

ADVISORY COUNCIL ON SCHOOL FACILITIES AND CAPITAL PROGRAMS (FAC)

MEETING (TRANSCRIPT) MINUTES

December 12, 2022 – 6:30 PM

V I R T U A L

In Attendance: Rosa Cheney (Chair), Michael DePalma, Michael Freda, Kateri Garcia, Iliana Gonzales, Cynthia Hilton, Rebecca Hunter, Zachary Larnard, and Adam Rasmussen

0:0:17.550 --> 0:0:23.320

Rosa Cheney

All right. Yeah, so so we can't approve the minutes, but I did get.

0:0:24.580 --> 0:0:26.80

Rosa Cheney

Adams comments on that.

0:0:28.310 --> 0:0:29.880

Rosa Cheney

So we'll make those corrections.

0:0:30.930 --> 0:0:31.700

Rosa Cheney

And then.

0:0:32.950 --> 0:0:33.550

Rosa Cheney

Umm.

0:0:34.720 --> 0:0:44.90

Rosa Cheney

Without a quorum, OK, and we don't have anybody from the public here. So if there's any liaisons then I would say let's kind of move through that. Rebecca, you are here. So yeah.

0:0:48.940 --> 0:0:49.330

Rosa Cheney

Yep.

0:0:44.740 --> 0:0:53.60

rebecca

Yeah. So I'm gonna do all mine at one time, if that's OK. So the CTE hasn't started.

0:0:53.910 --> 0:0:55.500

rebecca

So I did follow up.

0:1:4.670 --> 0:1:5.40

Rosa Cheney

OK.

0:0:57.790 --> 0:1:8.480

rebecca

Last week, at the week before and I said, you know, hey, you know, just think I've missed anything and they just said it hasn't started yet. So they were gonna reach out to Kris Martini to find out when that was.

0:1:8.770 --> 0:1:15.190

rebecca

I'm gonna kick off, but like I said so, so far nothing scheduled for the CTE evaluation committee.

0:1:16.150 --> 0:1:19.580

rebecca

Umm, unless anybody's heard something different, Michael or Rosa.

0:1:21.140 --> 0:1:21.870

Rosa Cheney

I have not.

0:1:22.260 --> 0:1:22.560

rebecca

OK.

0:1:23.880 --> 0:1:24.490

rebecca

UM.

0:1:25.380 --> 0:1:54.150

rebecca

ACTL again was more focused on math and a couple other things. Bethany, as most people may know, was elected to school board. So that's gonna be a transition. This next ACTL meeting Jenny Rizzo is gonna be the new ACL chair as Bethany rolls onto the school board in January. And then for Asac special education there, there actually is kind of some interesting.

0:1:55.140 --> 0:1:58.960

rebecca

There's been a ASAP that special education has a big focus on inclusion.

0:2:0.0 --> 0:2:0.330

Rosa Cheney

Umm.

0:2:0.0 --> 0:2:6.140

rebecca

And so some of that is obviously it's it's a, it's a lot.

0:2:10.100 --> 0:2:10.650

Rosa Cheney

Mm-hmm.

0:2:16.860 --> 0:2:17.110

Cynthia Hilton

But.

0:2:7.390 --> 0:2:32.90

rebecca

Staffing related planning factor related in order to again start you know having the right supports in the right classrooms and things like that. But from a facilities perspective, I think there is some overlap there. One you know what spaces do, we have not only for inclusion but also there's been a lot of comments about when there is the need for.

0:2:32.850 --> 0:2:48.360

rebecca

Umm, uh, pull out support, right? There's really not a lot of spaces that are being considered for appropriate use. A lot of times when there are kids who needs students who need to be pulled out for anything, they're in.

0:2:50.730 --> 0:2:51.80

Cynthia Hilton

There's.

0:2:49.30 --> 0:2:59.640

rebecca

Closets under stairwells. UM, you know, there's just not consideration being given to some of these unique spaces.

0:3:1.890 --> 0:3:2.470

Cynthia Hilton

Also.

0:3:14.330 --> 0:3:14.660

Cynthia Hilton

That's.

0:3:0.790 --> 0:3:19.560

rebecca

And also when you think of now, like mental, more mental health concerns like, there's not a lot of quiet places in our school buildings. You know, most a lot are overcrowded. So where where does the student and even with support, where can they go?

0:3:20.280 --> 0:3:33.810

rebecca

You know to have sort of a timeout, a break, you know, a quiet room, if you will sort of thing. So I do think there's a lot of potential to collaborate with some of the special education.

0:3:35.920 --> 0:3:38.510

rebecca

Focus and priorities that we're having this year.

0:3:38.970 --> 0:3:45.100

rebecca

Uh, so I I don't know exactly where that might go or not, but I did wanna kinda just mention that.

0:3:56.930 --> 0:3:57.220

rebecca

Hmm.

0:4:13.480 --> 0:4:13.710

rebecca

Hmm.

0:3:45.870 --> 0:4:14.860

Rosa Cheney

Yeah. So I think when it was related to planning factors and you know that was kind of a big you know, a push, you know and that was you know within you know what was approved through the budget and stuff. You know one of my comments had been exactly that like usually when you hear planning factors it definitely impacts the budget because it's like OK teachers. But on the facility side it impacts spaces because there's so.

0:4:15.130 --> 0:4:16.390

Rosa Cheney

That's just kind of like.

0:4:21.400 --> 0:4:21.700

rebecca

Right.

0:4:30.70 --> 0:4:31.180

rebecca

Right, exactly.

0:4:17.30 --> 0:4:35.320

Rosa Cheney

Just from pure staffing like how many rooms are needed, you know, but some of the things you mentioned are even more like more more program based or you know like what do you need, what kinds of spaces do you need? It's not just, you know, so I don't know. Would you think that having?

0:4:36.750 --> 0:4:48.900

Rosa Cheney

Like a joint meeting or kind of like a breakout like a subcommittee or something where, you know some of our group joins some of your group or their group or something, or how would you, what would you see?

0:4:47.780 --> 0:5:3.140

rebecca

Yeah, I mean, I I definitely think that understanding the needs for our special education students and some of the programs like there's programs like Interlude, you know, which have very specific space, you know, needs MIPA autism support programs.

0:5:4.160 --> 0:5:12.880

rebecca

You know, for the hearing impaired, you know, I mean, there are definitely very specific spaces sometimes that are needed that I don't know.

0:5:13.760 --> 0:5:19.150

rebecca

Umm, it's back to my CTE, right? Sometimes universal design doesn't fit everybody.

0:5:19.710 --> 0:5:20.450

Rosa Cheney

Mm-hmm.

0:5:20.290 --> 0:5:34.860

rebecca

You know, and so just like when you talk about CTE, you know, automotive is very specific to automotive. Sometimes there are special education spaces that need to be purpose built or purpose available to our kids who have learning differences or.

0:5:34.940 --> 0:5:44.620

rebecca

Umm, you know, even functional life skills, right? We're really running out of room to support our kids who have, like, functional life skill issues, you know, or needs.

0:5:45.720 --> 0:6:0.310

rebecca

And certainly the low hanging fruit was the issues that we we saw at fleet with not you know basically you know accessible spaces we had a child who was you know, mobility limited who couldn't get to his classroom, right, because they didn't actually.

0:6:1.90 --> 0:6:1.540

rebecca

You know.

0:6:6.740 --> 0:6:7.220

Rosa Cheney

Mm-hmm.

0:6:3.10 --> 0:6:9.720

rebecca

Make fleet fully accessible. So I mean there's some basic basic things, but I do think there are some more.

0:6:13.380 --> 0:6:13.590

Cynthia Hilton

So.

0:6:12.880 --> 0:6:20.190

rebecca

There needs some our students have. That probably aren't necessarily well known to like, you know, an architect or a, you know.

0:6:19.830 --> 0:6:20.500

Rosa Cheney

Yeah.

0:6:20.910 --> 0:6:26.650

rebecca

Umm, so I don't know. I mean, I I I absolutely know that ASAP would be and SEPTA would be.

0:6:27.510 --> 0:6:35.60

rebecca

Thrilled right to have a conversation with facilities about how to how to craft that and especially like I don't know like in our.

0:6:36.910 --> 0:6:37.550

rebecca

UM.

0:6:38.580 --> 0:6:46.700

rebecca

You know, as we're looking at the the buildings as we're going through the the UM evaluation, you know criteria like for some of the older buildings and you know.

0:6:48.90 --> 0:6:59.10

rebecca

Have we included enough inclusion kind of concepts and accessibility concepts into into that? I don't know, right. But any of the above, we could certainly arrange.

0:6:59.760 --> 0:7:0.70

rebecca

Yeah.

0:6:59.450 --> 0:7:19.400

Rosa Cheney

Yeah, I think I think some of that's really interesting too, cuz I I attended green build this past year. It was earlier in the year and they they actually you know had some interesting programs on kind of you know and case studies on an exactly what you're saying you know. And I think there's more of.

0:7:20.970 --> 0:7:27.60

Rosa Cheney

You know, projects that are you know for, you know, for special needs for different.

0:7:28.400 --> 0:7:29.30

Rosa Cheney

Uh.

0:7:30.290 --> 0:7:31.230

Rosa Cheney

The.

0:7:34.710 --> 0:7:34.980

rebecca

Yeah.

0:7:36.150 --> 0:7:36.470

rebecca

Yeah.

0:7:32.360 --> 0:8:2.970

Rosa Cheney

I can't think of what you know the term is, but you know, but et cetera. But people, you know that think differently. You know, so being able to and one of the things on during one of the programs was like you know, OK, we did ADA and that's important. And now Universal design is kind of like, OK, we're not just, you know, serving people with disabilities, but we're, you know, serving, creating spaces that can be used by anyone or whatever. And then there's this next step, what they're looking at.

0:8:23.280 --> 0:8:23.770

rebecca

Yeah.

0:8:27.280 --> 0:8:27.560

rebecca

Yeah.

0:8:3.60 --> 0:8:32.890

Rosa Cheney

At least you know. And in this kind of pushing forward is like spaces that can be used by everyone you know. And and I think or, you know and maybe I have those two backwards, but kind of this very subtle differentiation that that universal design is kind of intended to get. Most people like 95% of the people, but it still leaves out a portion. And like you said, purpose built to suit those people. But I think so, yeah. So I think I think we could probably pull that as a.

0:8:33.750 --> 0:8:42.580

Rosa Cheney

Sub topic or or try to like do something and see how what's the timeline of the planning factors or like the work that they're doing for this.

0:8:48.990 --> 0:8:49.380

Rosa Cheney

Umm.

0:8:50.30 --> 0:8:50.400

Rosa Cheney

OK.

0:8:44.860 --> 0:8:58.630

rebecca

Well, you know the the special Education program evaluation was done three years ago and very little because of COVID has actually been been implemented for that. So I know there's a there is hope that we will see some.

0:8:59.890 --> 0:9:10.900

rebecca

Movement in this budget, you know, based on the the school board's budget direction that they there's flexibility there. We obviously we don't know. But inclusion in general.

0:9:14.450 --> 0:9:19.0

rebecca

Is supposedly a priority of the school board. Umm. So if we move toward.

0:9:19.920 --> 0:9:21.520

rebecca

That is like a systemic.

0:9:25.140 --> 0:9:25.600

Rosa Cheney

Mm-hmm.

0:9:23.290 --> 0:9:29.40

rebecca

You know, mindset change from from pre-K All the way through our 22 year olds that we serve.

0:9:30.360 --> 0:9:40.990

rebecca

And that there's a lot of change that have to happen, you know, for for that to take place. So. So this is a multi year you know probably evolution.

0:9:41.710 --> 0:9:42.670

Rosa Cheney

Hmm, OK.

0:9:42.180 --> 0:9:46.830

rebecca

But you know, we certainly hope that there's baby steps that we make in this year's budget.

0:9:47.320 --> 0:9:53.410

Rosa Cheney

OK. And then I think Zachary had his ohh, yeah, Zach, you do still have your hand up and then we'll hit Adam next.

0:9:54.170 --> 0:9:54.920

Cynthia Hilton

Yeah, I just want.

0:9:53.770 --> 0:10:6.400

Larnard, Zachary

Yeah. I just wanted to suggest that for things like that for some of the special Ed spaces or pull out spaces are those things that are included in Ed specs and is that something that?

0:10:7.970 --> 0:10:11.530

Larnard, Zachary

You know, I know we have Ed specs for different buildings when they open, but.

0:10:12.220 --> 0:10:13.520

Larnard, Zachary

You know, do we have?

0:10:14.400 --> 0:10:16.670

Larnard, Zachary

And Ed spec for space that.

0:10:16.770 --> 0:10:30.10

Larnard, Zachary

Uh, if I pull out space was to be added to a an existing building, do we have an Ed spec that says what that is and what what type of space they need? So that's just a suggestion to add that to future and specs.

0:10:33.680 --> 0:10:34.100

Rosa Cheney

Adam.

0:10:33.870 --> 0:10:39.40

Rasmussen, Adam

But yeah, is Zach took my took my my my question so thanks.

0:10:40.340 --> 0:10:40.850

Larnard, Zachary

Good job.

0:10:42.670 --> 0:10:44.90

Rosa Cheney

Yeah. Yeah, and I think.

0:10:43.260 --> 0:10:44.410

Rasmussen, Adam

Great minds think alike.

0:10:44.730 --> 0:10:45.150

Larnard, Zachary

Yeah.

0:10:44.760 --> 0:10:51.550

Rosa Cheney

Without Jeff here, I don't know that you know he can, but we can ask the question and see how it suggests. Go ahead, Michael.

0:10:52.420 --> 0:10:55.550

DePalma, Michael DePalma

Yeah, sorry, I'm. I'm also eating at the same time, so.

0:10:57.80 --> 0:11:25.340

DePalma, Michael DePalma

This is a really it's sort of a great a good segue to the next facility that we're gonna be touring in January, which is Barrett. Barrett has multiple programs within its facility that meet the needs of the residents as well as some of the county wide residents. Within Arlington, particularly interlude. They have two interlude spaces within their facility.

0:11:26.240 --> 0:11:40.530

DePalma, Michael DePalma

And we, Kathy, Lynn and I went and spoke with Catherine Hahn, which is the principal, and we went there a couple times and we observed, you know, some of the challenges that they have when it comes to when it comes to that.

0:11:41.50 --> 0:12:11.700

DePalma, Michael DePalma

Umm. And I think it will be, you know, more readily understood by the group when we go to that facility where you can see that because of the recent demands of those types of programs within Arlington, there are causing some constraints when it comes to the administrative side, you know, not just saying that the administrative staff that needs to support it don't have their own spaces where they can do their work, but they also have sort of these restrictions that are applied to them.

0:12:11.980 --> 0:12:16.880

DePalma, Michael DePalma

When it comes to providing those sort of 1 on one spaces that were Rebecca was alluding to.

0:12:16.960 --> 0:12:19.110

DePalma, Michael DePalma

So it it is.

0:12:20.0 --> 0:12:21.510

DePalma, Michael DePalma

It is a little bit of.

0:12:22.370 --> 0:12:30.910

DePalma, Michael DePalma

A challenge. So I think that would be good. Uh. When when we go to our to our Barrett. So thanks for that one Rebecca.

0:12:32.820 --> 0:12:39.640

Rosa Cheney

OK. And then, uh, Kateri. I'm sorry if I say your name wrong, but you had to comment.

0:12:40.520 --> 0:12:40.770

Rosa Cheney

Umm.

0:12:41.920 --> 0:12:42.980

Rosa Cheney

OK, kateri. Yep.

0:12:39.510 --> 0:12:45.700

Kateri Garcia

Hattery cattery. Think battery, so I did get called 4 Pizzeria today and I voicemail.

0:12:43.690 --> 0:12:45.790

Rosa Cheney

You said that in the past. Yeah, Catherine.

0:12:46.490 --> 0:12:46.920

Rosa Cheney

OK.

0:12:46.560 --> 0:12:48.700

Kateri Garcia

So cafeteria is a lot worse.

0:12:51.140 --> 0:12:51.710

Rosa Cheney

OK.

0:12:53.20 --> 0:12:55.930

Kateri Garcia

Which I got called today. So you it's not that bad.

0:12:56.260 --> 0:12:56.500

Rosa Cheney

OK.

0:12:57.50 --> 0:12:57.330

Kateri Garcia

You.

0:12:58.120 --> 0:13:6.670

Rosa Cheney

But yeah, you basically had the same question. So and then let's see. OK, so let's move on to the next.

0:13:7.970 --> 0:13:19.290

Rosa Cheney

More liaisons, I think. Cynthia and Zach, you both maybe are here to potentially represent back and and JFAC or discuss that.

0:13:22.960 --> 0:13:23.380

Cynthia Hilton

Does.

0:13:22.30 --> 0:13:28.160

Larnard, Zachary

Uh, I'll always Cynthia go ahead for back in that I can, I can add anything for for Jay FAC.

0:13:28.570 --> 0:13:28.980

Rosa Cheney

OK.

0:13:29.890 --> 0:13:30.920

Cynthia Hilton

Great. So.

0:13:32.440 --> 0:13:36.830

Cynthia Hilton

They haven't met since our last meeting. They're gonna meet this Wednesday, so I have nothing to report.

0:13:37.210 --> 0:13:37.650

Rosa Cheney

OK.

0:13:38.900 --> 0:13:40.30

Rosa Cheney

And that was for back.

0:13:40.610 --> 0:13:42.150

Cynthia Hilton

Right, so Zach.

0:13:41.210 --> 0:13:44.140

Rosa Cheney

OK. Anything for JFAC or?

0:13:44.130 --> 0:13:46.170

Cynthia Hilton

Well, Zach said he would do that report.

0:13:46.120 --> 0:13:46.470

Rosa Cheney

OK.

0:13:47.870 --> 0:13:56.370

Larnard, Zachary

Yes, I did attend the JFAC meeting. I believe there were a few other county folks there as well or APS people.

