00:44:53] Yes, Ms. Grevis. Thank you, Madam Chair. Mr. Lewis, we start to have a little bit of a discussion about what's eligible and combining, and you have all the schools listed together here. And there are small costs, although I still don't see what the costs are.

[00:45:13] I've mentioned many times all theaters throughout Loudoun County need to have more storage. That's really huge, and that would be a one-time thing. So I'm not really seeing a lot of storage for theaters here, and I'd like to see more of that.

[00:45:38] Also, I don't know if this would be considered under one-time funds, but Guilford Elementary needs a lot of things fixed, and they need renovations that would be a one-time thing.

[00:45:56] So I'm wondering if that would be included in the CIP, or they could be used as one-time funds as well. Yes, ma'am, and thank you for the opportunity. So I'll start with the storage. You may recall the board took action in June to utilize end-of-year funding for storage solutions at each of the high schools and middle schools, right?

[00:46:22] Just the high schools. So we recognize and agree with you 100% that all the high schools are in need of storage. There is a CIP project that we will be talking to the board about as we move into the fall. And for your consideration of the CIP for FY26 and the storage for both athletics and for, I mean, fine arts for music and the other fine arts, drama, art, those types of things are included as a multi-year project for all of our schools.

[00:46:52] And that includes the high schools and the middle schools. So we'll be having that conversation as we move forward into the fall for that on the storage. So we do believe that's been covered. What's here in these relatively small amounts of proffers would not be enough money to build any of those storage units.

[00:47:11] So right now we've provided that interim storage unit through the end-of-year funding at each of the schools, and then we'll continue to look at the overall project in the CIP. And then I drew a blank. What was your other item? Guilford.

[00:47:26] Oh, yes. Yes, thank you. So we have received information from Guilford. We're very well aware of that. Our staff, we had a retreat, in-house retreat today talking about all things CIP. We recognize that that's on the list. The first thing we're going to do is let the facilities operations folks take a look at that list and see how many of those things are just maintenance work orders.

[00:47:46] But I think that's going to be a larger conversation with the board this fall with the CIP as to how far do we go to address our older schools that are still in good operating condition. They're clean, they're in good operating condition, but they are older, and then so we'll get some guidance from the board on how to address that.

[00:48:05] But we do have that full list of folks from the Guilford students and teachers, and so we'll be addressing that right now. But those would not be associated with the proffers either. And so the list you see there, as Mrs. Tate explained, we know we have the opportunity for these proffers, so we send to the principal to say, what is on your list?

[00:48:25] Not all of them make sense or apply, And the county staff took some of them off, and then some of these are just too large for this small amounts of money. So we'll address those in the CIP. If I may add, Guilford, unfortunately, is not eligible for these proffer funds because of where it is located in Sterling Park.

[00:48:44] These are area-specific, so Ashburn, Village, Cora, they're more in your Ashburn area. I'm just thinking of any schools, not necessarily Guilford. I mean, if it's not, and we're not able to do anything there, but other schools that may have similar issues, one time fixes for them using the proffer funds.

[00:49:09] But, yeah, I mean, I definitely would like to have further conversation about all the storage issues, as I've been mentioning. That's a constant issue, whether it's for theater or for band. I think that's pretty big.

[00:49:26] Also, I had mentioned previously lighting. Some of these schools have poor lighting for the shows or have poor audio systems. So would that be a one-time? Can we, you know, look to that as a one-time thing for using the proffer funds?

[00:49:42] So I'll ask Ms. Tate to correct me if I'm wrong, but I think these are the proffers that were specifically mentioned to increase capacity. So those types of replacement things would not be eligible through the proffer, But they are, the sound systems and the lighting systems are included in either our capital asset preservation plan, the CAP, or the CIP.

[00:50:04] And so we will be addressing those schools on a regular basis because we do maintain those lighting systems and the sound systems. The sound systems, though, are done through the DDI, but facilities and support services do the lighting systems. Just one more comment.

[00:50:21] And again, I realize that these might not be huge costs, but for the finance and operations meeting, and because this was discussed back in April, the cost estimates, we really need to have a better idea of what everything costs and have it listed just to give us an idea whether it's big amounts or small amounts.

