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Loudoun County Public Schools, Finance & Operations Committee Meeting, Tuesday, April 1, 2025

Date Tuesday, April 1, 2025
Place LCPS Administration Building / School Board Room, Ashburn, Virginia
Length 1h 26m (video)

- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/1071824983?rel=0>

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

[00:00:00] Good afternoon, everyone. I'd like to welcome you all to the, I almost said March 18th, April 1st, meeting of the Finance and Operations Committee. My name is Arvin Estreffi. I'm the chair of this committee. I'm joined by Mrs. Griffiths and Chair Mansfield. Just there are no April Fool's jokes in the F&O Committee. Just letting you guys know in advance. We don't accept that. We don't joke at F&O. In any case, I wanted to start off our meeting with public comment for today and I'm informed that we do have public comment

[00:00:35] today public comment will be two minutes for each person I just would like to remind all public speakers of maintaining decorum and respect for the committee and I will start off by calling up I know that I have to manage my own timer so I just pull that up real quick all right so our first public

[00:01:13] speaker for today is Eric Felix.

[00:01:28] Good afternoon. So I'm here to oppose the plan to establish a mandatory walking zone for the J. Michael Lunsford Middle School. I think while the proposal may reduce the need for bus transportation, it requires significant additional resources and frankly puts kids' lives at risk. As a longtime resident of the impacted areas, I believe the plan imperils the safety of the children expected to navigate the intersection of two of the busiest commuter roads in South Riding, Braddock Road and Loudoun County Parkway. The risk is exacerbated by the fact that the school starts at 8:30, meaning that these kids will be walking to school and crossing these roads during the heaviest commute

[00:02:08] time. So first, the proposed route for many of the walkers involves circuitous paths that require students to ignore shortcuts and for some even walk past the entire school before reaching the proposed crossing. While not common, I've seen kids try to walk to JML and they typically cross Braddock through traffic to shorten their path. Children will take the path of least resistance to get to school particularly when loaded down with backpacks and heavy instruments second the speed limit on Braddock Road is 25 miles an hour during Cardinal Ridge's active school zone which is that section of Braddock cars today routinely ignore that speed limit

[00:02:48] and periodic enforcement has done nothing to mitigate those excessive speeds on Braddock in addition the school zone currently does not extend through Braddock and Loudoun County Parkway intersection, let alone onto Loudoun County Parkway. Extending that school speed limit zone to that degree would increase traffic congestion, assuming that the cars who have been driving past the school at regular speeds for years even notice the change. Third, I would encourage committee members to witness the intersection of Braddock and Loudoun County Parkway during the morning commute. You will find, without fail, that red light running is an all too common occurrence that will endanger both the children navigating that

[00:03:27] crossing and the crossing guards that would have to secure that intersection. I do not believe that there's any way to make walking to and from JML safe for students, particularly not for 11 to 14-year-olds who will be asked to make those choices and navigate these intersections on their own.

[00:03:43] Thank you very much. I'm sorry, the time has run out. Thank you for your comment. The next public speaker is Chris Countryman. Good afternoon. Thank you for allowing me time to speak today. I'm not speaking about collective bargaining or the grading policy or anything like that. I'm here to ask for accountability.

[00:04:09] The changes that are coming up to the health care is all caused by the depleted funds. And the school system has a fiduciary responsibility to maintain that fund. Those funds have been depleted with a steady five-year decrease.

[00:04:31] Who fell asleep at the wheel? The employees are now being left to handle this difference, to just absorb it just like everything else in the classrooms and the school systems. all the teachers will take care of it it's for the kids. This is not one that we should have to absorb either. There are some that may actually benefit from this change from the \$400 but there are others with spouses that are definitely not. So I ask you let's find out who was at the wheel who fell asleep and make sure they are not there anymore. Very much that concludes our public

[00:05:08] comment for this afternoon. We'll now move on to the approval of the draft meeting minutes of the March 18th FNO committee meeting do I have a motion to approve the meeting minutes I'll make a motion to approve the minutes that motion has been made by Mrs. Griffiths do I have a second seconded by Chairman Mansfield is there any discussion seeing no discussion all those in favor of the motion please say aye that motion will pass unanimously the meeting minutes have been approved

[00:05:44] we'll now move on to our action items starting off with 4.01 business and financial services RFP are two three two five two geotechnical and construction testing service renewal and I'll just we have a bunch of items what I'll do is I'll default to staff to see if you'd like to weigh in on any of the action items that were previously brought forward so I will pass it on to mr.

[00:06:12] Pascarelli or thank you so this contract is renewal to provide geotechnical and construction testing services for LCPS building project this is a renewal this is the the second renewal and with no increase in price by mr. Griffin the request we include this year project which include Waterford elementary school renovation and addition Binnaker's elementary school renovation

[00:06:50] addition the HS 14 for the new high school project working tracks will come center is and any other small project identified through the year with the need for their services

[00:07:29] um i didn't have my mic on um so i move that the finance and operations committee recommends the louden county school board renew rfp r23252 geotechnical and construction testing services effective may 1st 2025 through april 30th 2026 do i have a second second seconded by chair mansfield is there any discussion no further discussion um we will move on to a vote all those in favor

[00:07:59] please say aye aye all those opposed please say nay nay that motion will pass uh with myself and chairman's field in favor and mrs griffiths opposed moving on to 4.02 business and financial services rfp 25315 architectural engineering services i assume um this will not go to consent

[00:08:32] to the full board um is that well the the issue with consent is i can put it on consent and then someone can take it off so typically what our process has been is it goes if it's passed here then it goes to consent to the full board because it's an rfp and it's a contract it's procurement yeah um at that time anybody during the meeting can take it off consent okay so for procurement will default to consent thank you madam chair um so next item 4.02 rfp 25315 architectural

[00:09:11] engineering services for miscellaneous projects um i will pass it on to staff for any update on this uh item but mr griffin requests we add additional uh project for this year that was thank you um i will make the motion that the finance and operations committee recommends the loudon county school board awards rfp r25315 architectural engineering services for miscellaneous projects effective

[00:09:46] may 1st through april 30th 2026. do i have a second second seconded by chair mansfield it has been properly moved and seconded is there any discussion being no discussion we'll move on to a vote all those in favor of the motion please say aye aye aye all those opposed please say nay nay that motion will pass with myself and chair mansfield um in favor and mrs griffiths opposed

[00:10:23] and again chair straffi this will go on consent for um the full board and then whoever wants to can take it on understood thank you move on to our next action item 4.03 support services revision of policy 6530 changing school attendance zones i move that the finance and operations committee recommends louden county school board approve the staff revisions of policy 6530 changing school attendance zones as dated April 1st 2025