0:13:57.440 --> 0:14:7.10

Larnard, Zachary

And basically that meeting was very similar to what Lois and Iliana presented for us to look at the.

0:14:8.80 --> 0:14:8.570

Larnard, Zachary

Uh.

0:14:9.460 --> 0:14:12.290

Larnard, Zachary

AFSAP table contents and for.

0:14:13.660 --> 0:14:16.90

Larnard, Zachary

Any brainstorming ideas for?

0:14:31.500 --> 0:14:31.780

Rosa Cheney

Ohh.

0:14:37.300 --> 0:14:37.610

Rosa Cheney

OK.

0:14:16.570 --> 0:14:46.400

Larnard, Zachary

Uh, swing space. I was having some computer problems, so I was kind of in and out. I didn't really hear much of the comments, but, but I didn't see that that was the presentation. And if I could do one other update, I did attend the first MCM meeting with with facility staff and we went through the first meeting was was kind of just a description of of different projects on the list. So we got an explanation of those.

0:14:47.180 --> 0:14:56.450

Larnard, Zachary

And then all the committee members, we need to get our granting of projects back to facility staff by Wednesday this week, so.

0:14:58.350 --> 0:15:2.40

Larnard, Zachary

I listened to those II. Uh, and then I'll, I'll start working on the rankings.

0:15:2.690 --> 0:15:2.980

Rosa Cheney

Yeah.

0:15:4.870 --> 0:15:11.120

Rosa Cheney

OK. Umm did you wanna share any of those with us or do you, you know, just?

0:15:12.400 --> 0:15:12.830

Rosa Cheney

And Umm.

0:15:13.360 --> 0:15:14.170

Larnard, Zachary

UM.

0:15:15.900 --> 0:15:16.230

DePalma, Michael DePalma

You know.

0:15:18.60 --> 0:15:18.480

Rosa Cheney

OK.

0:15:15.940 --> 0:15:25.680

Larnard, Zachary

I don't have anything prepared to share, I I don't know if the I I guess I would defer to a Michael or or APS staff if that's a list I can share or not.

0:15:30.330 --> 0:15:30.880

Rosa Cheney

Look at.

0:15:39.60 --> 0:15:39.380

Rosa Cheney

Mm-hmm.

0:15:25.110 --> 0:15:47.30

DePalma, Michael DePalma

Yeah, I would. I would say that the list itself is still in its draft mode. We still we still have to go through and prioritize it. That list is developed with assistance from the trades, the individuals that go into all the facilities as well as the principles that we have from the different grade levels. So in ECS and Ms and then HS principal.

0:15:47.650 --> 0:15:48.310

DePalma, Michael DePalma

Well.

0:15:49.150 --> 0:16:13.290

DePalma, Michael DePalma

So it is quite specific to certain needs because once you get on there then you know there tends to be a little more cheerleading for your own community. But I would say that Jim Meikle, who is in charge of

maintenance services, does a very fair job of spreading that sort of prioritization of list among the schools, so.

0:16:13.810 --> 0:16:21.560

DePalma, Michael DePalma

Umm, I would say that stay tuned and we will be a we'll have something more definitive to share to the group I would imagine and.

0:16:22.230 --> 0:16:24.530

DePalma, Michael DePalma

If not January, then the meeting after that.

0:16:26.210 --> 0:16:26.680

Rosa Cheney

OK.

0:16:25.770 --> 0:16:44.760

DePalma, Michael DePalma

And secondly in in regards to the JFAC meeting, I will I will share that we did discuss in that meeting the long range plan to renovate existing Arlington Public Schools and in that discussion we did talk about the consultant.

0:16:45.490 --> 0:16:54.480

DePalma, Michael DePalma

Which I believe is hard, but unfortunately DNC is not here to answer that and they are tasked as part of their.

0:16:55.990 --> 0:17:0.120

DePalma, Michael DePalma

Contract to, Umm, present to our community members.

0:17:25.480 --> 0:17:25.610

Cynthia Hilton

Yeah.

0:17:1.330 --> 0:17:33.770

DePalma, Michael DePalma

And I mentioned that to the group, so I'm not sure if we will have a joint meeting with the fact and JFAC or if it will be an individual meeting for both of the different committees in order to sort of give them an update as to where they are with the long range plan, where they, what their recommendations are for it, because it's gonna be broken up into two separate phases. One is just establishing what we have is the guidelines and then the next phase would be the implementation of that and they're working through the.

0:17:33.930 --> 0:17:38.160

DePalma, Michael DePalma

Establishment of the guidelines that we as FAC presented so.

0:17:39.170 --> 0:17:39.620

DePalma, Michael DePalma
OK.

0:17:39.890 --> 0:17:45.800

Rosa Cheney
OK. Yeah. And as it relates to that, CCPTA wanted to, you know.

0:17:47.780 --> 0:17:55.410

Rosa Cheney
I guess have feedback or have you know, be engaged. You know, when it came time to kind of look at that too. So I don't know.

0:17:55.880 --> 0:18:9.730

Rosa Cheney
Umm, you know if that would be, you know, basically, I was gonna say and give them a heads up as to when our meeting was and they could show just show up as public comment. But related to the long term renovations but.

0:18:10.0 --> 0:18:12.80

DePalma, Michael DePalma
So by yeah. So I guess then my.

0:18:12.900 --> 0:18:16.990

DePalma, Michael DePalma
My question to you then, Rosa, since you've had that sort of dialogue with them.

0:18:18.360 --> 0:18:23.850

DePalma, Michael DePalma
Is it beneficial to have the consultant go, you know?

0:18:35.810 --> 0:18:36.260

Rosa Cheney
Yeah.

0:18:24.860 --> 0:18:39.380

DePalma, Michael DePalma
Or to all these different committees, or would it be more advantageous to have them present and then they all come to an FAC meeting? I don't know. I mean, we can talk about that offline. Also I wanted to say one last thing about what Rebecca brought up.

0:18:40.350 --> 0:18:52.560

DePalma, Michael DePalma
With UM, Asac and maybe even ACTL just to give them a heads up on that meeting that we do have at Barrett in case anyone wanted to attend that from that community.

0:18:53.20 --> 0:19:2.970

DePalma, Michael DePalma

Umm, you know that could, you know, add a little additional support because I know Catherine Hahn will will definitely be pointing out some of those shortfalls.

0:19:6.670 --> 0:19:7.270

Rosa Cheney

OK.

0:19:10.250 --> 0:19:15.660

Rosa Cheney

OK. And then yes, Synthia, did you have anything to add to the JPAC conversation?

0:19:21.240 --> 0:19:21.610

Rosa Cheney

Yep.

0:19:16.370 --> 0:19:21.880

Cynthia Hilton

No, I I it was as reported. Thank you for the.

0:19:22.550 --> 0:19:53.580

Rosa Cheney

OK. And then Kateri had the comment that she had also kind of agreed to, you know, potentially I think in general when we looked at who might represent fact at JFAC, we had it as a, we'll just you know take turns or just you know represent. So her question, you know, I don't know if you wanna read it or ask, but do we do we need are you you and Zachary like tag teaming in terms of?

0:19:53.670 --> 0:20:0.560

Rosa Cheney

Cynthia and Zachary, your tag teaming or how how do we know who's attending when and what the next meeting is?

0:20:6.80 --> 0:20:6.440

Rosa Cheney

OK.

0:19:58.20 --> 0:20:8.840

Cynthia Hilton

Uh, my. My understanding was that Jack was Zach. I'm sorry. He was primary and I was back up if he couldn't attend.

0:20:8.970 --> 0:20:18.570

Cynthia Hilton

And I happen to listen in on this because there was an agenda item in addition to the wonderful facts of that. I wanted to hear what they had to say.

0:20:18.990 --> 0:20:19.480

Rosa Cheney

OK.

0:20:20.770 --> 0:20:21.300

Cynthia Hilton

But.

0:20:22.460 --> 0:20:30.690

Cynthia Hilton

So Zach is, you know, is that your understanding? I understood that you were primary and I was back up when you couldn't make things.

0:20:31.640 --> 0:20:31.920

Cynthia Hilton

Yeah.

0:20:36.280 --> 0:20:36.690

Rosa Cheney

OK.

0:20:31.190 --> 0:20:41.200

Larnard, Zachary

Yeah, that that sounds good to me. That sounds good to me. I was just looking to see when the next meeting was for JFX, but but yeah, I'll. I'll be primary and I'll let let the group know if I can't make it.

0:20:42.190 --> 0:20:42.620

Rosa Cheney

OK.

0:20:43.320 --> 0:21:4.890

Rosa Cheney

And and if everybody is OK with that, then yeah, we'll just stick with that. So just let us know so that if there are meetings, you can't make that someone has a chance to, to, to attend in your absence. I think I covered all of that list, at least in terms of who is here on. But if anybody else has a liaison report.

0:21:6.440 --> 0:21:9.990

Rosa Cheney

Feel free to speak up now, but otherwise we'll move on.

0:21:10.590 --> 0:21:11.730

DePalma, Michael DePalma

The agenda is back up.

0:21:12.90 --> 0:21:24.20

Rosa Cheney

OK. Yep. So I think everybody else is kind of not is absent for the other ones. So yeah, so let's move on to #4 discussing the apps app.

0:21:24.220 --> 0:21:30.790

Rosa Cheney

And essentially the table of contents and the potential renaming of of the.

0:21:31.510 --> 0:21:32.600

Rosa Cheney
Report plan.

0:21:35.380 --> 0:21:36.100

Rosa Cheney
I don't know.

0:21:36.780 --> 0:21:42.790

Rosa Cheney
I don't have a good idea of how to do this other than to maybe yeah, open up the table of contents and then you know kind of.

0:21:43.910 --> 0:21:54.60

Rosa Cheney
You know, talk through it and if anybody has comments and is ready to present, that would be good. Otherwise, I do have a handful of comments from.

0:21:55.420 --> 0:21:58.550

Rosa Cheney
But yeah, I mean, but I'd rather not go first.

0:22:0.50 --> 0:22:0.460

Rosa Cheney
So.

0:22:1.540 --> 0:22:2.110

Rosa Cheney
Umm.

0:22:2.970 --> 0:22:5.480

Rosa Cheney
Did anybody wanna start or?

0:22:4.720 --> 0:22:5.550

Cynthia Hilton
One start.

0:22:12.140 --> 0:22:12.420

Cynthia Hilton
Yeah.

0:22:11.770 --> 0:22:12.840

Rosa Cheney
Yeah. Perfect, Adam.

0:22:14.400 --> 0:22:18.430

Rasmussen, Adam
So is it OK if we jump around or did you wanna go in order of the?

0:22:19.110 --> 0:22:20.490

Rasmussen, Adam

The table of contents.

0:22:21.30 --> 0:22:23.540

Rosa Cheney

I think we can jump around, but.

0:22:24.250 --> 0:22:24.830

Rasmussen, Adam

OK.

0:22:26.80 --> 0:22:27.890

Rasmussen, Adam

So I had a question about #9.

0:22:30.630 --> 0:22:32.860

Rasmussen, Adam

Recurring questions about facilities.

0:22:33.550 --> 0:22:34.110

Rasmussen, Adam

Umm.

0:22:34.760 --> 0:22:39.190

Rasmussen, Adam

Is this kind of an FAQ type of thing or?

0:22:39.970 --> 0:22:48.700

Rasmussen, Adam

What? What? Why are these particular questions listed there? Examples, example questions and what is the purpose of this section?

0:22:52.880 --> 0:22:54.700

Gonzales, Iliana

I think you I can answer that.

0:22:55.420 --> 0:23:25.610

Gonzales, Iliana

Umm, so when we were the recurring questions, we get a lot of questions either by the school board or staff members or through engage asking about our facilities. And So what we're seeing is that sometimes we get the same question over and over. So we wanna be able to share to capture those questions, the ones that we keep getting and then being able to answer them through the apps tab. So that's the purpose like instead of us having to say, Oh yeah, we already answered that we like you know what the asset.

0:23:32.170 --> 0:23:32.640

Rasmussen, Adam

OK.

0:23:25.680 --> 0:23:32.890

Gonzales, Iliana

Is a good place that you can find all those all those questions that have been going on over and over again. So it's just a place that we're gonna have.

0:23:33.350 --> 0:23:38.600

Rasmussen, Adam

So so it's. It's what I thought it's a FAQ frequently asked questions.

0:23:39.230 --> 0:23:39.600

Gonzales, Iliana

Yeah.

0:23:40.310 --> 0:23:40.740

Rasmussen, Adam

OK.

0:23:41.990 --> 0:23:42.330

Rasmussen, Adam

OK.

0:23:42.760 --> 0:23:48.620

Larnard, Zachary

Would would that FAQ make more sense as an appendix, or does it need to be part of the document?

0:23:51.930 --> 0:23:54.520

Gonzales, Iliana

Sure, that's a recommendation that the team can make.

0:24:2.910 --> 0:24:3.200

Rosa Cheney

Yeah.

0:23:59.330 --> 0:24:18.880

rebecca

Umm, yeah. Sorry. I'll put my head down now if I can just talk. And and I don't and. And yeah. And FAQ seems odd in this document. I mean again just my my opinion I mean I think something like that like you know how like the engage page has you know an running like.

0:24:19.180 --> 0:24:19.690

rebecca

Uh.

0:24:20.300 --> 0:24:20.900

rebecca

Umm.

0:24:21.940 --> 0:24:27.710

rebecca

You know where people can assess things that are that are updated on a regular basis. Since this is updated.

0:24:29.390 --> 0:24:33.870

rebecca

Once a year, right? I mean, you know, so the FAQ by the time we publish this.

0:24:34.930 --> 0:24:36.940

rebecca

We'll probably be out dated.

0:24:38.80 --> 0:24:39.210

rebecca

Right. I mean.

0:24:40.270 --> 0:24:41.570

rebecca

No, maybe.

0:24:44.520 --> 0:24:45.80

rebecca

Right. So.

0:24:41.950 --> 0:24:45.80

Gonzales, Iliana

This will be published in June. It's it's this upcoming year.

0:24:45.780 --> 0:24:52.700

rebecca

What I mean I I love this, but I think it should be on the engage page that's updated.

0:24:53.830 --> 0:24:59.270

rebecca

More regularly, because if you if you have questions that come regularly, why would we only provide answers in June?

0:25:0.970 --> 0:25:30.140

Rasmussen, Adam

Just this piggyback on that I maybe perhaps in the document putting a a a reference to the web page and you know saying you know if you have you have questions you can find frequently asked questions on on the websites because it because I agree that that's definitely the kind of thing that would would best work if it could be updated regularly. And so that you wouldn't just say refer to the document but just refer to the web page as cause.

0:25:30.210 --> 0:25:33.790

Rasmussen, Adam

You you questions might come up and they might need to change that kind of thing.

0:25:34.230 --> 0:25:49.80

rebecca

What and like why is wrong with the high tech? You know, on 9:30 if we don't answer that officially until June, it seems a little odd to me. Right. And the capacity, the Career Center, again, I'm not gonna go down my rabbit hole of the Career Center issues.

0:25:50.660 --> 0:25:53.310

rebecca

But that's that's a question I'd love to know right now.

0:25:52.650 --> 0:26:0.580

Gonzales, Iliana

So the so this I guess it would be helpful to know. Thank you, Rebecca. Now these questions have been answered. It's just we're putting them somewhere else too.

0:26:1.600 --> 0:26:1.950

Gonzales, Iliana

So.

0:26:1.320 --> 0:26:8.900

rebecca

Right. But but these are probably, but if you get questions regularly and my guess is a Career Center, given that we're going through.

0:26:9.710 --> 0:26:10.860

rebecca

Yeah, I'm going to try to be.

0:26:12.840 --> 0:26:14.250

rebecca

Somewhat whatever.

0:26:15.980 --> 0:26:16.250

rebecca

Yeah.

0:26:12.30 --> 0:26:17.440

Gonzales, Iliana

That's OK. Yeah. I mean, all those recommendations are great. So that's the type of feedback we're looking for. So that's helpful.

0:26:17.10 --> 0:26:23.360

rebecca

Yeah, like that. I I just, I don't think an FAQ in a yearly in an annual document makes sense. I guess just overall.

0:26:23.400 --> 0:26:24.670

Gonzales, Iliana

Yeah. Hey.

0:26:24.460 --> 0:26:43.520

Cynthia Hilton

But I guess, Elena, what you're saying is that this is memorializing major issues that you've heard in a year. This has, this does not replace this idea that there is someplace on the web that you're frequently updating this, but this is.

0:26:44.680 --> 0:26:47.870

Cynthia Hilton

Just a statement of major issues you've heard during the year.

0:26:50.50 --> 0:26:51.430

Cynthia Hilton

So that would be.

0:26:48.670 --> 0:26:54.10

Gonzales, Iliana

Exactly. Yeah. Or like the previous it's like, it's like historical, not yeah.

0:26:53.40 --> 0:26:54.740

rebecca

Where? Yeah, where they updated now.

0:26:52.900 --> 0:26:59.590

Cynthia Hilton

Yeah. So it'd be a good idea to try it. And you know, to capture, to have some historical kind of.

0:27:0.380 --> 0:27:1.430

Cynthia Hilton

Major things you've.

0:27:1.400 --> 0:27:2.690

David Goodman (Guest)

They're like, what do you?

0:27:2.340 --> 0:27:3.590

Cynthia Hilton

Been brought to your attention.

0:27:3.930 --> 0:27:4.370

David Goodman (Guest)

What's your?

0:27:4.220 --> 0:27:8.450

rebecca

It it's where is there an FAQ like now somewhere that people can?

0:27:9.180 --> 0:27:9.620

rebecca

Reference.

0:27:9.560 --> 0:27:13.880

Gonzales, Iliana

Well, it's, I mean, a lot of that information is in, in the about a stats.

0:27:14.650 --> 0:27:27.690

Gonzales, Iliana

Dinger the stats and you can get a lot of that information. It depends on the question like because it's all over, you know, some of the things are really specific to school and then other things are more big picture like boundaries.