[00:50:42] So for the next meeting, if you're able to pull all that together, I'd really appreciate that. Thank you. So we'll just share that a number of these projects are quite involved in capital projects that would require us to hire architects and engineers to put those, you know, estimates together.

[00:51:00] What we have done as a staff is assembled this recommendation to apply these to these projects because they're readily available, and we can go ahead and get those done. If the committee wants us to go through the process to do that, we would have to take that offline, identify funding for the professional services, and do full analysis.

[00:51:21] Like one of those is listed as a PE cardio workout room. You know, what does that look like? So we would need to hire an engineering firm, architectural firm, to figure out how to add that to the building. So we have added or included it on this list because it came to us from the principles. But it really doesn't, it's not really suitable for this activity.

[00:51:41] It is most suitable for a conversation in our CIP this fall. So we think at this point, you know, even if we were able to do that, You're talking about hundreds of thousands, and the most we have is \$200,000 on one of these proffers. So we don't think the risk you take as a board, if you say, well, I want to hold this proffer money to do one of these projects, it may take us three, four, five years to get the rest of the funding, and that funding is sitting there and not doing anything where we can be using it for the projects we've identified.

[00:52:10] So that was just the thought process we did. And so if you have something in particular you want us to go out and price, let us know, and we can look at that. but most likely we're not going to be able to provide costs for most of those items that say two to be determined just because we don't have the information.

[00:52:28] I have one more question. As far as the continuing technical education, I see you have HAMSI on here. Any future programs, would they qualify for the proffer funds? Any renovations to the schools for CTE programs, would they qualify?

[00:52:51] We'd have to follow the same process we just did. for with the county to send it over to the county staff to see if they would deem them qualified for these proffers, but know that once these proffers are gone, then it would be another set of proffers with different language provided.

[00:53:09] So each proffer comes with its own language, so we would entertain those individually. And we do, you know, from a staff perspective, it makes more sense for us to focus those types of projects for CTE, and CTE is another one that's in our CIP for a long-range plan, And then we'll, you know, we'll have those conversations.

[00:53:29] It's hard to apply these small amounts in the profits to those larger projects. Kind of in that same vein as Mrs. Griffiths, so music programming improvements, what does that entail?

[00:53:46] And what, are the principals more specific when they come with their asks or? That's a complicated project and that is in our CIP and we plan, we talked about that in depth today. We provided

those temporary storage solutions through the end-of-year funding, and we had some language confusion with the schools, and they were identified as music programs.

[00:54:11] But in reality, what we heard loud and clear was we have a fine arts issue. So we have not only music, band, choir, strings, but we also have a drama, an art, and all those things. So what we just talked about today is we're revamping that project to it, and we'll retile it as fine arts. And we are meeting with the school staff and Mr. Pearson here in the admin building, the supervisor of music program, supervisor of fine arts, making sure we have a full scope.

[00:54:39] And we'll come and talk to you about that in the fall. We also, you'll see that we're scheduling September 24th a priorities work session with the board, much like Mrs. Willoughby did for the operating budget. We're going to do the same thing for the CIP, and then we can get these thoughts from each of you as to what your priorities are to make sure that we're addressing the right things when we come to the full CIP discussion this fall.

[00:55:08] Okay, and I think one of the issues was the lack of air conditioning for instruments and things like that. I guess that will also be part of what you're thinking about for storage and increasing the improvements. That was a storage issue, right, and we had suggestions that we build external buildings for that.

[00:55:26] And it's really hard to build a small detached garage and then provide reliable HVAC that's energy efficient and all that. So those types of storages, we would rather have them in the main building and build storage units outside for things that are not in need of climate controlled environment.

[00:55:43] OK. Any other questions? Yes, Mr. Struffy. Thank you, Madam Chair. So just want to kind of restate my understanding of the ask here.

[00:55:55] So for each of the zones that were mentioned, there are proffer funds available, and very few of these, if any, of these initiatives that have been recommended, if any, are, you know, I'm seeing the ones that I'm aware of, for example, for Rosalie and Stonehill, the walking tracks are something that have been requested, you know, years ago, and in the CIP, they're scheduled out, and this is, you know, those are multi-million dollar projects, right?

[00:56:24] And so these funds are available, and they would go towards those projects that have already been kind of scheduled out. I just wanted to confirm my understanding and point taken around, like, the limitations around the use of proper funds, which would depend on the proper parameters.