[00:10:57] and including the revision initiated by Mrs. Mansfield I can make that amendment yes let's second it and do I have a second that motion has been seconded is there any discussion this is where I'll make my amendment so I talked at the February 18th FNO committee that the possibility of adding text to the policy that would require a comprehensive review of all school attendance zones at least every five years because now we're at the time where we're not you know building two or three schools every year and I think now's the time

[00:11:35] when we can look better to redistribute especially every five years I think you can do it more than that but I think at least every five years is appropriate and so as I gave to my colleagues here the

proposed text which is highlighted below in yellow would be incorporated set beginning section B point B1 on line 25 to read evaluation at least annually the superintendent will evaluate whether any school

[00:12:12] attendance zone changes are to be considered examples given new school opening and then this is where it would be however all school attendance zones will be comprehensively reviewed every five years to assess student enrollment and school capacity imbalances and that's that's my motion so does this mean that the policy will go back and we'll add this amendment in there and

[00:12:46] then it'll come back again no so it's up for action now and so we're making an amendment to the to this to the base motion which would get approved or opposed and then it'll go to the full board as a policy any other questions or discussion just briefly on my side I appreciate the amendment chairman's field and I think it is a good practice for us at this at the point that we're in now to begin reviewing every five years so I will be supporting it as well that being

[00:13:25] said if there's no other discussion we can take this to a vote all those in favor of the base motion as amended is that it would be the amendment okay the amendment chair Mansfield's amendment aye aye aye that amendment will pass unanimously and then we'll vote on the policy as amended base pose okay so now we're voting on the base motion as amended we'll take it to a vote is there

[00:14:02] any further discussion on this item um all those in favor of um the base motion as amended please say aye aye aye that motion will pass unanimously and this uh is a policy so this will go um to the full board as an information item moving on to our next action item support services fourth amendment lease for 741 miller drive southeast leesburg virginia renewal i move that the finance and

[00:14:41] operations committee recommends loudon county school board renews the lease effective may 1st 2025 through april 30th 2030 do i have a second second seconded by chair mansfield is there any discussion seeing no further discussion uh we'll now vote on this motion all those in favor please say aye aye all those opposed please say nay nay that motion will pass with myself and chair

[00:15:15] mansfield in favor and miss riffitt's opposed our final action item is support services request to name the jl simpson middle school auditorium the beth paquette fine arts center school board policy 6510 i move that the finance and operations committee approve and recommend that the school board approve to name the jl simpson middle school auditorium after ms beth paquette therefore named the Beth Paquette Fine Arts Center for a period of 10 years.

[00:15:51] Do I have a second? Second. Seconded by Chair Mansfield. Is there any discussion? Yes, Ms. Perkins. I did have a question. Do we, throughout Loudoun County, through LCPS, do we have a lot of auditoriums named after people?

[00:16:09] I don't know if you gave me that answer, and if I missed it, I apologize. I may have asked it prior. How many do we have named after people? So we do not have an auditorium. currently named after anyone but I provided we provided a attachment of all the areas some may be gymnasiums cafeterias stadiums things like that this would be the first auditorium but there are various areas library and that isn't an attachment identifying the school the location and the individual thank you

[00:16:47] Chair Streffy I would just like the our constituents to see my perspective I saw that we're only going back seven years prior on Miss Paquette and she just retired last year I'm sure she's a lovely woman Miss Paquette just retired so I'm a little concerned about naming something so soon I would be remiss if I didn't point out there are several schools that are up for renaming and we haven't even adjusted the or

revised the current policy on naming of schools is Is our auditoriums and stadiums in that policy refresh my memory please.

[00:17:27] Yes there's a section in the policy where it addresses areas of school buildings or grounds and that would be where those areas would be considered. Well I think my suggestion on the policy would be to to not name things after anybody anymore.

[00:17:47] We're at a time, a height of social media, where you went back seven years, but, you know, with schools we're renaming, we went back further than that. Anything can happen even after retirement.

[00:18:04] Ms. Paquette could be on social media and hit like that's controversial to somebody, and we could have some issues that happen due to her name on an auditorium. So I just feel like we shouldn't be naming things after people at this time, especially ones that just retired, maybe somebody that, and I hate to say it, that passed away, and we have all the information, and they're not going to be on social media where they might become controversial in the future.

[00:18:42] So I just wanted to give my perspective as to why I'm not for naming an auditorium. And as you know, we're in the process of renaming schools, which I don't think is necessary. So I guess it's my duty to just point that out, what my perspective is on naming anything after a person or renaming any schools.

[00:19:05] Thank you. Thank you very much. Is there any additional discussion or questions? Seeing no further discussion, we'll move on to vote. All those in favor of the motion please say aye.

[00:19:21] Aye. All those opposed please say nay. Nay. That motion will pass with myself and Chair Mansfield in favor and Ms. Griffiths opposed. Moving on to our information items. Teaching and learning Thomas Jefferson High School LCPS contract with FCPS and I believe this is presented by Ms. Clark.

[00:19:46] Oh Mr. Slevin. Thank you Mr. Slevin. Ms. Clark and Ms. King are here to answer any questions that may come up that I'm not able to handle. So first of all, good afternoon. This information item is a result of LCPS being required to notify Fairfax County Public Schools no later than June 1st, 2025, if it intends to continue sending students to Thomas Jefferson High School for the 26-27 academic school year.

[00:20:19] The application process for students entering TJ in school year 27 would begin this September of 2025 and the school board will review and sign the actual contract for the 26-27 school year in the fall of 2025. I along with Ms. Clark, Director of Academic Programs, and Wendy King, our Supervisor of Education, are here to answer any questions you may have about this topic.

[00:20:41] This topic did garner a lot of discussion and attention this past spring when we were signing I'm sorry this past fall when we were signing the contract from the previous year so we wanted to make sure we had multiple steps throughout the process this go around to ensure that the school board is able to answer ask any questions or seek any information that they'd like about this particular contract the staff recommendation is that the F&O committee recommend the renewal of the contract with Fairfax County Public Schools to continue to send students to Thomas Jefferson High School in 26 27 and then to forward this topic to the full school board as an information item.

[00:21:20] Thank you very much Mr. Slevin board members any comments or discussion. So Mr. Slevin tell me when we started taking people to when we started this relationship with TJ did we have any kinds of programs like that here any AP any IB any HAMSI any anything.