0:27:25.930 --> 0:27:36.940

rebecca

Well, like when budget season. Yeah, budget season. You know, there's a there's a whole budget and it's a it's a running update, right of questions and stuff like that. So I don't know. And again I'm sure.

0:27:38.180 --> 0:27:40.960

rebecca

Yeah, I'm not sure if facilities would agree to do the.

0:27:42.180 --> 0:27:42.700

rebecca

No, no, no.

0:27:39.510 --> 0:27:44.390

Cynthia Hilton

Rebecca, I wasn't saying that wasn't a good idea. I was saying they should be together.

0:27:51.70 --> 0:27:51.390

Cynthia Hilton

Ohh.

0:27:44.710 --> 0:28:4.830

rebecca

Yeah, I'm just saying I don't. It's do we do it now? Right. Do do we provide facilities ongoing where people go like there's CIP, right, where there's and there's a budget like where there's things on engage page, it probably would be helpful to think about something that is more a permanent FAQ for facilities. But I don't know that we have that.

0:28:5.570 --> 0:28:6.220

rebecca

In general.

0:28:23.10 --> 0:28:23.980

rebecca

Yeah, that.

0:28:17.130 --> 0:28:24.250

Rosa Cheney

Major point would be that this this would not house that Rebecca like if there was a general fact.

0:28:26.350 --> 0:28:27.120

Rosa Cheney

Or that it would.

0:28:26.570 --> 0:28:36.450

rebecca

Yeah. I think if we're we're talking about communication to the community with FAQ. Again a once a year, June document, I don't know like said, hey, this is this is this is.

0:28:37.720 --> 0:28:41.230

rebecca

Over the course of the year, these are the questions we've heard, but.

0:28:42.130 --> 0:28:45.940

rebecca

It would be nice to engage with the community on facilities. I think on a more regular.

0:28:46.800 --> 0:29:4.720

rebecca

I'm. I'm just talking taught my head here. She brings. But you know, we engage with the the community on a lot of issues on a regular basis on an ongoing basis on the engage page facilities is one of those. I don't know that we engage with the community as often as maybe we should.

0:29:5.390 --> 0:29:11.520

rebecca

Like enrollment is A is a people don't understand it and to and a couple of those questions are around enrollment as an example.

0:29:13.990 --> 0:29:18.660

rebecca

So just might be something that APS as a whole, that's probably community engagement not.

0:29:20.60 --> 0:29:20.500

rebecca

You know.

0:29:20.630 --> 0:29:21.30

Rosa Cheney

Mm-hmm.

0:29:22.510 --> 0:29:22.710

DePalma, Michael DePalma

Yeah.

0:29:22.130 --> 0:29:22.940

rebecca

Not this team.

0:29:24.930 --> 0:29:25.300

Rosa Cheney

OK.

0:29:24.710 --> 0:29:27.400

DePalma, Michael DePalma

The before I talk about that a little bit.

0:29:29.260 --> 0:29:30.170

DePalma, Michael DePalma

Kateri, you're up.

0:29:32.170 --> 0:29:38.530

Kateri Garcia

Oh, thanks. I. Yeah, sorry. I was changing subjects. So if you want to finish on that subject then yeah.

0:29:36.230 --> 0:30:5.340

DePalma, Michael DePalma

Oh, yes. Thanks. Yeah. And hey, David, thanks for joining us. Yeah, I would say that like, you know, the way that community engagement is set up with APS, it all goes through engage. It's all set up through that sort of FAQ format, right? Where we get questions, if they're repeated questions, typically what happens is they are crafted and responses that are provided online.

0:30:6.160 --> 0:30:7.970

DePalma, Michael DePalma

Specific ones for facilities.

0:30:9.150 --> 0:30:38.560

DePalma, Michael DePalma

We do not have our own FAQ page. All engage materials are hosted on that one page, so it could be anything from, you know, like athletics to instruction to after school, to facilities. But you know, to Rebecca's point, yes, I don't. I don't know if we've we've ever entertained, you know, having just a facilities oriented FAQ but.

0:30:38.620 --> 0:30:49.790

DePalma, Michael DePalma

You know, if that's something that you know, this group sees as a benefit to residents, then I think it would be a suggestion that would be, you know, well received so.

0:30:52.100 --> 0:30:56.270

DePalma, Michael DePalma

I would just say make the make the recommendation if that's what she want.

0:30:57.800 --> 0:31:27.830

DePalma, Michael DePalma

That way we have, you know what I mean? So that way it's like something that we're aware of that that this group is sort of, you know, asking for and then we would have to get into sort of like specifics as to how that would be presented to the residents, you know, because typically it's all housed on that one

page and it's like within a bunch of various topics. So I think we would need to be a little crafty in how we would be able to share that information in order for people to.

0:31:27.930 --> 0:31:46.300

DePalma, Michael DePalma

You know, get to it. I think that's I personally think that's the main problem with a lot of the community engagement is it's you have buried within you know a lot of information that might fall under one category or might fall under one subject. So it's hard to get specifics out so.

0:31:47.240 --> 0:31:49.50

DePalma, Michael DePalma

OK, sorry, you're up now.

0:31:51.410 --> 0:32:9.510

Kateri Garcia

I was curious on so on section. I guess it's 4/2 the capacity and utilization based on the conversation we were just having on special education spaces. It maybe I don't really see it anywhere in here and it might be worth including that in.

0:32:10.130 --> 0:32:10.750

Kateri Garcia

Umm.

0:32:12.420 --> 0:32:19.50

Kateri Garcia

Yeah, especially if it's going to affect any sort of, you know, population changes at schools.

0:32:19.780 --> 0:32:24.430

DePalma, Michael DePalma

Can you repeat? Can you repeat that one again, please? Like what's absent?

0:32:25.450 --> 0:32:43.680

Kateri Garcia

So remember the conversation we were just having about kind of the utilization at schools like for special education like the breakout rooms and stuff like that. And and it doesn't, I thought that it might be useful to include something. I don't know if it would be in.

0:32:43.780 --> 0:32:44.930

Kateri Garcia

And.

0:32:47.570 --> 0:33:5.200

Kateri Garcia

Like because a lot of this, there's obviously talk about enrollment here, but you maybe just I'm trying to figure out where it would fit in, but something that at least to show that we realize that there might be a gap in the the space available for these uses and the facilities.

0:33:7.650 --> 0:33:7.910

Cynthia Hilton

6.

0:33:6.120 --> 0:33:15.800

Rosa Cheney

Yeah, it it might pop up a number of places. I mean, I feel like it needs to be. It should be addressed because it's an important part of it, but it could pop up in.

0:33:17.10 --> 0:33:23.30

Rosa Cheney

7.5 with room use guidelines to the principal. You know things you know, like don't use the closet.

0:33:25.30 --> 0:33:32.50

Rosa Cheney

Or, you know, just the Ed specs. In general, I think pops up later at 7.7, you know, so making sure that it's.

0:33:33.370 --> 0:33:35.690

Rosa Cheney

Covered somewhere within the app SAP.

0:33:36.420 --> 0:33:38.880

Rosa Cheney

Discussing the inclusion and special needs.

0:33:56.550 --> 0:33:56.890

Rosa Cheney

Umm.

0:34:9.100 --> 0:34:10.720

Gonzales, Iliana

8 Yep 8.

0:33:42.640 --> 0:34:13.970

DePalma, Michael DePalma

Yeah. So Adam has his hand up, but before Adam goes, I just wanted to say that, you know this, this struggle that was raised by Rebecca is a. It's a programmatic utilization in the sense, right, because of the fact that that one school has so many different programs in there they have. I can't remember. I think Iliana would be better served telling me how many programs I know they have at least seven separate types of programs in that facility. So you know, I mean it's it becomes it's not.

0:34:19.600 --> 0:34:19.950

Cynthia Hilton

President.

0:34:14.80 --> 0:34:45.850

DePalma, Michael DePalma

A capacity in the sense that the building itself can't house the House, the residence, right, the

community. But it is a it's a program demand that is placed on the facility because of the support spaces needed OT PT because of the isolation because of the one on ones that are required it does. It does do a number on, you know staff's ability to provide those ideal instructional spaces so.

0:34:46.190 --> 0:35:0.520

DePalma, Michael DePalma

I agree with what everyone's saying and to have that as as a suggestion, I think is is, is is a good approach. Like you know program right? How this program impact the capacity?

0:35:3.840 --> 0:35:4.140

Rosa Cheney

And.

0:35:4.900 --> 0:35:5.370

DePalma, Michael DePalma

Adam.

0:35:6.830 --> 0:35:14.240

Rasmussen, Adam

Yeah, I'm just gonna suggest since we now have a quorum that we take a quick detour and go back to the minutes and approve them. So that in case anybody has to leave.

0:35:15.180 --> 0:35:15.650

Rosa Cheney

That's a.

0:35:15.170 --> 0:35:16.200

Rasmussen, Adam

Will have those approved.

0:35:16.860 --> 0:35:23.670

Rosa Cheney

Umm yeah, I think that's OK. If everybody's OK with that, then do we have, I guess.

0:35:25.810 --> 0:35:32.610

Rosa Cheney

A motion to accept the meeting with Adams comment that he was not here last year last week.

0:35:31.760 --> 0:35:34.640

Cynthia Hilton

I'd make a motion that we accept the Minutes.

0:35:36.330 --> 0:35:36.850

Rosa Cheney

OK.

0:35:34.510 --> 0:35:44.110

Kateri Garcia

I do you have one at it, which is that we have in the meeting notes that I was gonna be one of the JFAC corrupts, which I'm fine not being. But then we need to change the notes.

0:35:47.940 --> 0:35:51.420

Rosa Cheney

OK. Are you getting that Michael or?

0:35:51.610 --> 0:35:57.250

DePalma, Michael DePalma

I was just writing it down on a separate document, so change notes to reflect.

0:35:59.250 --> 0:35:59.970

DePalma, Michael DePalma

Battery.

0:36:1.570 --> 0:36:2.280

DePalma, Michael DePalma

Umm.

0:36:3.50 --> 0:36:4.790

Rosa Cheney

Not being Jay fact that.

0:36:4.330 --> 0:36:7.270

DePalma, Michael DePalma

Not being not being JFAC and then Adam.

0:36:9.0 --> 0:36:9.960

Rosa Cheney

Not attending.

0:36:9.230 --> 0:36:12.350

DePalma, Michael DePalma

Not attending. We had you attending that meeting, Adam. Ohh.

0:36:12.750 --> 0:36:15.180

Rasmussen, Adam

Yeah. Thanks for the credit. I I guess.

0:36:15.260 --> 0:36:15.620

Rasmussen, Adam

Yeah.

0:36:17.0 --> 0:36:17.400

DePalma, Michael DePalma

But.

0:36:16.760 --> 0:36:18.850

Rasmussen, Adam

I I made an impression when I wasn't even there.

0:36:20.40 --> 0:36:20.280

Rosa Cheney

But.

0:36:19.380 --> 0:36:23.860

DePalma, Michael DePalma

Yeah, yeah. I don't know. Maybe. Maybe we were talking about fields, and I thought of you.

0:36:24.300 --> 0:36:24.790

DePalma, Michael DePalma

Uh.

0:36:26.410 --> 0:36:32.220

DePalma, Michael DePalma

Alright, so yeah, I have that. I have that in there now and I will make those those changes and.

0:36:33.70 --> 0:36:33.600

DePalma, Michael DePalma

Umm.

0:36:37.640 --> 0:36:38.840

rebecca

No. Yeah.

0:36:47.570 --> 0:36:48.0

Cynthia Hilton

And.

0:36:33.560 --> 0:36:48.370

Rosa Cheney

Yeah. Rebecca, did you have a comment on the meeting minutes or that's back to upset? OK. OK, just. Yeah. OK. Yeah. So a motion, then, to accept the meeting minutes with those two changes. And do we have a motion?

0:36:50.660 --> 0:36:51.70

Rosa Cheney

OK.

0:36:49.130 --> 0:36:51.250

Cynthia Hilton

I'm making the motion as amended.

0:36:51.740 --> 0:36:52.310

Rosa Cheney

And 2nd.

0:36:53.450 --> 0:36:53.840

rebecca

2nd.

0:36:54.370 --> 0:36:56.20

Rosa Cheney

OK, all in favor.

0:36:57.230 --> 0:36:57.980

Rasmussen, Adam

By.

0:36:57.610 --> 0:36:58.490

Cynthia Hilton

In favor.

0:36:57.570 --> 0:36:58.540

Rosa Cheney

Yes, hi.

0:36:59.500 --> 0:37:0.530

Rosa Cheney

All right. So we'll.

0:37:1.700 --> 0:37:2.90

Larnard, Zachary

And then.

0:37:1.910 --> 0:37:2.930

Rosa Cheney

Any opposed?

0:37:4.180 --> 0:37:4.550

Rosa Cheney

OK.

0:37:5.910 --> 0:37:9.220

Rosa Cheney

Any abstentions? So. OK, so they pass.

0:37:11.780 --> 0:37:12.390

Rosa Cheney

Umm.

0:37:13.740 --> 0:37:16.10

Rosa Cheney

Alright, so back to AFSAP then.

0:37:17.180 --> 0:37:29.790

Rosa Cheney

Umm, OK. And then I guess, uh, what I think would be helpful, maybe Michael. Yeah, if you just open it up, then why don't we kind of just kind of scroll from the top and I'll kinda you know.

0:37:30.480 --> 0:37:36.10

Rosa Cheney

I don't know that there's any immediate comments on the executive summary unless someone does have something.

0:37:42.270 --> 0:37:42.720

Rosa Cheney

Hmm.

0:37:36.360 --> 0:37:43.420

Rasmussen, Adam

I had. I had one quick question. So it says adjustments to the time like what are the adjustments?

0:37:43.610 --> 0:37:55.960

Rosa Cheney

OK. So yeah, so that was kind of discussed at that last month's meeting and more or less, you know, in the past the AFSAP has kind of been a school year.

0:37:57.590 --> 0:38:4.370

Rosa Cheney

Document a document that's developed during the school year and that fact typically has included.

0:38:4.710 --> 0:38:12.460

Rosa Cheney

I you know, our recommendation in the report itself and then all that gets turned in at the end of the year, like say in June.

0:38:12.880 --> 0:38:21.870

Rosa Cheney

Umm. And the timeline is a little different this year in that it's being developed by staff. You know, we obviously have portions of input like now.

0:38:22.310 --> 0:38:25.210

Rosa Cheney

Umm. And then they'll develop it.

0:38:26.200 --> 0:38:42.930

Rosa Cheney

June they presented to the school board during the summer the school board fact, the community, everybody kind of weighs in comments on it and then we give our report or, you know, our official opinion or recommendation or whatever.

0:38:43.350 --> 0:39:6.210

Rosa Cheney

And in the you know very beginning of the year of the school year and say September and then the school board is voting on, you know, on the CIP direction based off of all of that information, all of the work, that's kind of the recommendations taking place over the summer and the Community input and the school board working through their review of it.

0:39:6.670 --> 0:39:16.590

Rosa Cheney

Umm. And then that gets voted on in the in the fall as opposed to in the spring. I did I do that correctly, Iliana.

0:39:21.490 --> 0:39:22.40

Rasmussen, Adam

But but.

0:39:19.750 --> 0:39:26.210

Gonzales, Iliana

Yes, thank you. So we're just trying to be more inclusive on the front end this time.

0:39:26.880 --> 0:39:31.800

Rasmussen, Adam

But this this says will accommodate the May 2024 Superintendent.

0:39:33.200 --> 0:39:34.450

Rasmussen, Adam

Proposed CIP.

0:39:36.870 --> 0:39:37.320

Rosa Cheney

OK.

0:39:41.330 --> 0:39:41.690

Rasmussen, Adam

Right.

0:39:33.800 --> 0:39:48.830

Gonzales, Iliana

Yeah, I can. I guess I can try to explain that a little bit. So that ASAP is kind of like the framework for the CIP. So this is like the draft and so they give direction in the fall for the for the CIP. So we ran a clip next year.

0:40:8.910 --> 0:40:9.310

Rasmussen, Adam

Got it.

0:39:49.810 --> 0:40:16.160

Rosa Cheney

Right, right. So the point being there is that in the fall, the school board basically takes the recommendations of the apps app or whatever else they choose to do. And they say Superintendent, now go and develop the CIP and the CIP will be done by this May 2024 proposed CIP. So that's so it's like CIP direction in the fall of next year and then the actual CIP.

0:40:17.60 --> 0:40:21.260

Rosa Cheney

Process, you know, development of the CIP is taking place next year or?

0:40:21.270 --> 0:40:21.530

Rasmussen, Adam

I.

0:40:22.640 --> 0:40:24.60

Rosa Cheney

2020, OK.

0:40:22.180 --> 0:40:25.440

Rasmussen, Adam

Got it. Thank you. Appreciate the purification there.

0:40:26.340 --> 0:40:27.710

Rosa Cheney

Umm OK.

0:40:28.410 --> 0:40:34.150

Rosa Cheney

Uh. Anything OK? Yeah, I would say any other comments on two or three?

0:40:34.940 --> 0:40:36.800

Rosa Cheney

You know, two was crossed out three.

0:40:40.400 --> 0:40:40.970

Larnard, Zachary

Yes.

0:40:41.30 --> 0:40:47.790

Rosa Cheney

Yes, I I think understanding how it's gonna kind of play into JFAC, I know that.

0:40:49.350 --> 0:40:52.790

Rosa Cheney

You know, I think that's, you know, still important.

0:40:54.360 --> 0:41:10.760

Rosa Cheney

Yeah. And Mary Kadera from the school board was reaching out to both Jay FAC and US about, you know, how they're kind of trying to, you know, continue to see both FAC and JFAC. You know, the schools aligning with the county.

0:41:11.840 --> 0:41:17.210

Rosa Cheney

Processes and stuff, so I don't know if this is kinda hitting on that.

0:41:19.130 --> 0:41:19.530

Rosa Cheney

Umm.

0:41:20.550 --> 0:41:20.980

Rosa Cheney

Rebecca.