[00:56:49] And then, yeah, the temptation is to really think about all the priorities when it comes to the CIP. But I'll just limit my comments to the proper fund for right now. And then the second piece of understanding, just want you to confirm, is that for all of these initiatives, we've spoken to principals and school-level administration around those priorities.

[00:57:13] And so that's where they're taken from. Yes, sir. The list you see was gleaned from the principals, and Ms. Tate and her team sent those requests out. and i will also confirm to you that we do and you point out a good point about the the walking tracks in particular i'll add the playground to that we heard loud and clear playgrounds are a priority for the school board and these proper dollars are more suited to those smaller projects and so yes the walking tracks are also a part of the cip in the future but they have been pushed out and these profits are able are allowing us to be able to get those on site

[00:57:51] sooner rather than wait for that and they are of suitable size dollar wise that we can get them done with a little bit of supplemental funding as miss tate pointed out from either the operating budget or the the capital renewal and alteration sections so we can go ahead and get those done and so the one where we recommended to have two walking tracks at rosalie carter and stone hill We're able to get both of those done with a little bit of supplemental funding and get those long-awaited track projects done.

[00:58:26] And the same with the playground at Ashburn Elementary is to make sure we can get that moving. And so those are some of the thought processes we went through to try to put these on the list to make sure that we can address the board's priorities and the school's needs at the same time. Thank you, Mr. Lewis.

[00:58:45] I realize we are at time now. do you do people want to stay for the set for the well so I guess this we could go ahead and have a thumbs up for consent next time or we can go ahead and put it on action I'll give a thumbs up for consent okay that's a two to one for well it's not you know we you would be able to pull it off consent anyway so let's go ahead and do an action action next time okay so we'll go ahead

[00:59:19] and put that as an action item for September 3rd, I guess, 2024, Finance and Operations Committee. Okay. And do you guys want to stay for the next information or since there's no action that we need on this, do we want to go ahead and stay for this for the next 10 minutes or what do you think?

[00:59:38] We're most happy to do so. It's literally just a couple minutes conversation. So if the board members, committee members have time, we'd appreciate it. Okay. I'm good with that. Arvin? Mr. Streffi? Yeah? Okay. All right. Well then we will move on to item 5.02, support services, modular classrooms for Light Ridge High School and Potomac Falls High School presented by Mr. Pascarelli, Director of Construction.

[01:00:03] - Thank you. So based on student enrollment projections, a need was identified for additional classroom space at both Light Ridge and Potomac Falls. So as a result, we're pursuing implementation of modular classrooms to add eight classrooms to both of these schools that would be ready for, at the end of next summer, so they'd be ready for school year 25, 26.

[01:00:31] - Are there any questions? - Yes, Ms. Griffiths. - Thank you, Madam Chair. I have one question. So these are modular classrooms. There's no way to add extensions to the schools. - In terms of an addition.

[01:00:46] An addition would be much more costly and take a lot more time to develop as opposed to modular classrooms. - Ms. Griffiths, if I could add that we, Typically, our process would be, if we believe this is a permanent addition, then we would look towards putting an addition on.

[01:01:04] In this case, we believe this would be a temporary process, and those are much deeper conversations we have for the board as we go through with talking about attendance boundaries and those types of things. The other difference is an implementation of a capital project to do an addition would take a couple of years, if not three years, to bring online where these modular classrooms, the need is right now.

[01:01:29] Dr. Wolfe has students right now that are coming out of there, and they really need the space. The other thing I wanted to point out is, and Mr. Streffi was a part of the last committee, the special programs committee meeting that happened prior to this meeting, And we're excited to announce to this committee that the Access Academy will be provided and going to Potomac Falls High School.

[01:01:52] So when you see here on the list that we were going to, we typically look at the site and see how many modular classrooms we could get approval for from the county. And then we'll put maybe not all of them right now because of the need. but we've said that we're approaching to try to get approvals and we are confident we will get that for eight modular classrooms at Potomac Falls and we were only going to put four of them in based on the decision from teaching and learning to move that access academy there we will amend this and go ahead and put the all eight modules in there to make sure that Dr. Wolf has the space

[01:02:26] he needs. So eight to Potomac Falls as well? Yes. And you said this was temporary? In our mind it is And so as we move through and we look at attendance boundaries over time, we can make some adjustments in that area.