[00:21:46] So we just had a presentation on Thomas Jefferson at our special programs committee preceding this and we started our relationship in 1985 about 40 years ago and so I can't speak to AP specifically but we certainly did not have an IB program so I know about was it maybe four or five years ago there was a school board member Ms. Crowell

[00:22:18] I think it was Ms. Crowell anyway I'll see who it is but she asked for a plan on capping or decreasing. I guess my thought is that now we have IB, we have AP, we have Academies of Loudoun, we have HamSci, we have Access, we have all sorts of things now that, and we're going to get this global studies, there's a lot that we have now that we didn't before. And so I'm just wondering

[00:22:56] if it's time to start decreasing things because it's a significant amount of money. So staff's recommendation is to continue the relationship with Thomas Jefferson High School.

[00:23:15] And while we recognize and appreciate the support of the board and the community in expanding student opportunities, there are unique features of Thomas Jefferson High School. I don't know if Ms. Clark or Ms. King want to come up. Could you all speak to that? To speak a little bit about the regional academic year governor schools in Virginia.

[00:23:32] We continue to see high interest in our special programs. As we share every year, we are not able to fulfill the demand in our existing programs, particularly programs such as AET or AOS at the Academies of Loudoun.

[00:23:50] And so TJ continues to offer opportunities for students that are seeking them out. So can you speak a little bit about the uniqueness of TJ? So the Virginia Department of Education, in conjunction with localities, sponsors the full-year governor schools, academic year governor schools.

[00:24:13] And these are specifically for high-ability high school students and gifted learners. And they range really from the arts, government, international studies, and STEM. And also, part of the regulations for the education of gifted learners is to make sure we're having these differentiated opportunities for them.

[00:24:39] And then that's why the full-year academic governor school kind of serves that purpose. So I know most schools across, most divisions across the country do make an academic year governor school one of the options for their students.

[00:24:56] So that's one thing we talk about. And I think in terms of what TJ may offer that's a little bit different than what we have here is that they've had 40 years of developing resources and industry partners and universities that support student research.

[00:25:13] That is really one of the things that stands out for the students that go there. So Academies of Loudoun doesn't have research? Oh, they certainly do, but I think TJ has, I think, eight standalone research labs as well as engineering labs that have five different programs as part of that.

[00:25:36] So they just have had a longer amount of time to really develop a breadth of labs and resources that are available to the students. So I see that there's 116 in SY 23-24 and 84-24-25.

[00:25:54] I see that's a decrease in ninth grade. Is that what we're seeing now? Yes, in school year 2021, they changed their eligibility requirements and they expanded their freshman class.

[00:26:13] So at that time, we had a bump in numbers, but that's kind of rolled through all of the grade levels now. So we're feeling like we're steadying now with our numbers. I think you may be asking about

the 84 ninth graders and if you think that's a trend.

[00:26:32] So we have one year of data to show that there are 84 students that could be, who accept it, did they change their mind, are we starting to eat into the demand? But we don't, we couldn't say that's a trend based on one year of data.

[00:26:47] Of course it's not a trend with one year of data. Ultimately, this is why we come to the board. It's a board discretion for continuing the relationship. I would say that as a part of a team that is tasked with developing student opportunities in Loudoun, we recognize there are many high qualified students that are seeking opportunities such as TJ, such as IB, such as Academy of Science and Academy of Engineering and Technology that are not able to access those

[00:27:25] programs because the demand is so high and so if we got to the point where there was more of a balance between the demand and the seats available for those programs then we may be moving towards that area where we may consider whether or not there's a trade-off for continuing to send students to TJ. But for now, based on what we're seeing with admissions, we just have such a high demand and a high amount of students that qualify for programs such as this. It would be difficult for us to recommend not having this opportunity for students. I just don't know that 397 students is a high demand. So we had, we admitted 150

[00:28:04] students into the Academy of Science this year, for example. Total? Total. Each? Each. Total. And so the 150 students, for example, that were offered admission to AET, to AOS, all those 100 students would then knock out 100 of those students. Theoretically, you know, we would be, those students would be entered into the competition for the seats that were available in programs such as AET and AOS. I started to raise my hand and then realized I'm the chair of this committee. I'm just joking. I think these are really good questions from Chair Mansfield.

[00:28:44] I think from my perspective, I still have questions, right? I ask questions in special programs and centers related to what the how many students applied versus how many enrolled I think that that's going to be an important number for me I still believe that there's a lot of demand from from the community for opportunities like this I think as you've kind of laid out that the opportunity at TJ is very much unique one of the things I mentioned the last committee meeting was maybe there's an opportunity whether that's through SPC or through the

[00:29:20] performance monitoring committee to get a little bit more insight from folks from TJ whether that's staff or administration or students and families around the impact of this program on LCPS families and students I think it'd be good at least from my perspective to learn more about the impact that this opportunity has on our students so that could be one way that we do this it would take the next step and just really understanding this opportunity um for me i i also asked um

[00:29:57] what the delta was between the tuition or the per pupil cost per year between um oh you were just going to ask that um between tj and um what we have here in the division and if that is uh you know pretty close what that difference is and is it really a wash um or are we making a larger investment into that TJ opportunity one of the things that I heard in the last committee meeting was that for the cost of transportation that isn't just correlated to enrollment going up it's also

[00:30:31] compensation for bus drivers going up every year or at certain periods so that was helpful to know and it might be helpful to understand what the cost of transportation if you were to spread it across

and apply it to like the per pupil tuition how much that adds per student but that's just an additional you know data insight or data point. I also wanted to just mention that you know I'm

[00:31:07] happy to look into alternatives to this or other ways of increasing these opportunities even what a regional full-time full enrollment governor school could look like here in Loudoun if there's again if there's demand for if that makes sense but i think just based on the trade-offs of continuing our relationship with tj and offering this opportunity versus other and just seeing um that there aren't enough spaces for uh opportunities like this in our in our county it just i don't know that it makes sense to me um to try to um decrease this unless there was a data point that

[00:31:46] said hey you know our enrollment is going down interest is going away um i just don't see that type of a data point are all good so we can bring that we could bring that when this goes back as an action on it we could bring back the number of applicants and number admitted we could bring a table comparing LCPS's cost per pupil the cost that's included in the contract as well as information about transportation appreciate that any other discussion yes um if you could clarify

[00:32:17] for me uh is TJ top a top high school in the state or the country um both it was number one the last time i looked it was number one in the state and it's consistently been in the top three um across the country it has gone down a little bit but but it's definitely top state and national for that clarification any other questions or discussion i think i'd also like to know like if how we could

[00:32:55] increase the academies of loudon i mean we have 397 kids right now going to tj what would that look like I mean we don't have a space for it now I don't think but that that isn't a simple answer so the more complex answer is that's part of the considerations we're bringing to the conversation about our CTE five-year plan as well as our planning around special programs one of the things that we are working with particularly through this when it comes to space at

[00:33:30] Matt at the academies allowed and as you as you may recall most of that space is dedicated to MATA with our CTE programming. And so one of the charges we have through Dr. Grubbs and his team is to evaluate, are there programs within MATA that were very innovative at the time that we opened, but maybe we can think about moving them into some of our comprehensive high schools and then starting new programs, and that may have an impact on space.