0:41:19.120 --> 0:41:26.350

rebecca

Yeah, yeah. And and on this do we know when the county's gonna make a final decision on this, you know, missing middle?

0:41:26.950 --> 0:41:27.640

rebecca

Umm.

0:41:28.510 --> 0:41:29.150

rebecca

Uh.

0:41:32.590 --> 0:41:33.190

rebecca

Decision.

0:41:32.630 --> 0:41:33.360

Rosa Cheney

So any?

0:41:34.510 --> 0:41:34.800

Rosa Cheney

Yeah.

0:41:35.150 --> 0:41:43.20

rebecca

Because obviously that that potentially has a lot of, I mean not immediate, but you know potentially you know long term.

0:41:43.710 --> 0:41:48.60

rebecca

Umm, you know, impact on facilities if they're going to be looking at.

0:41:50.910 --> 0:41:54.920

rebecca

Increasing density in some random fashion.

0:41:56.880 --> 0:41:57.500

rebecca

Ohm.

0:42:1.60 --> 0:42:2.800

rebecca

What to say to that, OK.

0:41:56.610 --> 0:42:4.240

DePalma, Michael DePalma

Well, there's a there's a missing middle meeting going on right now with the county tonight. So. So wait.

0:42:3.860 --> 0:42:13.810

rebecca

Do they have a are they? Do we know that they're gonna say like yes or no in any specific time frame, or is it just going to be an ongoing until they make a decision?

0:42:14.320 --> 0:42:44.360

DePalma, Michael DePalma

I would have to just speak to my opinion on that. I don't have any sort of definitive answer, but I would say based off of what Mac Matt Differenti sort of uses his platform for reelection, it seems to be that the appetite for the school board for the county board is more on the lower side of the number of units they're going to be allowed. So I think that the sixes and eights might be off the table, but that's again.

0:42:44.450 --> 0:42:46.210

DePalma, Michael DePalma

That's just a, you know.

0:42:46.700 --> 0:42:49.880

rebecca

And and has there and sorry one one more thing.

0:42:53.510 --> 0:42:53.790

rebecca

Mark.

0:42:56.920 --> 0:42:57.200

rebecca

Yeah.

0:42:48.980 --> 0:42:59.830

Cynthia Hilton

Rebecca, I read something today. It was March. You know, last I read something, it was gonna be a January. And now I read it was gonna be a March vote so.

0:43:0.570 --> 0:43:1.110

Rosa Cheney

But.

0:43:0.380 --> 0:43:9.410

rebecca

And then my last thing and then I'll on the county collaboration piece was, have we made any progress like if they're gonna look at kind of updating?

0:43:10.360 --> 0:43:33.910

rebecca

Like a pretty holistic, you know, to the zoning code or codes in general to add more, I mean, I know

we've had a lot more collaboration, but something specific to public facilities and adding schools into some sort of like. So if they do even go to a four Plex. But again, it can be county wide, can we sort of add?

0:43:36.120 --> 0:43:38.810

rebecca

Schools being a consideration or.

0:43:40.10 --> 0:43:49.330

rebecca

Some impact or something that they can pay an impact fee to the schools. So we have to add capacity, you know to somewhere maybe we aren't looking at today.

0:44:3.750 --> 0:44:4.110

Rosa Cheney

Yeah.

0:43:50.960 --> 0:44:5.840

DePalma, Michael DePalma

Yeah, I think that all those suggestions would be best heard on the ears of the county boards, and I'm sure you know where most of them reside. So if you happen to see someone walking down the street.

0:44:8.550 --> 0:44:9.650

DePalma, Michael DePalma

Give a mention though.

0:44:8.980 --> 0:44:22.730

Cynthia Hilton

Rebecca, I'm sure that you know a lot of people have raised the infrastructure issues like you are in a capacity. It's not just like building a house, whether it's the schools or ability to park on the streets or, you know, whatever.

0:44:24.790 --> 0:44:40.880

Cynthia Hilton

Including myself, I've tried to, in meetings, ask about, you know, impacts on on schools and what that may be. So I guess we're so in other words, I know it's on the record somewhere that people are asked this. I don't know what the answer is.

0:44:42.540 --> 0:44:48.710

Gonzales, Iliana

Can I just add to that? I wanted to go back about missing middle. We had a work session last Thursday.

0:44:50.10 --> 0:44:52.520

Gonzales, Iliana

And we talked a little bit about missing metal, so.

0:44:53.360 --> 0:45:2.190

Gonzales, Iliana

During that work session, it might be helpful. It's towards the end of the work session, so if you don't watch the beginning part of it, but there was a little bit of back and forth with the board.

0:45:7.430 --> 0:45:7.680

Rosa Cheney

Yeah.

0:45:13.600 --> 0:45:13.990

Rosa Cheney

OK.

0:45:7.690 --> 0:45:18.600

Larnard, Zachary

I did have a comment that I wanted to make on that section. Three of the of the document for 3.3 collaboration, I think.

0:45:19.870 --> 0:45:46.770

Larnard, Zachary

One question is the APS participation in planning studies are those I I think those are all planning studies that are either current or have happened in the past. Do we know anything from the county as to what their work plan is for what their future studies would be? And maybe we could add those in in that document as well. And then also maybe put a mention of the work that we've done with JFAC.

0:45:47.480 --> 0:45:49.450

Larnard, Zachary

Umm in that section as well.

0:45:50.670 --> 0:46:21.150

Rosa Cheney

Yeah, I think they. Ohh yeah. OK. I and I feel like I either saw that later or I was thinking that was part of this too. Like our current. Like kind of here's what we've been doing. But I think it would to Zack's comment, I think it is good to kind of understand whether the county gets to look at this report in the same way, you know and maybe, you know, like if we're understanding what their projects are and what they plan on doing, you know, do they have a similar report that we're looking at in the same time?

0:46:21.240 --> 0:46:25.70

Rosa Cheney

That maybe they also get a copy of our report.

0:46:26.540 --> 0:46:26.830

Larnard, Zachary

Yeah.

0:46:25.510 --> 0:46:33.160

Rosa Cheney

Umm, you know to look at so that they know what we're doing and vice versa. So again that back and forth.

0:46:33.920 --> 0:46:34.470

Rosa Cheney

Umm.

0:46:36.20 --> 0:46:40.610

Rosa Cheney

OK. And then there's no more comments on three then let's, I guess move to four.

0:46:41.670 --> 0:46:46.720

Rosa Cheney

Umm, I think this seemed pretty cut and dry in terms of the projections so.

0:46:47.900 --> 0:46:48.210

Rosa Cheney

Huh.

0:46:49.780 --> 0:46:50.170

Rosa Cheney

OK.

0:46:46.740 --> 0:46:53.280

Larnard, Zachary

I had one. I had one comment there in in four and maybe it's maybe it's just goes without saying, but I think.

0:46:54.30 --> 0:46:56.400

Larnard, Zachary

When looking at the.

0:46:58.250 --> 0:47:2.160

Larnard, Zachary

Umm passed enrollment projections. I think in you know like the.

0:47:3.110 --> 0:47:10.670

Larnard, Zachary

Overview of past new element trends I I assume there would be some mention of COVID in there. How that has sort of changed the?

0:47:11.340 --> 0:47:11.680

Rosa Cheney

OK.

0:47:11.390 --> 0:47:14.600

Larnard, Zachary

Projections and how? What kind of impacts that had?

0:47:21.760 --> 0:47:23.130

Rosa Cheney

Alright, move it on.

0:47:26.430 --> 0:47:26.760

Cynthia Hilton

This.

0:47:25.920 --> 0:47:27.70

Rosa Cheney

Is OK.

0:47:28.630 --> 0:47:33.280

Rosa Cheney

Anybody on what is on the screen now? 4.14 point 2.

0:47:35.590 --> 0:47:35.820

Larnard, Zachary

Like.

0:47:35.180 --> 0:47:36.290

Rosa Cheney

4.3.

0:47:36.820 --> 0:47:38.10

Larnard, Zachary

I got a 4.4.

0:47:38.420 --> 0:47:39.890

Rosa Cheney

OK, 4.4.

0:47:41.970 --> 0:47:42.380

Cynthia Hilton

You.

0:47:41.50 --> 0:47:43.990

Larnard, Zachary

Just if there's anything in 4.4.

0:47:44.670 --> 0:47:45.200

Larnard, Zachary

Umm.

0:47:47.190 --> 0:47:56.0

Larnard, Zachary

44 point 4.2 If there's anything about any projections of future needs for relocatables.

0:47:57.180 --> 0:47:57.710

Larnard, Zachary

Umm.

0:47:58.630 --> 0:47:59.250

Larnard, Zachary

And then.

0:48:0.270 --> 0:48:1.840

Larnard, Zachary

I kinda have a a.

0:48:2.680 --> 0:48:5.930

Larnard, Zachary

Sort of a comment about 4.4 and then.

0:48:6.630 --> 0:48:8.690

Larnard, Zachary

Umm 4.9.

0:48:9.340 --> 0:48:9.840

Rosa Cheney

OK.

0:48:14.0 --> 0:48:14.720

Cynthia Hilton

I told you that.

0:48:10.740 --> 0:48:23.750

Larnard, Zachary

I guess I guess I'm kind of looking at both of those sections as strategies for addressing enrollment growth. So I don't know if any of those policies could be included in the strategies for addressing growth.

0:48:24.460 --> 0:48:30.150

Larnard, Zachary

You know you've got the policies that looks at boundaries and options and transfers, but then the.

0:48:31.640 --> 0:48:39.730

Larnard, Zachary

4.4 looking at relocatables or internal modifications or anything like that that are more with physical way to address.

0:48:41.700 --> 0:48:42.860

Larnard, Zachary

The capacity needs.

0:48:48.240 --> 0:49:1.130

Rosa Cheney

Yeah. And I had a comment on 4.9 as it related to just policies in general since they've been going through all of the policies and updating them and it hasn't happened in a long time, it seems like trying to.

0:49:2.220 --> 0:49:22.150

Rosa Cheney

Comment on the effect of some of those you know as it relates to this. So obviously boundaries and options and transfers are very specific. But in general having a a general comment on whether or not you know there were major or minor impacts changes to the policies that impact the that will impact.

0:49:22.910 --> 0:49:23.600

Rosa Cheney

The planning.

0:49:28.30 --> 0:49:30.0

Rasmussen, Adam

Is there a particular reason why the?

0:49:31.430 --> 0:49:40.220

Rasmussen, Adam

There's a separate section called this called school board policies as opposed because I mean, in essence, aren't all the policies school board policies?

0:49:45.80 --> 0:49:46.90

Rosa Cheney

Umm, I mean.

0:49:45.380 --> 0:49:53.170

Rasmussen, Adam

The does that point where is she? Is she put into this section? Where? Where, where, where it applies in this case? Those are strategies for.

0:49:55.130 --> 0:49:55.940

Rasmussen, Adam

Managing.

0:50:0.110 --> 0:50:9.690

Rosa Cheney

Right, let's see cause what four overall is current enrollment conditions is 4. So 4.9 is kind of I guess as it relates to.

0:50:9.760 --> 0:50:10.80

Rosa Cheney

Cool.

0:50:11.690 --> 0:50:18.160

Rosa Cheney

Current enrollment conditions and not necessarily like as a heading and not just a general policy comment.

0:50:19.980 --> 0:50:24.110

Rosa Cheney

But yeah, I mean, all the policies, I guess are school board policies, you know.

0:50:24.790 --> 0:50:30.880

Rosa Cheney

And then there's pips. The policy implementation procedures which might not be school. You know, our staff, but.

0:50:32.480 --> 0:50:33.20

Rosa Cheney

I don't know.

0:50:33.810 --> 0:50:37.760

Rosa Cheney

If I caught what your comment was, Adam, but I guess David.

0:50:38.610 --> 0:50:40.780

David Goodman (Guest)

Yeah. Thanks. And now that I'm looking at.

0:50:42.270 --> 0:50:47.420

David Goodman (Guest)

Everything from 4.4 on through 4.9.

0:50:48.710 --> 0:50:58.550

David Goodman (Guest)

It seems like all of that stuff could be an element of 4.4 strategies for addressing enrollment growth. I mean, annual update is just an update, right? But.

0:50:59.800 --> 0:51:0.920

David Goodman (Guest)

You know where.

0:51:2.470 --> 0:51:6.870

David Goodman (Guest)

The inventory is, you know, assessing the inventory is should be.

0:51:7.610 --> 0:51:11.30

David Goodman (Guest)

Part of the strategy for addressing enrollment growth, it's not a separate.

0:51:11.750 --> 0:51:12.310

David Goodman (Guest)

Topic.

0:51:13.990 --> 0:51:21.430

David Goodman (Guest)

I guess I'm curious why they're broken out at a high level where I kind of get the sense that they should be within 4.4.

0:51:22.520 --> 0:51:27.660

David Goodman (Guest)

I don't know. Does anybody else feel that that's relevant or is it OK that they're all separate things?

0:51:28.460 --> 0:51:28.820

David Goodman (Guest)

Umm.

0:51:31.940 --> 0:51:33.750

David Goodman (Guest)

Yeah, if it's just data.

0:51:28.460 --> 0:51:35.40

Rosa Cheney

Or if it's just information or like data, then doesn't belong under enrollment, could you, you know, at all?

0:51:35.310 --> 0:51:36.140

David Goodman (Guest)

Right, right.

0:51:35.830 --> 0:51:36.990

Rosa Cheney

But OK.

0:51:37.910 --> 0:51:55.720

David Goodman (Guest)

I I did have a question, though it might be worth asking about is so we're we're collecting hang on my my screen is doing weird things collecting information about inventory, right? Read a locatable APS and county sites APS, common space.

0:51:56.320 --> 0:52:2.250

David Goodman (Guest)

Umm, if we're looking at inventories, is it worth at least mentioning?

0:52:3.980 --> 0:52:11.940

David Goodman (Guest)

What other kinds of inventory that might be not publicly owned might be available, and I'm just thinking about the.

0:52:12.730 --> 0:52:15.920

David Goodman (Guest)

You know, we keep hearing about this some 20%.

0:52:17.690 --> 0:52:20.420

David Goodman (Guest)

Office space. Uh vacancies.

0:52:21.70 --> 0:52:26.240

David Goodman (Guest)

You know, as a resource and as a tool, if it's not being mentioned, then it then.

0:52:27.330 --> 0:52:28.740

David Goodman (Guest)

It seems like an oversight.

0:52:36.500 --> 0:52:39.490

Rosa Cheney

OK, Rebecca, you had your hand up next?

0:52:41.130 --> 0:52:51.170

rebecca

Yeah, again, just sprayed it to echo, but I didn't think about that. But what David just said like again example Arlington Community High School, right, that's being worked out with Amazon, right, private space.

0:52:54.170 --> 0:52:54.920

Rosa Cheney

Mm-hmm.

0:52:52.150 --> 0:52:56.330

rebecca

That wasn't a public space, so I so I think that's a very good point. Umm.

0:52:56.680 --> 0:53:8.860

rebecca

Again, kind of going back to some of things, we talk about special education as well. I I think we generally have and I could be completely wrong, but but my perspective is generally we've looked at just.

0:53:35.360 --> 0:53:35.670

Rosa Cheney

Hmm.

0:53:10.160 --> 0:53:40.770

rebecca

One student equals one space, you know and again not. Not just. I think my comment from before when Michael was mentioning, you know, look at things programmatically. But again, there's a lot of kids that aren't in a special program that still might have. And it's not just special education. You look at gifted, they may need spaces. So it's not just special education. So it's not only programmatic like if you're the interlude program or mipa or functional life skills.

0:53:40.880 --> 0:53:55.90

rebecca

Or something like that. But but again, I don't know that you know, it would be interesting to be able to see usage beyond just a, you know, hey, this this facility holds 100 kids.

0:53:55.740 --> 0:53:56.190

Rosa Cheney

Mm-hmm.

0:53:56.20 --> 0:53:58.630

rebecca

Right. And, you know, I think that's the way we've always looked at it.

0:54:0.260 --> 0:54:6.240

rebecca

You know, sort of the capacity of this building is X and it's assuming that every one of those kids is exactly the same.

0:54:7.130 --> 0:54:10.890

rebecca

And I don't know if we've ever actually kind of taken it to the next.

0:54:11.950 --> 0:54:33.370

rebecca

Umm, you know some not only programmatically, right, you know, cause a lot of schools do house multiple different like like Gunston as an example. Like they have Montessori, right. Which is extremely different programmatically than the immersion program that they they host, which is different than the traditional middle school they host. So I think there's programmatic differences, but again, there's also just.

0:54:39.780 --> 0:54:40.350

Rosa Cheney

Mm-hmm.

0:54:34.660 --> 0:55:4.820

rebecca

If there was no quote UN quote different programmatic, there are still different needs. So it just again. So when we anyway, I don't know it it may may or may not fit anywhere, but just kind of keeping on that theme because like I said, we also hear the same from from some of our gifted families. You know that they don't have enough resources for for you know the gifted programs right or any type of programmatic or project based learning spaces.

0:55:4.890 --> 0:55:7.160

rebecca

Where kids can get together and and work.

0:55:8.550 --> 0:55:15.480

rebecca

Normally, right. They sit in the hallway, right? If they have a project to work on, if they need to collaborate in small groups.

0:55:16.620 --> 0:55:25.510

rebecca

Yeah, not not, not normal kids, right? Just normal kids don't have collaboration space, so I don't. I don't know where that might fit, but.

0:55:26.480 --> 0:55:27.190

rebecca

Just a thought.

0:55:27.560 --> 0:55:36.590

Rosa Cheney

Yeah. And that goes one of the comments I had received also from Mary, you know was related to extended day.

0:55:38.970 --> 0:55:39.450

Rosa Cheney

Uh.

0:55:40.600 --> 0:56:1.410

Rosa Cheney

You know and and the ability to, you know if you have, you know, PTA run enrichment programs within a school, you know then that also you know cuts into how much room you have for extended day and vice versa. And so you know even like you're not, it's not just during the school but then the ability to serve those kids.