[01:02:44] And, you know, do believe that, you know, right now Potomac Falls is 103 percent capacity and is expected to stay there. But we know the Access Academy is doing that. This also allows us to have more flexibility in scheduling. And so there are two things, as I mentioned, the it's temporary nature and it's also an immediate need.

[01:03:03] So there's not time to bring on a full blown addition to do that. And I will also say that Potomac Falls is a pretty constrained site, and it is difficult to find a place to add an addition on that building because it's surrounded by wetlands and floodplain. In fact, there's a whole swamp between Potomac Falls and River Bend if you've ever been out there.

[01:03:23] So it's an area that is really difficult to add permanent structure for. I feel like this would be permanent. I don't feel like it would be temporary then. Our goal is for it to be temporary. If it becomes a permanent need, then we will be looking at that in the CIP process.

[01:03:45] Again, this is something that's an immediate need, and this is our proposed solution to bring that on and have the capacity that's needed, you know, actually now. And we won't have it online until the fall of 25. Any other questions?

[01:04:04] Yes, Vice Chair Streffi. I don't even know what to call you. Chair Streffi? Vice Chair Streffi? I'm just getting confused at this moment. I'm sorry. You just say it's Treffi. So the question I have, I think maybe you've touched on it, is we've noted these are temporary. What are we looking towards in the future if we see those capacity numbers, attendance zone changes? Is that really kind of the ultimate or the likely probability?

[01:04:44] and then how do we plan out for those conversations how far in advance just want to know what to expect at the board level as we approve these modular classrooms what is the next step in the conversation related to capacity at these schools so it's an excellent question and one of the things that we are working on actually today was our presentation knowing that this board is this is the first time that you will be going through the CIP process and so we'll be sharing the fact that you know the board and any board has several tools to

[01:05:21] address capacity in schools you can you can add on to the building you can put in modular classrooms you can also do boundary changes and those are all be tools that we will be talking about for not only this area but for all areas of the school system and you know those are things that we're going to hopefully get you're all's impressions on as far as your priorities as we move into this priority discussion at

the end of this in September that we're going to we're going to ask the board to help us you know what what types of things do you see on your horizon that we need to solve with the

[01:05:55] capital budget it is a very large budget there are a lot of things that are must-haves and must-dos that boards will have to acknowledge and support and then there are things that we'll try to do to add to that so each of you may have projects you want to do maybe a playground or two maybe a Guilford or two and those are things that we need to just lay all those projects on the table so that the board has a full understanding of the the depth of the capital budget and the tools that you have to solve it so I know that's not a very specific answer but that's a very deep conversation

[01:06:29] that we will begin here in earnest in the next couple few weeks to a couple months hardest thing is we like build two or three schools a year and then it's hard to keep up the older ones.

[01:06:46] It's a hard balance to strike. It absolutely is. And I think the letters that you receive from the Guilford community is a perfect example of that is we have made an investment and I've been here a long time, as you know, and so we built so many schools and many of those schools are reaching the end of their useful life in terms of the system.

[01:07:07] So HVAC, plumbing, electrical, those things. And so now the board, both boards, the school board and the supervisors, made an investment in all these new schools to accommodate the students that are here. And now we have to make that same investment to keep those buildings up. So that becomes very complicated.

[01:07:24] This board has a more complicated CIP than once before because we were growing so fast we didn't have time or the dollars to send in to the older schools. And so those are some of the conversations we'll be having with you and hopefully get your priorities on where to spend that.

[01:07:41] You know, we have, from a staff perspective, we have an obligation to create and maintain the environment that our students are in every day and our teachers are in every day. And so you're going to see lots of projects related to air conditioning, critical systems, renewals, we call that, that we believe are critical and must go forward.

[01:08:00] But it's tempting to cut back on some of those if we have other projects we want to do. So you're going to have community members come out and say, we need to do this, we need to do that. And then so the board's going to have to try to weigh all those pressing priorities and what makes the most sense. You know, with those maintaining the buildings, the more you push them out, the more that bubble gets bigger and bigger, too.