[00:33:57] Are there just programs we want to move out to expand potential opportunities for AET and AOS? All of that is not a quick decision to make. It needs to be part of a bigger plan when it comes to special programs. But if that's of interest to the board, the staff can develop options to be considered.

[00:34:16] I think what is interesting to me is that we don't give the same look into the arts, per se. Like, there's no governor's school for the arts here. There's no gifted and talented for the arts.

[00:34:33] It's all STEM. as a arts person myself I feel like we're missing that um but it's funny to me because when you talk about it here the there's a pushback and saying oh you're taking our artists away from our programs in the high schools and um but there's not the same pushback when you come when you talk about stem right computers all the rest of that so it's just an interesting conversation for me to have and um you know i think someday we really should be looking at an art school because um for theater

[00:35:13] and music and art um and visual so that's just there's no question there it's just it's just amusing that i have all because when i have this conversation it doesn't seem equal to me so we do while we you're

you are correct that we do not have a academic year governor's program for the Arts we are a full participant and supporter of Pavan regional governor school for the arts and so our fine arts office does send students annually to those to that that experience in the summer it's something that we that we

[00:35:52] don't we could probably bring more attention to because it is a great opportunity it's always full but you're right we are considering fine arts as well when it comes to the conversation around special programs but your points well taken but I do want to at least give a shout out to the fine arts team and working with Tavon, and I could get more information about that if you'd like.

[00:36:11] It's not during the school year, so it's not exactly what you're talking about. Thank you, Chair Streffi. And just to piggyback on that, Ms. Mansfield is correct. We don't really have anything for the arts, and I think the arts are very important.

[00:36:30] I think after this year, I will be taking a look and evaluating as far as we just put through that global linguistics program that I think you said needs 400. But we're going to start out with 100.

[00:36:48] I will be evaluating as to whether or not we need a program like that as per my email, which I will share with the rest of the board. And I'll get into more of that in a second. But I know HAMPSAI is doing very well.

[00:37:03] I sat in on information sessions where a lot of kids are, I mean, it's a lottery system. They can't even get into the program. It's so popular. So I think taking a look at all those programs to see if they're good business decisions should be done.

[00:37:23] TJ, I think at this time I would leave it alone only because, well, not only because, but because it's a top high school and kids that go there can springboard into really good colleges.

[00:37:40] So I would leave that alone. But all our extra programs, like, for example, the one we just put through, I will be evaluating to see if they are good business decisions. And maybe we could do arts in the future.

[00:37:56] I think that would be a great idea. I don't know if we'd want to put that at Loudoun Academies or have a separate building for that, but I think a discussion should be had about that. And just to also say about the arts, I have spoken to several people in theater that say we offer so many programs now that they have trouble getting kids to get into theater and do acting and that sort of thing because they're too busy with all the other programs.

[00:38:29] So I really think that should all be reevaluated. So just as a heads up, we'll have further discussions about that. So thank you. So we we appreciate the comment on evaluations these school board policy requires to requires us to give an annual report to the special programs and centers committee for each of our programs so that already exists but if you have specific questions I'm happy to answer them at any time.

[00:38:56] And again we are doing public outreach in terms of interest for fine arts and we do have policies now in place where if a proposal was put in place it could be considered for potential program I would say having visited a Fine Arts Academy in Prince William County for example there is extensive needs when it comes to facilities but those are not things that are insurmountable it would just take friends friends and support services and conversations and right and we're having those conversations as

well with Mr. Lewis and his team so we appreciate the feedback and if I may add to that Mr. Lewis knows that and it'll come up

[00:39:32] again like for example Broad Run needs storage for their theater so things like that a lot of these theaters are having storage issues and sometimes they're working with the band that is also using their storage so I realize that's an older school the newer schools that are being built probably have a little bit more room but there should be maybe a separate place for theater where they where the kids could go another place where we're gonna have to discuss

[00:40:07] transportation thank you thank you last piece that I'll add to this is just how much I appreciate the focus on the fine arts and creating more opportunities there I really it's not the first time we've discussed Mr. Slevin the this idea around how to make opportunities in academies more accessible across the division and I know that that's being worked through CTE but that could create more space and focus and in academies I think that's really an interesting

[00:40:40] thought for me so look forward to seeing more any other comments questions so we will board members I know this is not a procurement so is there do we want to do a quick thumbs up or a thumbs down if we'd like this item to be on consent to the full board or if you'd like it to go to action so that so with that we will send this to action and not consent move on to 5.02 business and financial services rfq 558787

[00:41:17] petroleum products renewal this is presented by Miss Philly no I'm sorry could you restate your name I'm I'm sorry I'm very thank you so this is joint contract with Loudoun County and Loudoun County Government and Town of Leesburg for the purchase of heating fuel oil and the diesel fuel.

[00:41:45] This is the fifth renewal for this contract and the estimated budget is \$710,000. For members, do we have any comments or questions? No?

[00:42:03] Seeing no comments or questions, we'll move on to the next information item, 5.03 Business and Financial Services, RFP R19193, History and Social Science Textbooks and Resources Renewal. So this is renewal. We already passed the first initial period which was six years so now we are renewing only for one year to provide textbook resources for Key 212 for history and social science for the school system. So this is the second renewal for next fiscal year.

[00:42:42] Thank you very much. Board members any questions? Yes. Thank you Chair Streffi. I just wanted to point out as I mentioned before the Global Academy.

[00:42:57] I did a little research on that, but also in this textbook information item, I feel like LCPS is not really vetting the resources and organizations that are promoting anti-Western ideology and anti-Semitism.

[00:43:18] So per the global program that we just put through, I'll be sending the board members, we'll get that information as well. But on page three of this agenda, we have a textbook global social issues seminar course from Brown University, or published by Brown University.

[00:43:38] This caught my eye because the Choices program from Brown University is mentioned in the article. I sent an email to Mr. Slevin about Qatar's influence on K-12 education. I'm referencing a Shamran article that I happened to find, and the Qatari infiltration into K-12 schools in the United States is at a critical moment, not only the Israeli context.