0:56:3.210 --> 0:56:5.830

Rosa Cheney

You know that, I mean during still.

0:56:6.620 --> 0:56:10.450

Rosa Cheney

The school hours, just not literally, you know.

0:56:11.320 --> 0:56:22.740

Rosa Cheney

The regular school day, so it's still school programs, but uh, and those kids aren't getting served. They're just not able to have that capacity of extended day, even though they have the great need in certain schools.

0:56:24.270 --> 0:56:30.400

Rosa Cheney

So I think that would go in the same place as what Rebecca was saying. OK. So I think, Zach, you're up.

0:56:31.40 --> 0:56:37.290

Larnard, Zachary

Yes, thank you. I like I like that line of thought that both you and Rebecca had. I do think that.

0:56:39.770 --> 0:56:46.790

Larnard, Zachary

Classic calculation in in accounting for different programs is is a larger topic, but I like it and I I think it's something that should be addressed in the future.

0:56:47.850 --> 0:57:6.960

Larnard, Zachary

But I wanted to mention I had a question on section 4.5, APS and county site inventory and I'm kind of wondering what the intent of that is. Is that just to list all the county sites or is it more specifically looking at county owned sites that?

0:57:7.660 --> 0:57:10.950

Larnard, Zachary

Have been offered to APS for use or or.

0:57:11.860 --> 0:57:19.400

Larnard, Zachary

Things that have been offered or sites that we would like to approach the county with, of being able to use of just kind of wondering what.

0:57:20.150 --> 0:57:22.790

Larnard, Zachary

Staff thought that section would include.

0:57:29.250 --> 0:57:32.150

Rosa Cheney

Indiana, do you wanna? OK. Do you wanna address that?

0:57:32.40 --> 0:57:38.300

Gonzales, Iliana

Yeah, that one, that one is just the list. It was in the 201912. So we would just continue that.

0:57:40.410 --> 0:57:44.90

Larnard, Zachary

OK, I think it may be a good idea if if that could.

0:57:44.730 --> 0:58:2.220

Larnard, Zachary

You know, list all the sites, but maybe narrow down a little bit on on some sites that perhaps the county has has offered to APS for facility use like I know back when I was at APS, I know it was talked about Madison Community Center and things like that. So I think that would be a a good section to add.

0:58:7.910 --> 0:58:8.420

Rosa Cheney

Battery.

0:58:10.750 --> 0:58:30.630

Kateri Garcia

So back to that that we were talking about kind of the different, I don't know what to call it utilization for like you were talking about the extended day or enrichment. So would that be something like when we talk about APS common Space inventory, would that be fit into there? Is that what we were referencing?

0:58:31.490 --> 0:58:39.40

Rosa Cheney

Umm, so common spaces are typically we had done a kind of a study of common spaces within schools.

0:58:40.580 --> 0:58:52.380

Rosa Cheney

How many years ago, you know? And basically it's, you know, like the the gyms, the cafeterias, library. So anything that's not essentially a classroom type of space.

0:58:52.590 --> 0:59:23.570

Kateri Garcia

OK. So then based on the conversation, we were just having, would we recommend then because it sounds like an inventory would need to be done to understand the programmatic needs, whether it's extended day or you know gifted or special needs or whatever. I think you know, we were just the all the topics we were just discussing. So I guess I'm just curious, would that fit into that category and doesn't I would assume an an actual assessment would need to be done right, unless that's we happen to have that or APS has that all handy that information?

0:59:27.50 --> 0:59:27.490

Kateri Garcia

OK.

0:59:24.60 --> 0:59:32.990

Rosa Cheney

Right. It definitely wouldn't go in that category, but it, but and I don't know if you know APS has that information readily you know already.

0:59:33.950 --> 0:59:53.120

Rosa Cheney

You know, studied if it's just a matter of asking principles or, you know, understanding better, you know, principles and PTA's, you know, the use of the schools in that manner, I don't know, but I don't know, Michael, if you have or Iliana, you have comments on that. But otherwise, I mean, we'll be adding it to our comments.

0:59:53.750 --> 0:59:54.180

Kateri Garcia

Got it.

0:59:56.230 --> 1:0:10.0

Gonzales, Iliana

Yeah. Yeah, we're adding very big. We're starting with the big, big picture right now. We're having conversations with principals and just asking them what programs they have in their schools because we need to make sure that we're capturing that.

1:0:14.100 --> 1:0:14.530

Rosa Cheney

OK.

1:0:11.150 --> 1:0:14.600

Gonzales, Iliana

And so I've we started that work actually last week, so.

1:0:16.140 --> 1:0:24.790

Gonzales, Iliana

So just the programs that we have in schools and then it's the next piece, right, because it depends what programs they have in this space. It's a little bit more complicated than than we would wish.

1:0:25.370 --> 1:0:31.740

Kateri Garcia

So then you. So you guys ask what programs they have and then you would go back and ask like what are the space needs for the programs?

1:0:32.530 --> 1:0:32.820

Kateri Garcia

Or.

1:0:32.370 --> 1:0:38.120

Gonzales, Iliana

Yeah. For example, like I would say, OK, you have VPI. Great. How many classrooms do you use for that?

1:0:39.890 --> 1:0:48.190

Gonzales, Iliana

And so that is a a simple one because VPN has like 16 students but are capacity utilization for one classroom is 24.

1:0:49.560 --> 1:0:53.730

Gonzales, Iliana

So then they would say I have 3 VPI classes classrooms.

1:0:55.230 --> 1:0:56.640

Gonzales, Iliana

Then we would have that information.

1:0:57.170 --> 1:0:57.540

Rosa Cheney

OK.

1:0:59.0 --> 1:0:59.440

DePalma, Michael DePalma

Yeah, I.

1:1:7.710 --> 1:1:7.990

DePalma, Michael DePalma

Still.

1:0:58.910 --> 1:1:8.360

Kateri Garcia

Got it. And you would ask the same amount for like utilization space for like whether it's gifted or you know special needs interventions?

1:1:10.650 --> 1:1:11.100

DePalma, Michael DePalma

So you.

1:1:7.660 --> 1:1:12.430

Gonzales, Iliana

Gifted is not like a program, so I could, yeah.

1:1:10.610 --> 1:1:15.390

Kateri Garcia

Yeah, that's what I mean. I guess, how do you assess and the needs of those those students?

1:1:15.880 --> 1:1:16.400

DePalma, Michael DePalma

Yeah.

1:1:15.820 --> 1:1:28.980

Gonzales, Iliana

Well, that's how well right now that's how we figure out if they could school. I'll just pick on Barrett since we're going in January. But shows like on our end that they have capacity, right.

1:1:29.670 --> 1:1:44.900

Gonzales, Iliana

But then when I talked to the principal, she's like, no, no, I don't have capacity. Like, I have a bunch of programs. And then I ask, you know, I will follow up with like, well, how many rooms are you using per program? Then it helps us so that we don't want put in more programs in that school.

1:1:45.600 --> 1:1:51.110

Gonzales, Iliana

Or two, you know, we try to also manage how? What can we do to relieve, like, do we have to move a program from?

1:1:51.890 --> 1:1:53.750

Gonzales, Iliana

Barrett to another school, for example.

1:1:56.150 --> 1:2:0.120

Kateri Garcia

Got it. I guess I'm just curious, I'm still confused at where it's captured in this.

1:2:0.950 --> 1:2:1.640

Kateri Garcia

Document.

1:2:2.10 --> 1:2:2.640

DePalma, Michael DePalma
So.

1:2:2.820 --> 1:2:3.410

Rasmussen, Adam
I.

1:2:4.100 --> 1:2:6.50

DePalma, Michael DePalma
Go ahead, Adam. I'll let you talk first.

1:2:5.530 --> 1:2:13.950

Rasmussen, Adam
Or I'm just going to say it looks like that would be captured under 7.47 point 5 and 7.6, right?

1:2:16.380 --> 1:2:21.200

Rasmussen, Adam
Because if four point ones were the inventory and then the seven point have to do with.

1:2:23.90 --> 1:2:23.470

Gonzales, Iliana
Mm-hmm.

1:2:23.40 --> 1:2:23.670

Rasmussen, Adam
The needs.

1:2:29.970 --> 1:2:32.460

Rosa Cheney
Yeah, I I was thinking 7 point.

1:2:33.620 --> 1:2:46.790

Rosa Cheney
Well, 7.57 point 4.1 which is under 7.5 but but it also you know or it's it's on its own you know and becomes gets it it's becomes its own important thing.

1:2:48.650 --> 1:2:49.0

Rosa Cheney
Umm.

1:2:49.960 --> 1:2:51.530

Rosa Cheney
Michael, you you wanna go?

1:2:51.10 --> 1:2:53.900

DePalma, Michael DePalma
Yeah, just. Yeah. I just wanted to say like it's in.

1:2:54.580 --> 1:3:12.270

DePalma, Michael DePalma

Important for the group to understand that capacity is based on the best way to think of capacity is based on students that are in a room for almost the whole day. So like a gifted program, that doesn't.

1:3:12.930 --> 1:3:43.100

DePalma, Michael DePalma

That doesn't count towards capacity. That's this support space, because those students, they would transition in between those rooms, whether it be you know gifted, whether it be you know a some sort of special, whether it be an exemplary whether it be you know, a TV production, there's all sorts of different programs that exist within APS that aren't capacity generating because those students don't house that space throughout the whole day.

1:3:43.630 --> 1:4:13.250

DePalma, Michael DePalma

Now, special education self-contained right, those students, they are in those rooms all day, right? And they're pulled out for various reasons. So that does add to capacity. So if we just look at like a regular sort of calculation of capacity, it's primarily based on the general classroom. So in the elementary schools, the easiest to sort of think about, and that would be your K through fives all your pre-K programs.

1:4:13.700 --> 1:4:25.710

DePalma, Michael DePalma

So you have your potential VPI. You have your potential pre-K special. You have your potential pre-K Montessori, you have the micas. You have the interludes.

1:4:25.910 --> 1:4:46.790

DePalma, Michael DePalma

Umm, so those are all capacity because those students reside in those classrooms for an extended period of time. But the specials don't. And that's why I was saying with it being programmed, I think it would be advantageous to the group and maybe to the Community if there was a way to identify, you know, sort of you know.

1:4:47.510 --> 1:5:17.950

DePalma, Michael DePalma

The slew the the inventory of I know this is that would, if anyone on academics was on this conversation right now, they would just be like shaking your head. No, but to actually have a list of, let's say the potential type or the potential, you know inventory of programs that exist within, you know, schools. But that's a question that I know Rebecca has asked and consistently over the years. So I will go to her now because she hasn't end up.

1:5:22.90 --> 1:5:24.300

rebecca

Yeah. You know, again I under.

1:5:25.890 --> 1:5:31.530

rebecca

Yes, I mean, I'll all I'm suggesting again, I think it's my goal so eloquently put is that.

1:5:33.160 --> 1:5:51.150

rebecca

Is that I think we should should suggest a broader approach or view of how we look at capacity. I think it's it's a little too black and white, if you will. You know this building all 200 kids, right? But but again we don't necessarily look at.

1:5:52.380 --> 1:5:53.20

rebecca

Umm.

1:5:54.830 --> 1:6:7.90

rebecca

The needs of the student in relation right? Because 100 students don't have the same. So even if specials or or even gifted what you know, there's a lot of times there are needs for.

1:6:8.570 --> 1:6:18.790

rebecca

Again, regular students right, small group XYZ that we just, we just pretend don't exist in how we do capacity planning and space planning in my opinion.

1:6:20.60 --> 1:6:23.980

rebecca

And I think that's why a lot of times some of our buildings.

1:6:25.460 --> 1:6:36.100

rebecca

Even though if you look at it on paper, it's below capacity or at capacity or maybe slightly over, but but in a typical functional school day.

1:6:36.810 --> 1:6:55.330

rebecca

It feels much more crowded or much more constrained because the way that that, that curriculum needs to be provided to different student groups requires a completely different functional layout than what we how we.

1:6:58.780 --> 1:6:59.230

David Goodman (Guest)

Yeah.

1:6:59.880 --> 1:7:0.300

Rosa Cheney

Mm-hmm.

1:6:58.610 --> 1:7:1.870

rebecca

How we traditionally looked at it, I don't know if that makes any sense.

1:7:0.510 --> 1:7:3.710

David Goodman (Guest)

Yeah, because the cause. The seat. Yeah, the seat system.

1:7:5.130 --> 1:7:14.790

David Goodman (Guest)

The the the seat system that that we currently use to quantify our capacity is based on an assumption that one student will be sitting in that one seat.

1:7:19.360 --> 1:7:19.630

Rasmussen, Adam

But.

1:7:15.820 --> 1:7:21.480

David Goodman (Guest)

For the entire time that they're in the school day, but in reality that one student.

1:7:22.370 --> 1:7:24.160

David Goodman (Guest)

They split out in.

1:7:25.130 --> 1:7:29.650

David Goodman (Guest)

Interact with in different parts of the facility throughout the day.

1:7:30.590 --> 1:7:33.650

David Goodman (Guest)

So it's almost like you need to acknowledge, yeah.

1:7:39.630 --> 1:7:39.960

David Goodman (Guest)

Right.

1:7:30.890 --> 1:7:45.510

rebecca

Right. And he even the way we do, like, right, 30 kids in a in a rectangle. Right. 30 kids. They're 30 desks in a room, but maybe at any given time maybe we need to have again different.

1:7:47.460 --> 1:8:1.490

rebecca

Functional spaces, right? So you could you could have a building that holds you have a root, you have 10 rooms at all. 30 kids each. Right. Great. You have a capacity of 300, but functionally that's not how school days work.

1:8:1.870 --> 1:8:2.970

David Goodman (Guest)

Hmm, right.

1:8:24.990 --> 1:8:25.580

rebecca

Yes.

1:8:4.530 --> 1:8:26.660

David Goodman (Guest)

Yeah. And it and it doesn't even. You can't even assume that. Well, that's OK if this kid gets up from this seat and goes to some other seat in the room in the building that that's OK because the kid who was in that seat is now occupying this other seat. You know, it's almost like the assumption is like, everyone's hot bunking or something like they do in the Navy, but.

1:8:30.80 --> 1:8:30.280

rebecca

Yeah.

1:8:30.70 --> 1:8:30.520

Rosa Cheney

Mm-hmm.

1:8:27.500 --> 1:8:42.440

David Goodman (Guest)

But in reality, it's messier than that and the spaces are not through nobody's fault, right? It's just spaces are not used as space efficiently as these numbers would imply. Students are not, Sir.

1:8:43.650 --> 1:8:46.80

David Goodman (Guest)

Yeah, they're not. They're not little sardines.

1:8:40.740 --> 1:8:48.330

rebecca

Right, kids, kids are not as efficient as we would like. Education is not as efficient as we would like from a space planning capacity.

1:8:48.650 --> 1:8:49.280

DePalma, Michael DePalma

Right. So.

1:8:48.280 --> 1:8:52.960

David Goodman (Guest)

Right. They're they're not ice cubes on the ice cube tray. They're they're all over the place.

1:9:5.150 --> 1:9:5.370

David Goodman (Guest)

Hmm.

1:8:51.670 --> 1:9:12.30

DePalma, Michael DePalma

Before we, before we get to Catherine, I just, I just wanna make sure that the the group is aware though that when the Ed specs are developed, the support spaces, that's what we're sort of talking about the program right? Programmatic support spaces are a calculation with the office of Academics.

1:9:13.40 --> 1:9:44.710

DePalma, Michael DePalma

For the capacity, right, so the support spaces right now we're talking about the administrative spaces, the support spaces for gifted now whether or not we have as a APS as a system, have a higher demand now for certain types of support spaces, certain types of programs. I think that's the underlying. I think that's really our our struggle that's we're gonna be facing as we as a system move forward to provide the instruction.

1:9:44.810 --> 1:9:46.420

DePalma, Michael DePalma

So and then calories up.

1:9:47.910 --> 1:10:10.420

Kateri Garcia

Yeah. No, that's actually, I'm that. I'm glad you jumped in cause that I think is maybe my question as well and maybe I don't know if that is would be our recommendation, right? I don't see like it be that nice to understand how that supports space requirement is calculated and I was looking in the document to see if I found it.

1:10:11.470 --> 1:10:42.630

Kateri Garcia

But and then potentially, like revalidating it right, is that still accurate? And then and then, you know, per student? Yeah. Like I I would just be interested in understanding, is it per student? Is it per program, like in the in the cases where you don't have 100% occupancy like, oh, it's this special, it gets a 25% occupancy, I don't know. Whatever it is. Yeah. How is that calculated so that it can some of these, you know we can write size these facilities I guess.

1:10:43.490 --> 1:10:51.480

Rosa Cheney

Yeah, I think some of that hit 7.6 capacity calculations 7.7 at specs, you know, and maybe part of that is.

1:10:53.270 --> 1:11:0.330

Rosa Cheney

You know, my big question was going to be when we got to, that was what was in gonna be included in that.

1:11:1.60 --> 1:11:31.300

Rosa Cheney

Item in the table of contents, say for EDC specs you know, are we just saying here's what we know now you know because I know that each of the most recent projects that we've done in the county have kind of informed the Ed spec, so that they're getting better and better. And then those of course night today

is at specs are what we're comparing all the old buildings, the existing buildings against. But are those now based on this conversation you know forward thinking enough for what the future will need.

1:11:33.10 --> 1:11:37.730

Rosa Cheney

Especially as it say, as it relates to these support spaces as it relates to other programs.

1:11:38.270 --> 1:11:39.500

Rosa Cheney

And Adam?

1:11:54.110 --> 1:11:54.330

DePalma, Michael DePalma

Yeah.

1:11:40.450 --> 1:12:10.930

Rasmussen, Adam

Yeah. Well, I was going to say, so are the Ed specs applied to capacity of a building each year or is it just when it's being built that we use the Ed specs to do that? And that's my thing, is that yeah, it specs are great, but if we're only using them for that purpose of figuring out what the capacity of a building is gonna be when it's open, that doesn't help us from year to year to accurately term the specs. And the other thing I wanted was Rebecca.