[01:08:21] And so we've got to keep plucking away at those projects as we go. And we're trying to do our best to develop a presentation for you that makes all that discernible and understandable. And it's a lot. So we're hoping to be able to do that in the next couple months.

[01:08:38] Something that might be helpful is, like, okay, so I know in my house, let's say a water heater has maybe 15 years, 10 to 15 years. HVAC for a school, is that kind of similar? They have, like, 20 years or 10 to 15 years? Yeah, so they differ.

[01:08:54] And so in some cases, and we won't go too deep in the weeds, but we have large chiller systems that may last 30 to 35 years where one of the reasons that we talked about with the Parkview facility, the type of system it has, those units had that 15 to 20 year process.

[01:09:09] So we were replacing those more often. And so it's just the different types of systems that were developed over years and years and years. And so each of those have similar lifespans, but then they are different depending on what kind of systems they are. - That might be helpful information for us to know.

[01:09:25] - Sure, absolutely. - Madam Chair, if I may. - Yes, it's Treffi. - Just to touch off of the point you were making as well. just wanted to see if it was possible to focus in on the older school discussion and to really think about the different types of needs across all of the older schools and the different buckets.

[01:09:52] So one could be HVAC ventilation systems and cooling and heating. But there are other issues that we're getting kind of informed of from school communities. Playgrounds are one of them, obviously. But if there are others, and just so we can maybe have some information around bang for the buck, just trying to assess the value versus the cost of the different types of improvements we can make at the older schools. And then to Chair Mansfield's point around kind of end of life

[01:10:29] or what schools are getting near to the point where we might want to be having a discussion around reconstruction, and just to have in our minds as board members what that timeline could look like across the older schools. I think there's just a little bit, at least from my perspective, that gap in information across the older schools of what are the different areas of needs.

[01:10:52] So I think what I'm looking for is a little bit more detail when it comes to some of the older schools and where the needs are, what we've been hearing, and kind of timelines across, you know, when we should be having certain discussions around reconstruction.

[01:11:11] Absolutely. And you just summarized our entire meeting from today. We specifically talked about buckets and how we are able to describe to the board what the priorities are from a maintaining of our interior environment for our students and how that's our obligation as staff to do that.

[01:11:30] and then how do we pair that with, I don't want to say good to have or nice to have, but projects that would enhance the student experience for different programs. And so we know that teaching and learning just did a presentation on special programs, so we're looking at those and how all those fit into that.

[01:11:49] By policy, we have a policy that requires us to do a school replacement assessment whenever a school gets to a certain age, And so we have what's called a facility condition assessment that's underway right now that we'll be sharing with that, the results of that preliminarily at first.

[01:12:09] And then we'll have the full study all to answer those very questions. What schools are in the most need and how do we prioritize those and how do we prioritize those over other programs? And it is a great deal of information that we know you need to have to make those decisions.

[01:12:28] and we're trying to sort out the best way to present it to you for this fall. Thank you. Yes, I think Mrs. Griffiths. Thank you, Madam Chair. I know this is getting away a little bit from the modular classrooms, but Guilford, for example, I would think you take the summer to go through the school and do renovations, so I'm just curious if that was done this summer when the kids are not there.

[01:13:00] When I was growing up, that's what they did. Any renovations that needed to be done, they went in over the summer and they did it. It could have been approved by, I'm going to guess it was approved by the board at the time. Hearing that it takes a long time bothers me a little bit.

[01:13:16] Because if it's approved by the board, I'm thinking it should happen over the summer at least. If we approve something this fall, renovation, I'm just using Guilford as an example. renovations for Guilford, it should be taking place over the summer. The kids, um, shouldn't have to, uh, endure what they're enduring another year. Um, it should have, uh, things should have happened this summer. So would you be able to answer that for me? And also, um, regarding the modular classrooms, I mean, I'm guessing they have air conditioning, the heating, they're everything.

[01:13:56] I mean, everything is involved with the modular classrooms, but what is your contract? What is the proposed end date? Because you said it was temporary. So there's two questions there. Guilford, for example, and the modular classrooms, it might be in here.

[01:14:14] And in case I missed it, just let me know what you're looking at as far as temporary. What's the end date for the modular classrooms as of right now? And we'd have to renew it if needed. So the modular classrooms are not on, if I'm understanding your question, a contractual basis.