[00:44:06] This is a case of a foreign country advancing ideology that is fundamentally an anti-Western and anti-democratic and is being allowed to wield unimpeded influence over American children, teenagers, and students with no supervision and no system of checks and balances.

[00:44:25] this is a particular textbook listed in your list. So I feel like we should be pulling that textbook back. We should not be having other countries of influence, especially with regards to anti-Semitism. We should not be having books that our teenagers read in that regard.

[00:44:45] So I just wanted to get your thoughts on that. Did you know about that book and that listing and all those details? Thank you, Ms. Griffith. I appreciate you sharing this information with me but this is the first time I'm hearing this from you. This particular list of resources was adopted in 2019 as part of a six year adoption.

[00:45:07] Since 2019 we have shifted our adoptions from six years to seven years. And so the board may recall last year we had to do a one year extension for our math resources to get to our next adoption. This is extending the adoption that occurred in 2019 by one more year because the new standards from social studies are being finalized as we speak in Virginia and they won't be ready for next year.

[00:45:31] So next school year we'll do another full adoption on social studies. So this is not a new process that has been gone through recently this is what is currently being used in our schools to speak specifically about a concern about a resource and in this particular case this looks like a junior or senior level seminar course tied to an AP course but I would need to get more information if there was a concern we do have policies that address that there are reconsiderations for instruction materials we would take a look at it and if we need to remove it or affirm it there are there are policy procedures so if there's particular

[00:46:10] concerns you have about that textbook I'd be happy for you to send to me I could take a look at how we're using that particular course it's possible that there's been some updates to that course and I could get you that information but again this is a this is renewal of what was adopted six years ago for one more year and then we will have our full adoption next year similar to what we're doing for math this year it does is it possible to not pass do anything with this today and research this particular book and I can send you

[00:46:45] the information so it's an information item tonight and that's exactly why we have information items so we can bring this could come back as action and we could bring an update on that particular title and I can share with you ahead of time to see if you have further questions yeah I'll go ahead and send you the information thank you that was gonna be my thing because we're getting new social studies and science so else and everything we're gonna do another one this year so this is just gonna be for one year and then that's it okay so it's like we like I said in the past we adopted for six years but the standard

[00:47:24] cycles changed so we're playing a little bit of catch-up each year last year was math this year with social studies and then I think we should be fine and the Mansfield accessibility slide which is we will bring back information what you're seeing is I'm assuming was the board item from 2019 mm-hmm it looks like 2018 started in 2018 it was adopted it started it was approved in 2019 so I

[00:48:02] will get I will also bring back further information on what we're seeing with accessibility for those offerings thank you mr. Slevin you so with that we'll move on to item 5.04 RFP r2 3257 so that civil

and environmental engineering services renewal this is the second renewal to provide civil and environment engineering services

[00:48:34] we include the new project for this year and it's in which include waterford elementary school renovation and addition we have benecker elementary school renovation and addition for construction administration fine arts theater music proper music program improvements Working tracks, artificial turf and lights, transition school, and this one is pending funding, price boxes, tennis court, lightning, etc.

[00:49:07] So this is the second or third renewal option for these contracts, and with no increase in pricing. Thank you for that. Board members, any other questions or concerns? Okay.

[00:49:23] Moving on to 5.05, business and financial services. Yes. Oh, that can go to consent. You want to do a thumbs up? So that is okay for consent. If I may, Mr. Shreffl, can we do that same process for 5.02?

[00:49:42] Yes. So 5.02 is petroleum products renewal. Need a second. Consent? Consent on 5.02. We'll move on to 5.05, transportation management system renewal.

[00:50:06] So this is renewal for the platform solution to manage all aspects of student transportation, including routing, scheduling, communication, and GPS technology for transportation division for the school system.

[00:50:22] This is the third or fourth renewal option for these contracts. And the current contract expires in June 30, 2025 with no increase in pricing. Thank you. Board members, any questions?

[00:50:40] Seeing none, we'll move on. Everybody's happy with this one? Yes, ma'am. Yep. Yes. The performance of the contract. The performance of the... Yes, we've had a number of challenges through the process but they've been responsive and resolved them so we are happy and recommended to move forward with the renewal is that this is this was first award in 2021 I'm seeing right was that our first year with this

[00:51:15] platform yes board members any other comments good for consent yes yes okay so move on to five zero six RFP r2 to two eight seven fuel services renewal so this is the renewal to provide fuel services for our fleet vehicles and buses this is it's renewed

[00:51:45] by a firm fixed cost differentiator rate by gallon and this one it's a lot of of our sister agencies are using this contract writing this contract so this is it's for uh two years the period of this contract it goes by two years and August 31st 2027 and I see same terms and conditions I actually remember this mr. Lewis when we did our tour of on the bus when we first were sworn in I think I remember this one any other any other

[00:52:21] questions is this okay for consent yes 5.07 school board policy 6210 student transportation annual review of walk zones mr.

[00:52:58] Davies is here to go through the process of the evaluation of the walk zones for that we do annually for the board and so as you know we have some speakers tonight that's because we've already sent out one set of messages that this was to be considered tonight so I'll let mr. Davies take over and walk us through the slides good evening so we as we do every year we we conduct an annual review of all of our walk zones for all of our schools across the county and this begins in the January timeframe and then continues throughout throughout the summer. Here is the schedule that

[00:53:37] we start our review. Actually, actually it's in November that we start our field review. We look at all the maps. We do walks in each of the neighborhoods and look for any new construction, any improvements, any upcoming construction that may require us to shorten or reduce our walk zones and then we conduct those field surveys and then we bring the results of that all to the Finance and Operations Committee here in April this year and then we continue on through the school board meetings and then we send out

[00:54:14] letters to the principals and there's the notification process and an appeals process just a refresher of policy 6210 the walking zone is measured up to one mile along the walk designated walking routes for elementary school and one and a quarter miles for secondary school for middle and high there's an exception to this uh so at the end of say if you have a cul-de-sac or or another area that's isolated that that is within a neighborhood the policy does allow you to extend up to one-tenth for elementary and up to two-tenths

[00:54:53] for secondary we're not using this rule for any of the things that we're proposing this evening and this lays out the the process for for the review and modifications and how the notifications proceed right now we have we are proposing to expand the walk zone for Lunsford Middle School and that would affect 103 students and we due to some infrastructure improvements at Woodgrove High School we are proposing

[00:55:31] to expand the wood for the Woodgrove High School walk zone for that would it affects 42 students for Lunsford you can see here where if you measure out all the the neighborhoods that are on the north side of Braddock all those all those neighborhoods are well within the policy guidelines for one one and a quarter miles the furthest walking distance that the furthest house within the walk zone the proposed walk zone would extend would be 1.23 miles and we