1:12:11.190 --> 1:12:29.700

Rasmussen, Adam

Are you suggesting that we apply some kind of a factor of formula based on maybe what programs are in the school where, where you would you would reduce the capacity calculation based on certain programs are in there that we know require.

1:12:30.480 --> 1:12:31.970

Rasmussen, Adam

More space than what?

1:12:32.700 --> 1:12:35.580

Rasmussen, Adam

The the normal, you know, whatever it is per classroom is.

1:12:42.940 --> 1:12:48.200

Kateri Garcia

Was it Rebecca who is suggesting her that, or was it me? I don't know if it was who that was.

1:12:49.110 --> 1:12:52.410

Rasmussen, Adam

Who you kind of brought that up. But but but either way.

1:12:51.350 --> 1:13:20.740

Kateri Garcia

OK, I don't know. I didn't want to like, let I was gonna answer, but I didn't know if it was. It was her mate. But I I was suggesting that it wouldn't necessarily be a reduction of your capacity requirement. It

would most likely be an increase, right? So you have certain like right now for not counting you know the need for certain facilities because they don't meet that 100% all the time threshold. Then we would maybe need some way in which we could understand when these other additional.

1:13:21.490 --> 1:13:25.240

Kateri Garcia

You know, classrooms, whatever they are common spaces are needed.

1:13:26.440 --> 1:13:56.150

Kateri Garcia

And so I would think like it it kind of, Umm and Rebecca, I appreciate the thinking about this. I thought about this this way before. But you know, if you think of all these schools that are overcrowded just on student capacity alone, well, what the heck are they doing for all these other needs? I I can't even imagine, you know, where some of these kids are going to to meet and and do these other functions, whether they're enrichment or or gifted or special education or whatever it is. You know, I I can't even imagine.

1:13:57.970 --> 1:14:9.910

Rosa Cheney

Yeah. I mean, it seems like a lot of this is interconnected. So it'll be interesting, Iliana, when you go to write this, the apps app, you know, like, do you kind of hit some some of these?

1:14:10.930 --> 1:14:27.310

Rosa Cheney

Threads that kind of weave through the entire document. Do you just keep, like, pounding them home in each category you know, or do they kind of get pulled out and address separately? But you know that will be, you know, I guess you yours to figure out.

1:14:27.790 --> 1:14:29.100

Rosa Cheney

Umm, I don't know.

1:14:28.440 --> 1:14:30.800

Kateri Garcia

It's all on you, alianna. It's all on you.

1:14:32.700 --> 1:14:34.230

Rosa Cheney

Plan our future for us.

1:14:35.460 --> 1:14:35.680

Rosa Cheney

Yeah.

1:14:34.470 --> 1:15:2.360

DePalma, Michael DePalma

So just for Adam's question that he did have, there was the first part of his his statement that he had was a question on the design capacity. So yeah, the design capacity is sort of that's it. Once it gets done,

Adam, that's the design capacity and that's what it always is for that building because those are many times those spaces built or specific spaces. Now I know we have flexibility in whether or not a.

1:15:3.620 --> 1:15:19.120

DePalma, Michael DePalma

Large classroom that has a bathroom can be used for kinder or can be used for pre-K that in itself would then change the that year's number of students that they have in it. But overall capacity of the building is always.

1:15:46.30 --> 1:15:46.330

Rosa Cheney

Umm.

1:15:19.900 --> 1:15:47.700

DePalma, Michael DePalma

Let's say 600, but if you had those, let's say you only had three kinder classes, and then they each hold 24 students, but your other two kinder classes that you had cause you have 5 built into the building. Those now have VPI, so they only have 16 at the most, 17 at the most. So the number of students in that building would be slightly lower than what the capacity is. So you know, that's.

1:15:49.860 --> 1:15:50.320

DePalma, Michael DePalma

Correct.

1:15:51.90 --> 1:15:51.590

DePalma, Michael DePalma

Correct.

1:15:47.190 --> 1:15:56.610

Rasmussen, Adam

But it would still be listed as not being filled, so which which which what? Which we make our decisions based on those.

1:15:57.620 --> 1:16:3.170

Rasmussen, Adam

Those numbers. So it's, you know, maybe the idea is is that there needs to be some.

1:16:3.980 --> 1:16:13.630

Rasmussen, Adam

Uh, sort of accommodation for the fact that that those things may change so that a school may, you know.

1:16:14.570 --> 1:16:19.880

Rasmussen, Adam

Be listed as full capacity even though the design spec say it's not.

1:16:21.320 --> 1:16:21.620

DePalma, Michael DePalma

Sure.

1:16:24.140 --> 1:16:24.400

DePalma, Michael DePalma
Right.

1:16:27.880 --> 1:16:28.140

DePalma, Michael DePalma
Yeah.

1:16:20.960 --> 1:16:33.720

Rasmussen, Adam

But for the actual things that are happening in the school, it is so I don't know if it's a parentheses or some kind of a, you know, a design capacity versus program capacity maybe would be the other.

1:16:34.750 --> 1:16:35.480

Rasmussen, Adam

Term for it.

1:16:35.810 --> 1:16:36.250

Rosa Cheney

Mm-hmm.

1:16:35.740 --> 1:16:45.480

DePalma, Michael DePalma

Yeah, yeah, yeah. Well, these these conversations have been had extensively and they are continuing to go on. So yeah, you all are are definitely.

1:16:46.940 --> 1:16:51.580

DePalma, Michael DePalma

Providing us with very good feedback on that. So I'm going to turn over to Cynthia and turn my stuff off.

1:16:56.430 --> 1:17:6.370

Cynthia Hilton

OK, so I'm sorry cause it appears Rosa that you had started to go through your section by section and so I apologize if.

1:17:7.400 --> 1:17:23.630

Cynthia Hilton

I wanna pop back a bit just to say I know. Usually when we get comments it's concerns or whatnot. I did wanna do a shout out that on your four point 1.4 you're gonna publish something about wait lists.

1:17:25.80 --> 1:17:25.540

Rosa Cheney

Hmm.

1:17:23.880 --> 1:17:28.610

Cynthia Hilton

And or. That's the proposal and I just wanted to do a shout out for that.

1:17:29.250 --> 1:17:40.920

Cynthia Hilton

And and then I had another comment and I'm sorry at 4.3 point 2 where you're cause we're all talking about this, you know, seat capacity thing and.

1:17:42.430 --> 1:17:55.340

Cynthia Hilton

And maybe this comment that I have does come up, maybe in waitlist things. But you know we spent all this time on the Career Center and this marvelous facility and they're gonna have these as.

1:17:56.210 --> 1:18:0.340

Cynthia Hilton

As I understand it, and it certainly was when my son went there.

1:18:1.960 --> 1:18:4.910

Cynthia Hilton

You know these unique instructional spaces, so.

1:18:5.740 --> 1:18:11.870

Cynthia Hilton

When you are counting permanent seat capacity in a school like that, are you going to?

1:18:12.940 --> 1:18:17.20

Cynthia Hilton

For instance, the capacity of the space that you have.

1:18:18.470 --> 1:18:25.300

Cynthia Hilton

Uh equipped to do barbering and hair stuff, you know is.

1:18:26.100 --> 1:18:31.690

Cynthia Hilton

That might be a certain thing, as opposed to just, I don't know, regular classroom. Are you going to?

1:18:33.210 --> 1:18:38.510

Cynthia Hilton

When you're counting, you know, permanent seat capacity, these charts are you going to?

1:18:39.930 --> 1:18:45.340

Cynthia Hilton

Reflect that kind of thing. Maybe that's a lot of what everybody is saying here about space is not.

1:18:46.900 --> 1:18:48.10

Cynthia Hilton

Necessarily.

1:18:49.130 --> 1:18:50.0

Cynthia Hilton

Equivalent.

1:18:52.150 --> 1:18:53.600

Cynthia Hilton

Right, that's another example.

1:18:55.420 --> 1:18:55.950

Cynthia Hilton

About.

1:18:56.930 --> 1:19:9.940

DePalma, Michael DePalma

Yes, I I agree with you, Cynthia. I think it is. I think what you're what you're saying is is, is is pretty much in line with what we've been trying to sort of tackle in the best way.

1:19:10.500 --> 1:19:13.90

DePalma, Michael DePalma

UM to present in this document.

1:19:14.170 --> 1:19:14.580

DePalma, Michael DePalma

But.

1:19:14.50 --> 1:19:27.270

Cynthia Hilton

Yeah. OK. And then the well anyway, at the very, very end, I have like some some just edit things, I'll just hold my space cause in case you run out of time, you know that's not important.

1:19:25.350 --> 1:19:32.40

Rosa Cheney

Yeah, yeah. If you have like, like more like your editorials, I mean the you know like.

1:19:31.990 --> 1:19:33.20

Cynthia Hilton

Yeah, just edit.

1:19:34.310 --> 1:19:34.630

Cynthia Hilton

Yeah.

1:19:37.730 --> 1:19:38.80

Cynthia Hilton

Yeah.

1:19:32.690 --> 1:19:48.400

Rosa Cheney

Wordsmithing and etcetera, then yeah, I would say just e-mail those to Iliana separately, OK. Yeah. So let's keep moving. I think we were, you know, we kind of I think we did four. I think if we're can move to 5-6.

1:19:49.740 --> 1:20:3.860

Rosa Cheney

Seven, I think we kind of had jumped into seven based on some of our talks, you know on four as well. But if anybody has any comments on five or six speak now. Otherwise 7 if there's anything more to talk about there.

1:20:4.640 --> 1:20:7.70

Rosa Cheney

Umm. And then 8.

1:20:9.290 --> 1:20:17.340

Rosa Cheney

Ohh, I guess 7.7 I you know again that was the edpac. So I I it's just such a broad topic and I think it obviously impacts.

1:20:18.70 --> 1:20:22.310

Rosa Cheney

Planet, you know, this entire facility planning document.

1:20:23.470 --> 1:20:40.920

Rosa Cheney

But you know whether or not we would kinda get a lessons learned. Here's where we are. Here's what we've done, you know, because the development of more standardized Ed specs, even though they're unique for each building, you know, the fact that we have, you know, some Ed specs now that these are what?

1:20:42.200 --> 1:20:48.690

Rosa Cheney

The buildings will get and that we're comparing the existing buildings too. I think that will be a big topic to.

1:20:49.460 --> 1:20:50.170

Rosa Cheney

I mean a big.

1:20:51.700 --> 1:20:55.150

Rosa Cheney

You know, portion of this report where I hope it would be David.

1:21:1.450 --> 1:21:1.850

Rosa Cheney

OK.

1:21:1.920 --> 1:21:2.40

David Goodman (Guest)

Yes.

1:21:2.840 --> 1:21:4.40

David Goodman (Guest)

That that.

1:21:4.890 --> 1:21:15.20

David Goodman (Guest)

Probably needs to be fleshed out a little bit more like it just seems kind of bare bare bones and it it's hard to know what needs to go in it yet but.

1:21:16.90 --> 1:21:16.450

David Goodman (Guest)

I think.

1:21:17.390 --> 1:21:19.320

David Goodman (Guest)

You know, is seems like our.

1:21:20.140 --> 1:21:24.620

David Goodman (Guest)

Random collection of items like uh, let's see. Bell study art passes.

1:21:25.610 --> 1:21:27.160

David Goodman (Guest)

And other transportation needs.

1:21:29.120 --> 1:21:35.380

David Goodman (Guest)

I don't know it it, it just strikes me as as pretty not well fleshed out yet and.

1:21:36.360 --> 1:21:41.120

David Goodman (Guest)

This is something that we need to help you with, Iliana. Or is this still in development?

1:21:43.70 --> 1:21:44.470

David Goodman (Guest)

You know, like like a.

1:21:46.250 --> 1:21:47.300

David Goodman (Guest)

OK. Thanks.

1:21:43.40 --> 1:21:57.780

DePalma, Michael DePalma

So I'll take, I'll take David, I'll I'll chime in on this. So we I'll put those stuff in there as sort of a placeholder. When I was talking to Lisa and Iliana about this table of contents and of the transportation.

1:21:59.220 --> 1:22:7.630

DePalma, Michael DePalma

Discussions that have had over the past year, those are the ones that just came to my mind readily and that's how they were sort of plugged in there.

1:22:7.810 --> 1:22:8.340

David Goodman (Guest)

Gotcha.

1:22:8.420 --> 1:22:15.60

DePalma, Michael DePalma

Umm, just so that everyone is where ACTC if anyones interested will be meeting this Wednesday?

1:22:16.520 --> 1:22:24.610

DePalma, Michael DePalma

So to determine what the future of that committee will be moving forward, we also just had two.

1:22:28.310 --> 1:22:30.60

DePalma, Michael DePalma

Well, I mean, I'm not.

1:22:24.870 --> 1:22:31.270

David Goodman (Guest)

Are, are, are they like on the chopping block? Possibly? Or is there there there mandate gonna change or something?

1:22:31.110 --> 1:22:33.940

DePalma, Michael DePalma

I I would say to quote the.

1:22:42.880 --> 1:22:43.190

David Goodman (Guest)

Umm.

1:22:54.570 --> 1:22:55.0

Rosa Cheney

Umm.

1:22:59.650 --> 1:23:0.500

David Goodman (Guest)

Yeah, it.

1:22:34.960 --> 1:23:5.190

DePalma, Michael DePalma

The current, which is also the past chair, Josh Folb, maybe the ACTC has already met its charge. Maybe the ACTC needs to exist, as it does, as they support organization or support committee for the decisions that come out of the JCTC. So I don't want to derail our conversations with this, but we can go down. Transportation takes up a lot of time. So if you have any, if you have any other suggestions, David, I would. I would welcome them to be included in this please.

1:23:5.150 --> 1:23:19.250

David Goodman (Guest)

OK. Well is the is this gonna maybe get fleshed out more as a result of discussions about the ACTC or like are they gonna? I mean they could probably help flesh that out more if we wanted.

1:23:20.400 --> 1:23:23.320

David Goodman (Guest)

Assistance. Or do we want to just do this ourselves or?

1:23:23.770 --> 1:23:30.210

DePalma, Michael DePalma

I don't think the ACTC will have quorum. They hadn't had quorum for the past three meetings last year.

1:23:30.560 --> 1:23:31.120

David Goodman (Guest)

That's too bad.

1:23:30.310 --> 1:23:38.40

DePalma, Michael DePalma

Umm yeah. And there has been poor response from our correspondence with.

1:23:39.530 --> 1:23:41.860

DePalma, Michael DePalma

Getting people to actually join that group so.

1:23:41.920 --> 1:23:42.250

David Goodman (Guest)

Yeah.

1:23:46.990 --> 1:23:47.250

DePalma, Michael DePalma

Yeah.

1:23:42.700 --> 1:23:58.820

rebecca

So you're they're looking for members to join the Transportation Committee. So I'll reach out to ASEAC because they always, that's all special education. Transportation is always an issue. So if there's nobody from that community, I probably can get a recommendation or somebody to join from at least that perspective.

1:23:59.230 --> 1:23:59.520

David Goodman (Guest)

Yeah.

1:24:9.660 --> 1:24:10.150

David Goodman (Guest)

That's cool.

1:23:59.130 --> 1:24:24.80

DePalma, Michael DePalma

Yeah, that that would be great. And I do appreciate that that we did have one individual that was a a bus driver that wanted to represent sort of that, that group. And unfortunately we did not have enough applicants to support the ACC in the beginning of the year. So I redirected them to actually apply for. It was either SEPTA or for ASEAC because I didn't want there.

1:24:24.490 --> 1:24:28.640

DePalma, Michael DePalma

Umm, their volunteer efforts to go to waste.

1:24:27.490 --> 1:24:29.340

David Goodman (Guest)

Yeah, to go wasted, yeah.

1:24:29.880 --> 1:24:30.270

DePalma, Michael DePalma

So.

1:24:34.910 --> 1:24:35.520

DePalma, Michael DePalma

Correct.

1:24:36.310 --> 1:24:36.720

DePalma, Michael DePalma

Stop.

1:24:31.100 --> 1:24:38.80

David Goodman (Guest)

Maybe. Maybe it's too many committees, not enough people spread too thin amongst too many committees.

1:24:38.30 --> 1:24:40.120

DePalma, Michael DePalma

Stuff. Alright, let me. I'll bring that back up.

1:24:40.250 --> 1:24:45.350

David Goodman (Guest)

Alright, yeah, I'll. I'll see what I can do to help flesh that out. Maybe a little.

1:24:49.80 --> 1:24:49.710

Rosa Cheney

OK.

1:25:1.770 --> 1:25:2.120

David Goodman (Guest)

Yeah.

1:24:53.170 --> 1:25:12.500

Rosa Cheney

Yeah. And I think I think it would just be good to kind of give a recap within transportation of where we are. You know, the things that we already know. If we're not, you know like that option, schools require transportation and then hitting the mass bus stops, you know the I don't remember what that's called, but they're.

1:25:11.470 --> 1:25:13.640

David Goodman (Guest)

Ohh the the.

1:25:12.950 --> 1:25:13.730

Larnard, Zachary

Hub stops.

1:25:14.940 --> 1:25:15.680

Rosa Cheney

Hub stops.

1:25:14.880 --> 1:25:17.160

David Goodman (Guest)

Hub. Yeah. The hubs. The hubs, right.

1:25:17.830 --> 1:25:18.150

DePalma, Michael DePalma

Umm.

1:25:16.320 --> 1:25:19.500

Rosa Cheney

Yeah. So UM and then.

1:25:19.900 --> 1:25:26.680

David Goodman (Guest)

Another thing comes to mind is there's a there's a direct tie in between boundaries and transportation as well.

1:25:27.30 --> 1:25:28.800

Rosa Cheney

Umm yeah so.