[01:14:35] So we will build them, we'll purchase the unit, we'll install that, to your point, it will have all the systems, it'll have all the data communication systems, life safety systems, intercoms, those things, all those systems within there, it'll be just like a regular classroom. And then they are ours forever because we own them.

[01:14:53] So there's no end date on the contract. I cannot tell you at this point what the length of the temporary status is. Our goal is for them to be temporary and not to be permanent. I can't promise that.

[01:15:09] That's our impression right now. But probably more important on the decision to do that this summer was the immediate need of the students that are there right now and us listening to Dr. Wolfe and him talking about the challenges he has in his school. That school was built for 1,600 students, and then after that school, starting with Stonebridge, Heritage, Dominion, they were all 1,800 schools.

[01:15:31] So he has a smaller chassis than the other schools. And so when you see those capacities, those are numbers that we're addressing. Regarding Guilford, I can't tell you right now how many summer projects were done, but one of the things we're going to share the board in the update this coming week is our list of summer projects, and it's hundreds of projects long.

[01:15:51] And so those are things that are done. And we do work orders every single day through things that we think some of the things on the Guilford list will probably just be work order things for maintenance operations. So those things are done every summer. And you're exactly right. We assess that. We meet with teams. One of the biggest challenges we have is scheduling all those multiple projects around summer school because there are kids still in many of our buildings, especially at the elementary school level.

[01:16:16] So we do, the team does a tremendous job trying to coordinate that with teaching and learning and DOCIL to make sure that we can get in and get out of those classes while their summer school is going on. If you approve a project this fall on the CIP, you will be talking about the FY26 CIP.

[01:16:38] Funding for that will not come to us until July of 2025. So we cannot do a project this coming summer for a project you approve. It's just the nature of that. But with the other types of projects with our operating budget we can do things you know straight away and be able to do that the summer list does not come to the board for approval because it's our obligation and that's what our operating budget does that's what the cap does so in in our cip you'll see the capital asset preservation plan dozens and dozens and

dozens of projects are done through that so those are done and approved by the board but the other operating things are done but based on need

[01:17:16] And so we get a work order in, we do certain things, and we try to get in and get out as much in the summer. We are limited with 100 campuses and how many projects we can do in the summer. So we are seeing over the last several years more and more projects done during the school year because there's just not enough time in that 55, 56-day period when school is out and when school comes back to get them all done.

[01:17:39] But we try to get as many of them as we can done in the summer. I think I touched everything you asked. Yeah, no, thank you. I'm trying to get a better understanding of how you guys are operating and making the changes you need to make. And to be honest with you, the modular classrooms that we're putting up, I would even hate to see them destroyed.

[01:18:00] I would like them to stay. I mean, they could be used for anything, all types of events, if in the future they're not used for classrooms. So spending all the money to build them, I'd be okay with them staying. I just want to throw that out there, but I don't know if you have an answer to that, but I just, I'm trying to get a better understanding of the modular classrooms, but also a lot of the other work that you're doing, so thank you.

[01:18:26] Yes, so the modular classrooms, they do have a shelf life, and they are affected by traveling down the road on the back of a truck. We do have a history of moving them. We have moved several of them. In fact, the ones that we, a couple years ago, we finished the addition at Briarwoods High School.

[01:18:43] We had 10 trailers in that parking lot for a number of years that came from Broad Run, that came from somewhere else. And that was really, they came from Valley First. Yeah, so we have moved them on occasion, and that allows us to have an inventory to move them around. Once HS14 opens up, we anticipate the ones we're doing at Light Ridge and the ones that are already at John Champ may not be needed anymore because we'll be able to make those adjustments from boundary change, which will be great fun for the board.

[01:19:12] And then we can utilize those units somewhere else if the need has arisen by then. Thank you for that. I'm just trying to get an understanding. It's a big process to understand. Yeah, yeah. Thank you so much for explaining. Sure. All right.

[01:19:28] No more questions? Nope. So we go on to item six, new business. No new business. And then thank you, everybody, for your... Did I skip? - No, 'cause it's just for information, there's no action.

[01:19:48] And then item seven adjournment, seeing there's no more business, the August 6th, 2024 Finance and Operations Committee meeting is now adjourned. Thank you.



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