[00:56:08] would utilize controlled crosswalks that are at full run post office road as well as Ticonderoga and Braddock Road there both have high visibility crosswalks and the Bull Run post office road is within the school zone speed limit signage that is on Braddock Road and we will be reaching out to - thanks to what you mentioned earlier in your email we'll be reaching out to VDOT to see if we can move the school zone speed limit sign to the west of Ticonderoga so the entire that entire area where students walking would be encapsulated in that 25

[00:56:45] mile an hour speed limit zone during the school hours or during arrival and dismissal hours next there's been uh there's been some new infrastructure that's been constructed for woodgrove high school specifically a new roadway and adjoining sidewalk that allows us to connect this the mayfair crown neighborhood to uh to woodgrove high school and so we're proposing that that be included in the walk zone as well and that is all thank you board members answering questions chairman so my kids

[00:57:22] did go to Lunsford and we lived like three blocks away and we still had to take the second bus and they didn't get home for like an hour and a half two hours later and I thought that was ridiculous and I just wanted them to walk to school there were at this point there was no crosswalks there there were no nothing and at that point the the principals and everything said don't you dare walk to school you're going to get in trouble if you do and so we adhered and so then that made the line to kiss and ride even longer because don't think I wasn't one of those who went to

[00:57:57] the kiss and ride to get them after school I understand that Edgewater and Braddock are big roads there is a crosswalk there I do understand the that we can't first of all there is a what I used to call

DPS but it's a there's a public safety not too long not too far away from Lunsford and there should be more more adherence to a sheriff or someone a deputy making sure that the people are going the speed limit and if we could extend that 25 mile an hour that would be great and

[00:58:37] helpful now we're not doing it for Cardinal Ridge because those are little ones but I can also tell you that when I went to Cardinal Ridge for that last year, the parents took the kids back and forth. I know, so this would also help us with how many buses? Three? This would allow us to eliminate three buses, and that would, right now, those buses are creating second loads for the, which are the small number of second loads that we have still remaining in our system are in the south, and this would eliminate three of them. How many more do we have? There would be two more

[00:59:13] so while and I'm happy to talk to my constituent later but I have to say that for me I probably pushed this a little bit last year to saying why can't we look at this and I appreciate you guys looking at it so I would if we could make those now why can't there be a crosswalk person or a traffic person thank you crossing guard generally speaking when there is a control if there is a controlled crosswalk where you push the button and it changes the

[00:59:50] light, they don't put crossing guards there. Most of our crossing guards are at uncontrolled crossings, like at stop signs and neighborhood intersections and such. I know there's one at Liberty, and there was one at Liberty for a while. Correct. For elementary school, there are. For secondary, generally. Okay. Just because we generally don't do that, is there any way we couldn't? We can certainly reach out to the sheriff's office to ask them to consider it. I appreciate y'all looking into this. Okay. And I'm sure I'll be getting some

[01:00:26] emails thank you any other questions or comments very much move on to our final information item Guilford elementary school facility update Thank You mr.

[01:00:55] Streffi at the last meeting you had asked for some more information about how we came about creating work orders for projects and how you know things progress through a process for when someone finds an issue that needs to be addressed so we put together a group of slides to help first of all go through a little bit of the most recent history about Guilford Elementary School and you'll see here we provided a list and I won't go through all of them of the things that were done since we really received the first group of letters from the students and back in 2024 and you see there there are a number of things

[01:01:33] that we have already done based on that list of things and some other items some of the larger items that are planned for the for this coming summer one of which is the replacing of the floor tile refreshing of the restrooms and a couple things like that, an ADA ramp to the stage, we'll say one of the questions came about ADA classroom, classroom restrooms being ADA accessible. We're not recommending to do that.

[01:01:58] Those are, for lack of a better term, a convenience restroom for smaller classrooms. If we were to create a ADA accessible restroom in each one of those classrooms, that room would probably double, if not quadruple, the size of this space and cut into the classroom. So we're not recommending to do that mostly because other ADA accessible restrooms have been added over the years in the building itself but not necessarily in each one of the classrooms we have also recently done a number of things there we did a good bit of landscaping and in front of the school specific request from mr. Tillman who is

[01:02:37] thrilled at the work and how the building looks in front where we did some landscaping some grass and those types of things did the asphalt resurfacing paint a lot of painting over the summer of 24 and then you'll see there a number of quite a few work orders have been done at the request of the school or other some of those were done at the request of school and some of those were just the workers were actually created with our maintenance technicians as they're in the building they see something they take care of it and then they create a work order to show evidence of that work has been done some other things that are plan for this summer is a partial HVAC replacement you may recall that we

[01:03:16] provided an update at the last time where last year's cap included a number of an HVAC replacement process over two years we've decided instead to do a complete critical system renewal in that and that's you'll see that here in a few minutes but that's a couple years out so there are a couple units that we know we need to replace so we're going to replace those now to make sure that they don't fail between now and when the whole refresh gets there we're gonna do some restroom refresh replace the gym floor the ADA ramp into the stage and

[01:03:52] we're also repairing some of the exterior stuff on the interior and exterior things on the modular classrooms the exterior siding needs some work the flooring needs some work the walls need some work and so we're gonna do that this summer as well so specific to your question mr. Streffy about how something gets identified and then turns into a work order and Mr. Woehead, Mr. Traynor and others put this flowchart together and I hope to be able to go through it with you.

[01:04:21] Starting over here, you see anything in blue down to the legend is anything in blue is in action. Green items are handled through the operating budget and then tan or whatever color that is goes through the CIP budget. So if a staff member were to observe an issue, a teacher or anyone else in the school were to see something that needs to be done, what we ask and the plan is for them to report that to the school administration because the school administration are the ones that actually put in the work order so staff member recognizes that talks to a school administrator the school administrator reviews the issue make sure they

[01:04:57] agree and then they create the work order that comes to us so the school administration would be the one somebody in that school or a number of persons are identified to enter our system and put in a work order that work order then comes to the facilities operations group and they look at it they they look at the evaluation and then they assign it a person or a group of people to manage that particular issue so you see as that comes out this triage for lack of a better term comes out and goes if it's a new requirement or a facility it goes to our property improvement review team

[01:05:33] which is a group of people that has put together a number of support services folks but also other departments around the county the school system that look at these projects and say okay this is how we're going to address that or whether or not that falls within our standards things to do so a new requirement would come here to that group if it is silly's operation existing asset concern a work order such as something's not working correctly or it needs to be replenished then it comes up here and then gets assigned to a technician and that is either done with