1:25:28.210 --> 1:25:39.120

David Goodman (Guest)

And collaboration with the county on, you know, intersect crossing streets and things like that. So there's there's some details we can fill in with here.

1:25:44.770 --> 1:25:45.100

David Goodman (Guest)

Right.

1:25:41.10 --> 1:25:51.720

Rosa Cheney

And then swing space and you know, just like a like a what will happen, you know, how will transportation potentially be impacted by swing space decisions?

1:25:53.220 --> 1:25:53.770

Rosa Cheney

OK.

1:25:54.780 --> 1:25:57.830

Rosa Cheney

My next one was on 8 so.

1:25:58.620 --> 1:26:0.610

Rosa Cheney

I don't know. Like. Yep.

1:25:58.970 --> 1:26:1.260

Larnard, Zachary

I'll make a quick comment on on 7.9.

1:26:1.490 --> 1:26:1.850

Rosa Cheney

OK.

1:26:2.280 --> 1:26:2.770

Larnard, Zachary

Umm.

1:26:2.550 --> 1:26:2.870

Rosa Cheney

Ohh.

1:26:7.850 --> 1:26:8.220

Rosa Cheney

Ohh.

1:26:3.620 --> 1:26:10.860

Larnard, Zachary

I think that land acquisition guidelines is is an interesting topic. I'm glad it's included in the AFSAP.

1:26:11.720 --> 1:26:24.870

Larnard, Zachary

Umm, I think maybe it's something that this group can can discuss more in in the future, but I'm glad it's in there and and I I support APS acquiring land so.

1:26:25.840 --> 1:26:26.610

Larnard, Zachary

That's McAllen.

1:26:27.320 --> 1:26:35.630

Rosa Cheney

OK, great. And then just for a for Michael and Iliana, there's comments from Adam in the chat related to the.

1:26:36.810 --> 1:26:42.930

Rosa Cheney

Transportation approach to adapting to changing needs. Annual planning for needs and hub stops. Yeah, OK.

1:26:44.560 --> 1:26:45.90

Rosa Cheney

And.

1:26:45.940 --> 1:26:52.370

Rosa Cheney

Michael didn't drop off now. OK, so, yeah, so my comment on eight was regarding the budget and it was just really what?

1:26:52.470 --> 1:27:8.850

Rosa Cheney

And. But that's gonna entail, obviously, it's, you know, was on the previous one, but you know, is it gonna be related to the impact of of the budget on planning or the impact of this planning on the budget?

1:27:9.990 --> 1:27:18.780

Rosa Cheney

Or just a discussion of the budget. But so I just didn't know what it was gonna be in there because it's very open and the thing.

1:27:21.270 --> 1:27:27.200

Rosa Cheney

Any other comments on 8-9 weeks sort of talked about already, but I don't know if anybody had more comments on that.

1:27:28.280 --> 1:27:28.800

Rosa Cheney

Umm.

1:27:29.540 --> 1:27:30.910

Rosa Cheney

Otherwise 10.

1:27:31.690 --> 1:27:32.250

Rosa Cheney

Umm.

1:27:33.720 --> 1:27:38.50

Rosa Cheney

I think this is obviously where we get into the meat eventually for the report.

1:27:39.830 --> 1:27:44.200

Rosa Cheney

11 and then 12:10 I had long term.

1:27:44.880 --> 1:28:15.930

Rosa Cheney

And term planning. Ohh yeah. So long term priorities first. So the number 10.7 or just in general the long term priorities for academic spaces. So the question here for me was how long term you know like we're we have our long range renovation planning which is kind of we know that that's pushed off you know past the the Montessori move which is way down the line et cetera. So I guess it's a question of you know how long is long term?

1:28:16.90 --> 1:28:17.980

Rosa Cheney

You know for for number 10.

1:28:18.640 --> 1:28:22.490

DePalma, Michael DePalma

I I mean, Rosa, I think it would have to align with the.

1:28:23.270 --> 1:28:28.690

DePalma, Michael DePalma

CIP but maybe planning valuation has a longer horizon, I'm not sure.

1:28:32.80 --> 1:28:32.500

Rosa Cheney

Yeah.

1:28:35.900 --> 1:28:42.910

Rosa Cheney

Umm, OK and then 12. I might next comment was on 12 but I don't know if anybody wants to talk about 11.

1:28:47.150 --> 1:28:50.860

Rosa Cheney

And then 12 for me was just seemed like a catch all new.

1:28:52.30 --> 1:29:3.530

Rosa Cheney

Everything that was new, it just seems like a lot of these might go somewhere else, even though they're new, so I didn't necessarily know why 12 got separated into its own category.

1:29:5.830 --> 1:29:12.920

Rosa Cheney

You know, especially since we just haven't really approached this report in so many years that it it seems like it would just be.

1:29:14.500 --> 1:29:19.720

Rosa Cheney

Found you know each of these things might find a play, a home elsewhere within the report.

1:29:20.770 --> 1:29:21.860

Rosa Cheney

Umm. Go ahead Rebecca.

1:29:22.520 --> 1:29:52.70

rebecca

You know one one question I I wasn't sure if it it it, it may already have a home somewhere in here and I just not sure where it it falls but but I know many moons ago for summers on the the fact we're looking at boundary changes, the capture rate, right, have we relook at the capture rate you know like originally it was like oh, it's a one bedroom apartment, it was zero. I don't know. I'm making that you know if it's a two-bedroom apartment we expected 1.2 students right.

1:29:52.300 --> 1:30:6.180

rebecca

If we relook at or reevaluated with with rising housing costs and things like that, what are capture rate? You know scenario looks like in Arlington like like how are we? What's that input to our planning?

1:30:6.870 --> 1:30:12.450

rebecca

Factors or not factor but not you know what I mean? Have we looked relook at that in a while?

1:30:13.790 --> 1:30:18.80

Larnard, Zachary

Are you talking about the the student generation factors?

1:30:19.30 --> 1:30:21.140

rebecca

Yeah, I get. I don't know. We I call it.

1:30:19.90 --> 1:30:21.320

Larnard, Zachary

That come out of different housing types cause then.

1:30:21.980 --> 1:30:22.620

Rosa Cheney

Mm-hmm.

1:30:32.620 --> 1:30:32.880

rebecca

Yeah.

1:30:34.440 --> 1:30:34.750

rebecca

Yeah.

1:30:21.980 --> 1:30:38.540

Larnard, Zachary

I think there was also a capture rate of like you know we get 80% of kids go to public school and 20% of them go to private school in Arlington. Just I'm making those numbers up. But I think that maybe two different data points I guess.

1:30:41.50 --> 1:30:41.540

Larnard, Zachary

OK.

1:30:38.560 --> 1:31:0.490

rebecca

Yeah, correct. And probably both, right. Because again, with COVID, I think that goes back to somebody's point about how we relook at from COVID because again, that that percentage would go to public either home schooled or go to private school may have changed. But so student generation again, my term capture rate, you know again how many students per type of housing unit.

1:31:1.580 --> 1:31:28.450

rebecca

Because like I said, like I don't know. Like said, I don't know No 8 to 10 years ago, it hadn't been updated in like a forever, right. And then we were seeing a lot higher number of students in one bedroom and two-bedroom apartments. Right. Because because people are, like, not moving further out to the suburbs when they had a family, they were staying and raising their family in a 2 bedroom apartment and had two kids or something, you know? So when was the last time we looked?

1:31:29.220 --> 1:31:48.930

rebecca

Or is that part of what what this? Are we going to be relooking at now again with with rising prices, with missing middle with with inflation, all these different things? Have we relook at what are we generating? Probably much better word. Thank you. Per unit type per housing.

1:31:49.910 --> 1:31:50.430

rebecca

Type.

1:31:50.780 --> 1:31:55.860

David Goodman (Guest)

Are those even studied locally or or is that built on from like census data?

1:31:56.700 --> 1:32:27.690

DePalma, Michael DePalma

So I'll chime in, but this is an iliana's wheelhouse. So Robert Reese is the principal planner that's in charge of projections. What? Zach referred to, the SGF, the student generation factors are based on the

actual students in where they reside. So Rebecca, the simple way the easy way to describe this is that every year we go ahead and we get a data dump from our big.

1:32:27.810 --> 1:32:58.190

DePalma, Michael DePalma

You know synergy which holds all the student information in it. Synergy gives us all the students as where they reside based on their address. We get the address points from the county and then we align those address points. The county also gives us something called mud data Master housing unit data and the MUD data is then overlaid with that point data right? Because now all those students are tied to an address. That mud data then gets placed on top of that and then that mud data says that if it's a.

1:32:58.860 --> 1:33:15.770

DePalma, Michael DePalma

Single family home if it's an elevator, if it's a garden department, if it's a town home and then those students are then aggregated to each of those, right? So that we would know exactly how many students we are getting from these different areas based on their housing type.

1:33:16.780 --> 1:33:47.260

DePalma, Michael DePalma

So that data is updated yearly and it's constantly being improved by the county. So to your answer, yes, that that information is way more robust and way more accurate. However, when it comes to speculations for future impacts of inflation and rising housing costs, that factor is not something that's been weighed into projections. So that's something because of the fact that I believe it's just.

1:33:50.830 --> 1:33:51.50

David Goodman (Guest)

Yeah.

1:33:47.370 --> 1:33:52.160

DePalma, Michael DePalma

No one really. You know, that's not part of the the calculations used.

1:33:52.370 --> 1:33:58.620

David Goodman (Guest)

I mean, I guess one way to figure out if it's volatile or not is to just look at recent trends and see if they've been.

1:33:59.570 --> 1:34:2.110

David Goodman (Guest)

You know more or less consistent.

1:34:9.520 --> 1:34:9.740

DePalma, Michael DePalma

Yep.

1:34:15.70 --> 1:34:15.840

Gonzales, Iliana

Yeah. So.

1:34:3.120 --> 1:34:16.180

David Goodman (Guest)

By building type or housing type or whatever category we track, or if they've been volatile. So if they haven't been changing, I guess it's safe to say that they probably won't. It would be an interesting thing to learn. I bet a lot we don't a lot of us don't know.

1:34:16.940 --> 1:34:17.210

David Goodman (Guest)

Yeah.

1:34:18.880 --> 1:34:19.90

David Goodman (Guest)

Yeah.

1:34:23.540 --> 1:34:24.30

David Goodman (Guest)

Oh cool.

1:34:16.750 --> 1:34:27.680

Gonzales, Iliana

Lucky. Lucky for us, January Robert Ruiz is gonna be our guest. So he is gonna be presenting or talking to talking about projections. So he definitely has.

1:34:27.700 --> 1:34:28.680

David Goodman (Guest)

Yeah, that'll be interesting.

1:34:28.940 --> 1:34:46.320

Gonzales, Iliana

He actually he he made a presentation that's probably really helpful to watch before the January meeting, but he'll be here for like Q&A. But he I mean he's definitely works with the county and he sees the big picture and is able to scaffold. So I think that will be really helpful for this group.

1:34:48.510 --> 1:34:48.780

DePalma, Michael DePalma

Yeah.

1:34:48.420 --> 1:34:49.260

David Goodman (Guest)

But scaffolding.

1:34:50.250 --> 1:34:51.760

David Goodman (Guest)

In this in this context.

1:34:52.150 --> 1:34:56.640

Gonzales, Iliana

So like breaking down the concept of how he gets the the projections for each year.

1:34:56.960 --> 1:34:58.150

David Goodman (Guest)

Ah, gotcha. Thanks.

1:34:57.650 --> 1:34:59.440

Gonzales, Iliana

Sorry, that's my instructional hat.

1:34:59.460 --> 1:35:0.380

David Goodman (Guest)

Like scaffolding.

1:35:2.350 --> 1:35:6.600

DePalma, Michael DePalma

I heard those key terms alright. Sorry. I'll turn my camera off. Bring it back up.

1:35:13.170 --> 1:35:14.520

Rosa Cheney

Umm OK.

1:35:9.370 --> 1:35:19.590

Larnard, Zachary

OK, I had a I had a question on I know we skipped over 11, but what what exactly is 11? What are the school planning summaries is that?

1:35:19.900 --> 1:35:20.290

Rosa Cheney

Hmm.

1:35:21.290 --> 1:35:21.970

Larnard, Zachary

What is that?

1:35:23.850 --> 1:35:27.890

Gonzales, Iliana

These are, UM, they're like I've explained, they're like.

1:35:28.570 --> 1:35:41.380

Gonzales, Iliana

A snapshot of a school and like they're walk zone, they're boundary kind of just like a really quick glance of each school they started them, I think two years ago.

1:35:42.260 --> 1:35:49.450

Gonzales, Iliana

And so it's just the resource. So you would be able to look at any of the schools and then see all those different factors of it.

1:35:50.390 --> 1:35:54.430

Gonzales, Iliana

Like the student population is just very general information in one spot.

1:35:55.910 --> 1:36:1.840

Larnard, Zachary

OK. And I also had a question on 12.2.

1:36:2.690 --> 1:36:6.90

Larnard, Zachary

The evaluate completed planning processes.

1:36:6.330 --> 1:36:6.870

Gonzales, Iliana

Mm-hmm.

1:36:7.290 --> 1:36:8.400

Larnard, Zachary

I feel like that.

1:36:9.320 --> 1:36:15.10

Larnard, Zachary

Could be a very big section and I guess I just don't know if that's a section that.

1:36:16.660 --> 1:36:24.780

Larnard, Zachary

Should it be a whole separate document that that sort of talks about the pros and cons and and good and bad of previous processes?

1:36:25.630 --> 1:36:33.620

Larnard, Zachary

It just seems like a lot to me to fit in one section of this much larger document. I don't know if it's something that would be better as a standalone document.

1:36:36.140 --> 1:36:36.510

Gonzales, Iliana

OK.

1:36:41.650 --> 1:36:42.360

Rosa Cheney

OK.

1:36:43.570 --> 1:36:46.200

Rosa Cheney

You start your hand up, but you don't. That's OK.

1:36:46.370 --> 1:36:47.60

Larnard, Zachary

It down now.

1:36:47.620 --> 1:36:48.0

Rosa Cheney
OK.

1:36:48.900 --> 1:36:52.540

Rosa Cheney
And then appendices any. OK I.

1:36:53.430 --> 1:36:55.280

Rosa Cheney
I guess I'll go ahead, Adam.

1:36:59.160 --> 1:37:0.70

Rosa Cheney
Up you muted.

1:37:2.430 --> 1:37:4.120

Rosa Cheney
Muted. OK. Yeah, that's right.

1:37:2.700 --> 1:37:15.530

Rasmussen, Adam
Sorry about that. So you mentioned Rosa, you mentioned earlier about the these new items in 12 should be put into the the appropriate categories upstairs, but I didn't hear a response to that. So I just want to make sure that that, that makes sense to.

1:37:17.230 --> 1:37:17.950

Rasmussen, Adam
To staff.

1:37:19.190 --> 1:37:22.960

Rasmussen, Adam
Or why it is that you haven't separate? If you think it should, it should be separate.

1:37:42.560 --> 1:37:42.940

Rasmussen, Adam
OK.

1:37:48.360 --> 1:37:48.990

Rosa Cheney
Catch all.

1:37:38.0 --> 1:38:8.440

DePalma, Michael DePalma
I mean, I'll I'm not sure. I'll. I'll say something to it. Adam. I would just say that they they might have been placed in there because it was just sort of the general this yeah discussion that was taking place and they just kind of got clumped in there as to these are new items, let's get feedback see what the FAC says. Are these relevant, do they feel as though maybe they belong into different sections. So I think that all that input will be taken into consideration when the document finally gets.

1:38:8.520 --> 1:38:11.370

DePalma, Michael DePalma

You know a bridge or laid out or whatever.

1:38:12.220 --> 1:38:12.610

Rosa Cheney

Act.

1:38:12.260 --> 1:38:12.770

Rasmussen, Adam

Got it.

1:38:12.110 --> 1:38:13.400

DePalma, Michael DePalma

I think I hope.

1:38:15.780 --> 1:38:27.650

Rosa Cheney

OK. Any final comments on this? And then otherwise I would say next steps, so I I guess, yeah, go ahead, Cynthia.

1:38:29.200 --> 1:38:38.960

Cynthia Hilton

So I just wanna go back to the first. Iliana, did you, as my memory is you wanted ideas to rename the document, is that still?

1:38:40.350 --> 1:38:41.260

Cynthia Hilton

On the table.

1:38:41.530 --> 1:38:41.970

Rosa Cheney

Hmm.

1:38:40.590 --> 1:38:43.420

Gonzales, Iliana

Yes, please. And the annual update, yes.

1:38:44.0 --> 1:38:53.750

Cynthia Hilton

I mean, I don't know if anybody else thought about this, but and I don't know if this is what you're looking for, but I'm happy to throw out something that you guys can tear it apart and make it better.

But.

1:38:54.780 --> 1:38:58.620

Cynthia Hilton

Because I understood before I tell you what this is that I thought.

1:39:10.150 --> 1:39:10.480

Rosa Cheney

Umm.

1:38:59.350 --> 1:39:11.60

Cynthia Hilton

You were saying the public doesn't really understand what this is, so I don't know. I just, I just said school enrollment forecast and facilities reports. So just changing a couple of words.

1:39:12.330 --> 1:39:13.330

Cynthia Hilton

You know safer.

1:39:14.700 --> 1:39:15.230

Rosa Cheney

See.

1:39:14.790 --> 1:39:21.180

Cynthia Hilton

Anyway, I'm just saying I don't know if that helps or doesn't, but I'm just. I'm putting it out there and you, you all can.

1:39:22.60 --> 1:39:23.170

Cynthia Hilton

Suggest something else.

1:39:23.950 --> 1:39:24.640

Rosa Cheney

Yeah, I.

1:39:26.520 --> 1:39:36.670

Rosa Cheney

I didn't necessarily have an issue to be honest with the name of it currently, although I don't like the abbreviation cause there's really no S but.

1:39:38.470 --> 1:39:39.200

David Goodman (Guest)

Fast so.