[01:06:09] unplanned repairs through the O&M budget or plan repairs it may already be planned and we become aware of it in through the cap so then they are managed either in the operating budget and unplanned or in the plan through the cap once it goes from the cap then that comes to the school board through the superintendent's recommended CIP so the school board then decides on which projects of

those move forward so following the new requirement process through the property improvement view team if it's a small scope it's assigned to either construction or facilities through the operating budget process if

[01:06:45] it's a large scope it then falls into the either the capital renewal and alterations program or the CIP program itself and that is also then brought to the school board for evaluation if we have a new requirement for program changes of special programs those types of things those are done through our interaction they get sent to the superintendent's recommended CIP as well also the facility condition assessment which is how we create the critical system review they end up in the superintendent's budget so all that to say things that can be fixed are done at the at the work order level at the

[01:07:25] technician level larger projects all come to the school board for approval and ultimately then to the board supervisors for funding so that's a process that we go through and we've done this in a way that no matter what the work is it gets entered into our asset essentials which is our work order program so we don't lose track because we don't want to have an email here an email there and this type thing so we lose track of those we don't we can't keep them so we the first step is no matter how big the scope of the work is it goes into the work order system and then it gets parsed out to wherever it really belongs so that we can track it and we don't lose track of it so that's

[01:08:04] how that has been been working over the past several years and then somebody has eyes on that to make sure that it's not just dropped in an email from someone that comes in from either directly from the school or a staff member that we can't find so then summary of the specific things for Guilford Elementary you see here our cap projects in FY 26 this is the CIP that you all just approved you'll see there are a number of things that are planned for the next several years and then critical system renewal we've highlighted in the red

[01:08:40] color where Guilford is planned there are just a number of things and every school in our system shows up in all these areas as well just to show that as we pointed out in FY29 we will begin the process of complete critical system replacement of that HVAC system begin in 29 and complete it in 30 and then we've also included Guilford in the FY31 for furniture replacement for Guilford classroom furniture and cafeteria furniture the playground replacement is also included FY 28 Guilford is there you'll see all these other projects or school system schools are listed as well to show that we we do our very best to

[01:09:19] make sure that every school in our system is included in our evaluation every year and nothing gets overlooked then also the unified communication system which is also another CIP project that we're partnering with DDI to do that and provide the new systems in each classroom that we put in all the schools and probably 15 or 20 other schools to date and then finally you'll see the school renovation replacement program is also in the future fiscal year so we're keeping track of that and that is done through a process that we do we have a consultant that comes in and looks at every single year our

[01:09:57] facility condition we send them to all the schools by policy we have to look at every school that 75 years or older for this replacement and any schools that half-life 37 years we look at those and we include any of those schools at the 37 year in this facility condition assessment that we will be up each year I'm sorry is that every year yes and so you'll see here the little stars beside Guilford so in the priority order it was in entered as number 14 on their priority list and then as you notice those gray highlighted areas are the

[01:10:33] ones that during our CIP discussions we had lots of conversations that we we did not include the charter schools or those two older schools Aldi and Lincoln because they're just landlocked and have difficulty doing a school replacement program there so when we program that in the CIP this fall in conversation with the board we really started with Hamilton here as our first school so the next school that will be in that priority line is Hamilton and then it will trace down through all the rest of those schools and so we took

[01:11:08] this um evaluation book from our outside contractor and then we paired that with our own internal staff with our instructional suitability assessment as well and then created the list that we provided the school board a couple of things to know that you know we recognize that the modulars need some attention we just recently changed the capacity for title one school so that changed the the need and the the ability to use all those classrooms our intent was that we would do a program to eliminate all modulars as soon as possible in the county but we

[01:11:46] do recognize that these are going to have to be stay there longer we also recognize that with maintenance program we can continue those the structurally sound we just need to do the finishes as I mentioned before we also see different ways that different schools are managing their requests from their staff members to their school administration so it gets to us in a work order rather than an outside way and so we worked with the staff over there to share with them away a couple of the other schools do it that they may adopt that same process and so

[01:12:23] I think that is essentially all the information oh no we we did talk about this question about health and safety issues we have an environmental health and safety division we have active asbestos indoor air quality lead-based paint drinking water radon testing water quality programs and at this point in time we are not aware of any health or safety issues within the school or in the trailers either so those I think we answered all the questions that came up at the last meeting and we just want to provide that information for the committee I'm happy to take any questions thank you mr. Lewis thank you very much and the team for putting this together this is exactly what I was

[01:13:00] looking for and this is super thorough from I have I have a few comments and questions there's a lot of detail in this presentation for the most part it kind of addressed a lot of the things that I was looking for the cottages you know the how old they are definitely stood out to me in terms of being 27 years old I think that was the number if that if I was correct how does that compare with other cottages around the other schools in the division is that do we have other places where our cottages are this old like do you have some additional context that you can add I don't have all that specific information

[01:13:40] but I do know there are several in the county that are at similar age and they require the same amount of upkeep as we do one of the things that really affects the ability of a module classroom to survive is if they get moved a lot and so once they get set they're in pretty good shape we've moved some others several times we move some from Bravo into Briarwoods and they just weren't ready to move but structurally sound the ones that are there and stay there we we essentially need to keep track of the finishes and make sure they're up to our quality with with the interior and the exterior finishes okay um and then what's involved in the restroom refresh

[01:14:18] um what's in because i remember seeing pictures around like rust faucet rust and things like that seems like a lot of some of that stuff would need to be replaced can those types of issues be replaced outside of a full refresh and then also if it has to wait for a refresh what you know what what is a refresh

sure so we we did a number of things that were on that list we got from the from the students we did not do some of those things like replace those fixtures that were in that room because we knew we were going to do this refresh this summer so we'll come in you know replace fixtures and faucets those types of things paint the walls or repair tile whatever has to be done

[01:14:56] including the flooring and those types of things so when you walk in this fall it'll be like a we have in other places where it looks new and it looks you know clean and so we bring that quality of the finishes up and also to make sure that they're all free of rust and those types of things and then I saw the list of the cap items going back to that table there was a \$10,000 grease trap seems like a small amount of money to replace something just want to confirm Anything in this list is based on a cycle, right?

[01:15:35] It's not the team setting the priority based on some – or is it that? Which one is it? So just wondering if certain things here can be moved around, or are they at end of life, or is it just based on the cycle?

[01:15:51] Both. So it would be condition and age. So in particular, the HVAC controls are going to be done in FY28. that those are systems that these the control system that we have in the HVAC system is antiquated and doesn't work on some of the newer technology so that's being done because it's going to be out of it won't be current as far as technology is concerned it will also be done in conjunction with the HVAC retrofit that we're talking about in the critical systems other times it is strictly placed on the cycle so if an HVAC system is or a rooftop unit air

[01:16:31] conditioning unit is set for 20 years we're watching that along the way and when it when we know it's ready first that replacement cycle we'll plan for that and sometimes we'll do that a little bit earlier or a little bit late depending on the condition of that particular piece of equipment if we have time that we think is servicing well and not have any issues with it we'll replace it maybe a year or two late if it's showing us some trouble or some signs of trouble they will do it a little bit early so it is flexible but it does have a lot to do with the quality and the experience and the skills that our maintenance teams has.

[01:17:07] They're out there on the buildings looking at them, and they report back and say, hey, this piece of equipment is really going to need to be looked at soon. We rely on that, and then we build the cap around all that information. I appreciate you going through the process with us on the work orders and how that flows.

[01:17:24] Two comments around that. One is, did we confirm, because I know one of the comments that I remember in the last meeting was that some of the things in the pictures that we saw had been previously addressed and so I'm trying to reconcile that and just make sure and just make sure that are there recurring issues or were they actually addressed is there maybe maybe we can do another visit where we can just kind of go back to those places where we saw some of those pictures and just kind of be able to speak to some of those concerns from constituents obviously and just kind of close the

[01:17:59] chapter on those. And then beyond the current process, if we feel that there's a disconnect or we see there's a disconnect between maybe school admin and the team doing the work orders and there's maybe some back and forth between work orders where you're getting similar work orders on something multiple times, is there some other escalation process? Is there a supervisor that comes in? I know I'm getting into the detail here, but I really want to understand how we deal with issues that are maybe recurring. Sure. And that does happen from time to time where we have a piece of equipment that will fail and then it fails again

[01:18:37] and then we know we have a recurring problem that's when we'll start looking at replacing that piece of equipment maybe a little bit earlier or we'll have a more experienced technician come and take a look to make sure that we're doing the right thing to get it that piece of equipment running and running well sometimes we'll bring in an outside contractor with some you know some more expertise or even the manufacturer that knows the equipment better than any of us do so all those things are taking place and will be escalated along the way typically what we look for is for that school administration to be our point of contact to make sure we know that hey this is happening and to make sure you

[01:19:14] know we're aware of it when it happens and so we've had conversations with the administration there and many of our schools and so we feel like in most cases we were hearing it when we have you know recurring problems and we'll do step it up to make sure that we are we're addressing it properly we have ten minutes before sorry I will pass it to you all now I'll stop thank you Chair Struffy is there a policy on modulars because they're supposed to be temporary but my understanding is Guilford has had them for

[01:19:48] about 25 years is that correct I think that's way too long number one number two as I mentioned I sent pictures from independence like some kind of noise um independence uh with their new modulars they have all kinds of ventilation they have like air conditioners um there's they have windows you know these uh modulars that you have at Guilford do not have any ventilation so I'm curious to know if there's any kind of policy as to how long you know we're supposed to have these modular

[01:20:22] units and to be perfectly honest I mean it's a title one school you know we have seven out of 18 schools or title one Parkview has been torn down to be redone is is there consideration is there has there been any conversation about tearing down Guilford and building a new elementary school if you could just update me on that thank you so the school renovation and replacement program that's talked about each year in the CIP process with the

[01:21:01] school board is exactly that to have the conversation you can see we're gonna have that conversation about Guilford in order a priority as it goes there and so that that will come up at some point in time we specifically haven't talked with the board about replacing that particular school and in the near future regarding the the age of the trailers we use the modular classrooms to manage enrollment and so some of them are there longer than others and so that's where you know they they have been there a while and we're going to do some work on them this summer to to address the interior and the exterior

[01:21:36] finishes but we're not ready to say that they can go away in the past several years we've had a line item in this the IP to remove modules because our goal is to get rid of all modulars but as you know we have a pretty significant conversation we just talked about changing attendance zone processes we're going to review every five years so it's possible that school board could give us a you know direction to change attendance zones that those modules would no longer be available required and so we would like for them to not be a part of a program at all but right now that's one of our tools we have to

[01:22:12] manage enrollment I just want to make the point that CIP or the CAP just because you have things listed there at a certain time. You had mentioned if something you'll go earlier if something happens and you have to replace it. But I think case by case basis but also when we know a school is in such disrepair maybe we should change the dates a little bit and give it some attention rather than put 20 29 20 30 to make these changes.

[01:22:45] I think it's critical for the students that are there. know to breathe in clean air and have ventilation and in the modulars and so on and honestly I'm not for modulars but I'm thinking these modulars need to be replaced until that conversation is had that we're going to replace the school we're going to tear down the school and replace it just like we did Parkview and that's that's really my view I I don't think the students should be in this particular condition and I know you're going I think you're going there Friday to check it out again but I think per the pictures those were current pictures we all know the

[01:23:23] situation at Guilford and Guilford is just one example of a title one school that has reached out but case-by-case basis we should be making sure these students are in a healthy safe environment and that's just my thought on that my last thought thank you and I will say that one thing I omitted is both of the modules there absolutely do have ventilation they have full systems in there that are providing ventilation and they don't have the same type of ventilation as some of the others but they do have ventilation in there and I do expect us to have this conversation with this year's CIP and we're happy

[01:24:01] to yeah I also want to just echo a few of the notes that miss Griffiths touched on I think the modulars conversation is a healthy conversation to have around how old we keep you know modulars and the direction that we go in as a division related to modulars I do keep hearing this wording around Guilford being in disrepair and so I am what I'm seeing from this presentation and through some visits keeping in mind a lot of the constituent outreach related to those issues that haven't made may or may not have been resolved I think it's

[01:24:38] important that we don't lose sight of kind of the nuance because using the word disrepair means a school is beyond repair right Parkview High School had very specific circumstances right HVAC system that had critical issues that could not be fixed anymore which I think was one of the big drivers that led to reconstruction and I think that as a school board we'll have this opportunity to go back once we see those third party that new assessment of the third party recommendations we'll see what staff looks at and then we'll be able to add our own two cents around that being said we have other schools that are older

[01:25:16] even in Sterling Park older than than Guilford we have Sully that's older and so being able to have good conversations with admin around why things have been you know smoother in terms of that older building in Sully and what's really not working in Guilford and if it's ventilation or anything like that that is affecting the safety and well-being of our students we need to be on top of bit so with that I don't want to be none of us want to be late for chair Mansfield's meeting so we will move on to new business any new business for

[01:25:56] this evening no new business so this meeting is now adjourned thank you all very much I know we went longer this time but it was a longer agenda