1:39:37.640 --> 1:39:42.210

Rosa Cheney

Umm, maybe accommodations is what's unusual, but I mean, I feel like.

1:39:42.970 --> 1:39:49.640

Rosa Cheney

I don't know. I do feel like it speaks to what it's supposed to be. You know, it's kind of like here's a plan for.

1:39:50.670 --> 1:39:54.440

Rosa Cheney

Our facilities and how we're going to accommodate our students, but I you know.

1:39:54.320 --> 1:39:56.680

David Goodman (Guest)

Yeah, I think the word accommodations does seem.

1:39:57.130 --> 1:39:57.700

Rosa Cheney

Weird.

1:39:58.800 --> 1:39:59.350

Rosa Cheney

OK.

1:39:57.440 --> 1:40:0.940

David Goodman (Guest)

A little odd, I just because many people think of accommodation as.

1:40:1.850 --> 1:40:3.130

David Goodman (Guest)

Special accommodation.

1:40:3.830 --> 1:40:4.580

David Goodman (Guest)

So it's like it.

1:40:7.210 --> 1:40:7.700

David Goodman (Guest)

Yeah.

1:40:13.870 --> 1:40:14.270

Rosa Cheney

Umm.

1:40:13.860 --> 1:40:14.810

David Goodman (Guest)

School.

1:40:3.870 --> 1:40:17.30

Cynthia Hilton

So again, I was trying to use other words, so I'm just saying again, school enrollment, comma forecast, comma or yeah and facilities report cause I think those are the main sections that that we have.

1:40:18.20 --> 1:40:18.570

Rosa Cheney

Yeah.

1:40:17.800 --> 1:40:23.770

David Goodman (Guest)

School. And I'm gonna write this down because I like a school enrollment set all again, I'm sorry.

1:40:25.120 --> 1:40:25.400

David Goodman (Guest)

Yeah.

1:40:27.460 --> 1:40:28.410

David Goodman (Guest)

Forecast.

1:40:23.220 --> 1:40:30.630

Cynthia Hilton

School enrollment comma forecast comma and facilities report.

1:40:31.280 --> 1:40:33.650

Cynthia Hilton

You could say it, you know, safer.

1:40:34.420 --> 1:40:36.490

Cynthia Hilton

Differ. However you wanted to do it.

1:40:35.350 --> 1:40:37.920

Rosa Cheney

Suffering. Ohh, I do like that actually.

1:40:38.980 --> 1:40:40.10

Rosa Cheney

It's so funny.

1:40:41.280 --> 1:40:41.780

David Goodman (Guest)

Set.

1:40:41.450 --> 1:40:46.90

Rosa Cheney

How about starts with an F and it can be Feffer? Just kidding, I'm kidding.

1:40:46.570 --> 1:40:46.900

Cynthia Hilton

Uh-huh.

1:40:47.0 --> 1:40:47.760

David Goodman (Guest)

Can't stay.

1:40:47.790 --> 1:40:50.620

Rasmussen, Adam

What? What about this Arlington facilities and enrollment plan?

1:40:53.250 --> 1:40:53.730

Rosa Cheney

Yeah.

1:40:54.60 --> 1:40:55.10

Rasmussen, Adam

Keeping it simple.

1:40:56.320 --> 1:40:57.140

Rosa Cheney

Yeah, and.

1:40:56.70 --> 1:41:5.110

Cynthia Hilton

Well, because it it has, it has all that forecast stuff. So I mean that's you could anyway, like I say, I've done my debts you guys can say whatever.

1:41:4.840 --> 1:41:5.370

Rosa Cheney

Yeah.

1:41:3.430 --> 1:41:5.600

David Goodman (Guest)

Make it a double F yeah F of.

1:41:10.180 --> 1:41:10.900

Rosa Cheney

Yeah.

1:41:4.690 --> 1:41:11.440

Rasmussen, Adam

It also has history. I mean it has a lot of things but but, but it's about facilities and enrollment that's, that's what it's about.

1:41:11.310 --> 1:41:16.820

Cynthia Hilton

I know, but our big thing here is the forecast because it's the template for the.

1:41:18.100 --> 1:41:19.440

Cynthia Hilton

See if CIP.

1:41:19.880 --> 1:41:33.810

Rosa Cheney

Yeah, because it is based on enrollment projections and needs and so maybe needs is another word that you know lands in there. But I also like the word school. I mean I think with its current name.

1:41:34.300 --> 1:41:34.930

Rosa Cheney

And.

1:41:35.710 --> 1:41:52.350

Rosa Cheney

You know it's, I mean, we know it's APS, but the average person, you know, well, I guess they'll be on the APS website to read it. But you know it it's good to kind of clarify that. It's not all of Arlington facilities like not county facilities but.

1:41:53.900 --> 1:41:54.390

Cynthia Hilton

Down.

1:41:53.960 --> 1:41:58.410

Rosa Cheney

Unless the goal is a single report per, that will rule them all.

1:41:59.810 --> 1:42:0.230

Rosa Cheney

Umm.

1:42:1.800 --> 1:42:2.190

Rosa Cheney

OK.

1:42:2.450 --> 1:42:4.740

David Goodman (Guest)

The Grand Unified theory of plants.

1:42:4.540 --> 1:42:6.250

Rosa Cheney

Yeah, alright. So any.

1:42:5.480 --> 1:42:29.10

Gonzales, Iliana

But that's something definitely that if you know anybody else has any good idea in the middle, the night would be helpful because we're also the annual update is what we do yearly to kind of to to manage enrollment. But it's called the annual update. And so we, we were hoping that if we rename the AFSAP then the annual update could be kind of like a bullet of that or something.

1:42:29.670 --> 1:42:29.970

David Goodman (Guest)

Who?

1:42:30.370 --> 1:42:36.410

Rosa Cheney

Umm. Got it got like like it's the same thing I mean but it's the update of it or.

1:42:35.760 --> 1:42:42.660

Gonzales, Iliana

But it's like the yearly like what we do for the next year. Like right now we're looking at what are we gonna do for fall with the projections that we have.

1:42:43.490 --> 1:42:43.630

Gonzales, Iliana

Yeah.

1:42:44.440 --> 1:43:4.970

Rosa Cheney

Umm, so I guess next steps on this in general, do we need to write up anything official or our feedback here in this meeting was enough and you guys took come notes, Iliana, or have the meeting minutes the recording to review again or do you do we need to?

1:43:7.450 --> 1:43:10.430

Rosa Cheney

I don't know. You know, send you a mark up or something.

1:43:14.300 --> 1:43:14.970

Rosa Cheney

OK.

1:43:19.570 --> 1:43:19.990

Rosa Cheney

OK.

1:43:11.170 --> 1:43:21.120

Gonzales, Iliana

Yeah, that would be best cause it's not just me, it's it's a team of people working on this. But we're definitely gonna watch this recording again. But I think that.

1:43:26.440 --> 1:43:27.810

Rosa Cheney

OK, I can do that.

1:43:21.930 --> 1:43:30.280

Gonzales, Iliana

The things that some of some of the big picture items that were recommended I think are important to capture. So then when they're like, well, why did you do that be like, well, it was it was recommended.

1:43:30.680 --> 1:43:34.350

Rosa Cheney

Yeah. OK. Then I can. Yeah, I can kind of address some of those.

1:43:36.180 --> 1:43:48.750

Rosa Cheney

Alright, so we got about 10 minutes to look at policies real quick. So I would say let's skip F2, which is goals because we didn't. We were supposed to get an updated kind of there's.

1:43:49.560 --> 1:43:52.770

Rosa Cheney

Supposedly they're refreshing the goals.

1:43:53.250 --> 1:44:12.820

Rosa Cheney

And Dash 2 policy completely and we did not receive an update of that. That was supposed to maybe go out for public comment in the beginning of December, but I will reach out and ask them what's going on. So the F2 that's here is the old one and they are supposedly going to revamp it completely.

1:44:13.440 --> 1:44:14.870

David Goodman (Guest)

Who's who's them? Rosa.

1:44:15.350 --> 1:44:16.660

Rosa Cheney

On the policy people.

1:44:18.950 --> 1:44:20.280

David Goodman (Guest)

Ohh them.

1:44:22.100 --> 1:44:22.430

David Goodman (Guest)

The.

1:44:20.480 --> 1:44:27.70

Rosa Cheney

Pam, the the APS staff in charge of policies, which is.

1:44:28.450 --> 1:44:33.100

DePalma, Michael DePalma

So this one particularly would be me and other people.

1:44:32.0 --> 1:44:38.490

Rosa Cheney

Steven uh, OK, well, yeah, I'm getting the updates from Steven Marku.

1:44:40.130 --> 1:44:45.650

Rosa Cheney

But yes, I obviously all of staff I guess is working behind the scenes and then and then.

1:44:44.450 --> 1:44:57.330

DePalma, Michael DePalma

Yeah. The goal, yeah. The goals one, it has to relate to facilities and operations and our various offices within facilities and operations. So it would be transport, it would be the multimodal, it would be real property.

1:45:11.130 --> 1:45:11.580

Rosa Cheney

OK.

1:45:13.820 --> 1:45:14.300

Rosa Cheney

OK.

1:44:57.960 --> 1:45:20.780

DePalma, Michael DePalma

It would be uh maintenance services plan operations. So those are the F2 goals and the reserves, right? And it's unfortunate that for whatever reasons they did not get that to us, but I heard March now is one that's going to be sort of made public. So I'm hoping that that means y'all see it come the beginning of the year.

1:45:21.160 --> 1:45:35.30

Rosa Cheney

OK. Yeah. And that will be a big that'll will be in our purview to review. So the other two are shorter policies of which one is an F policy, therefore it's in our purview to review, and that is the naming of facilities.

1:45:36.350 --> 1:45:45.680

Rosa Cheney

Didn't know if anybody had comments, so I just wanted to make sure that we had an official review instead of just, you know, go look on their website and see if you got comments but.

1:45:47.510 --> 1:45:50.670

Rosa Cheney

But if you don't have comments, then that's fine too.

1:45:51.990 --> 1:45:53.60

Rosa Cheney

Go ahead, Zach.

1:45:52.90 --> 1:45:54.350

Rasmussen, Adam

So. So is there a proposed?

1:45:55.880 --> 1:45:59.750

Rasmussen, Adam

Change or what they're asking us if we think there should be a change.

1:46:2.180 --> 1:46:2.790

Rasmussen, Adam

The second.

1:46:0.310 --> 1:46:12.610

Rosa Cheney

Right. That so they're reviewing all policies cause a lot of these haven't been updated in forever, but basically and cleaning them up, right? But yes. So this one is up for review.

1:46:13.310 --> 1:46:24.40

Rosa Cheney

And I think I'd have to look at when the comments are due. So they're up for public comment as well as then we as a committee are reviewing the ones that are affected facilities.

1:46:25.290 --> 1:46:26.530

David Goodman (Guest)

Ohh yeah, this one is a good one.

1:46:32.240 --> 1:46:32.620

Rosa Cheney

Uh-huh.

1:46:27.90 --> 1:46:37.430

Larnard, Zachary

So I had one comment on Section 3B of this policy about the school facility. Could the name could reflect the instructional focus?

1:46:38.340 --> 1:46:44.950

Larnard, Zachary

Uh, I don't know if that's really necessary, cause I I feel like the instructional focus of a school could change.

1:46:45.650 --> 1:46:46.200

Larnard, Zachary

Umm.

1:46:47.30 --> 1:46:47.480

Larnard, Zachary

So.

1:46:47.900 --> 1:46:48.140

David Goodman (Guest)

Yeah.

1:46:48.230 --> 1:46:57.580

Rosa Cheney

Well, I think in that case it would be like the Montessori program, you know, the right now, the Montessori Public School of Arlington is the name or the Career Center is the name.

1:46:59.30 --> 1:47:0.690

Larnard, Zachary

OK, that's a good point.

1:46:58.120 --> 1:47:6.430

Rosa Cheney

Umm, but I think that's what that means, but I don't know. But I agree. I feel like I feel like it's nice to name after somebody.

1:47:10.630 --> 1:47:10.820

David Goodman (Guest)

Yeah.

1:47:13.190 --> 1:47:13.750

Rosa Cheney

Ah.

1:47:6.790 --> 1:47:15.400

Larnard, Zachary

Yeah. And I guess I had not thought of those two examples. So thanks for that. I was thinking more of like science focus, but it's not necessarily a school focused on science.

1:47:16.150 --> 1:47:16.640

Rosa Cheney

Hmm.

1:47:19.670 --> 1:47:19.960

David Goodman (Guest)

Yeah.

1:47:16.20 --> 1:47:24.290

Larnard, Zachary

Uh. More so than any other school, focuses on science, so I guess I I can see that both ways now. So thanks. That was that was my only comment.

1:47:23.240 --> 1:47:26.360

David Goodman (Guest)

Wait, science focus is not a school that focuses on science.

1:47:28.50 --> 1:47:28.400

David Goodman (Guest)

I'm.

1:47:27.910 --> 1:47:29.300

Larnard, Zachary

So they teach science.

1:47:31.240 --> 1:47:31.700

Larnard, Zachary

But it's.

1:47:29.150 --> 1:47:32.720

David Goodman (Guest)

I'm actually, I'm actually serious about that. I was not aware.

1:47:34.90 --> 1:47:34.540

Larnard, Zachary

Well.

1:47:33.460 --> 1:47:35.180

David Goodman (Guest)

That it's not really.

1:47:34.420 --> 1:47:36.730

Rosa Cheney

Doesn't have a special science program.

1:47:36.200 --> 1:47:39.250

David Goodman (Guest)

It's not anymore special, more sciency than other schools.

1:47:44.20 --> 1:47:45.130

David Goodman (Guest)

I'm just curious.

1:47:48.720 --> 1:47:49.40

David Goodman (Guest)

Yeah.

1:47:41.510 --> 1:47:55.140

Larnard, Zachary

I don't want to speak out of place, but that is my perception. I but I don't have any kids that go there, nor do I do it. Know anything about the school, but other, I mean, every school focuses on science. Every school has a science focus. So.

1:47:55.410 --> 1:47:55.840

David Goodman (Guest)

Right.

1:47:55.530 --> 1:47:57.220

DePalma, Michael DePalma

Alright, I'm gonna help.

1:47:56.200 --> 1:47:59.790

Larnard, Zachary

Anyway, that that was just. That's what I was thinking when I made that comment so.

1:47:59.750 --> 1:48:0.160

Cynthia Hilton

Well.

1:47:59.230 --> 1:48:2.270

DePalma, Michael DePalma

I I have. I have Zach at a little bit so.

1:48:2.180 --> 1:48:3.100

Larnard, Zachary

Thank you, my love.

1:48:3.290 --> 1:48:11.420

DePalma, Michael DePalma

So if you go to Hoffman, Boston, Hoffman, Boston has the little Red Schoolhouse where they have stem makerspace.

1:48:12.710 --> 1:48:42.940

DePalma, Michael DePalma

Very science heavy. As an example, Mary Project Science Focus also has their own room and their own sort of facilities that are also science focused. Often Boston's not called Hoffman Boston science. It's just called Hoffman Boston elementary. So I say to Zach's point that it does sort of give a, you know, it could mislead people into thinking that that their primary focus is science when science is also a larger.

1:48:43.40 --> 1:48:47.190

DePalma, Michael DePalma

Instructional piece that's taught at many schools throughout our system.

1:48:47.630 --> 1:48:50.500

Larnard, Zachary

Yes, thank you, Michael. That's exactly what I was trying to say.

1:48:48.670 --> 1:48:51.40

Rasmussen, Adam

And it's also not an option program, right?

1:48:53.720 --> 1:48:54.430

David Goodman (Guest)

Yeah, that's true.

1:48:53.500 --> 1:48:54.800

DePalma, Michael DePalma

That's right. Not anymore.

1:48:51.900 --> 1:48:57.50

Gonzales, Iliana

It is not an option program. No, no, no. Right, right. So what I was gonna say.

1:48:51.770 --> 1:48:57.720

Rasmussen, Adam

It it's not an option program right? So it it also implies that it would.

1:48:58.650 --> 1:49:5.720

Cynthia Hilton

It's it's my neighborhood school. So it used to be an option school and now it's back in neighborhood school and.

1:49:6.190 --> 1:49:6.530

DePalma, Michael DePalma

Correct.

1:49:7.10 --> 1:49:34.400

Cynthia Hilton

You know it it the name I I do know. I do know when it was an option school that they really made a science thing of it because I know someone who wanted to be a music teacher there and they were sent over for an interview with the Ben Principal who the person didn't get the job because the principal didn't think this music educator was had a curriculum that was enough science based.

1:49:34.980 --> 1:49:35.340

Rosa Cheney

Hmm.

1:49:35.250 --> 1:49:35.710

David Goodman (Guest)

Hmm.

1:49:35.470 --> 1:49:36.950

Cynthia Hilton

Three in the school so.

1:49:37.710 --> 1:49:38.40

David Goodman (Guest)

How?

1:49:38.140 --> 1:49:38.990

Cynthia Hilton

There you have it.

1:49:39.460 --> 1:49:39.850

David Goodman (Guest)

Wow.

1:49:40.980 --> 1:49:41.490

Rosa Cheney

Umm.

1:49:41.600 --> 1:49:46.910

Rasmussen, Adam

But now turn to the example is you have HP Woodlawn program at the heights.

1:49:47.690 --> 1:49:48.80

Rasmussen, Adam

Right.

1:49:48.580 --> 1:49:48.900

DePalma, Michael DePalma

Yeah.

1:49:48.340 --> 1:49:49.260

Rosa Cheney

Yeah.

1:49:49.450 --> 1:49:49.830

Cynthia Hilton

Yeah.

1:49:48.700 --> 1:49:52.370

Rasmussen, Adam

So that the building is different than the name of the of the program that that's there.

1:49:53.10 --> 1:49:53.600

DePalma, Michael DePalma

Point Adam.

1:49:53.110 --> 1:49:54.570

Rosa Cheney

Yeah. And then my.

1:49:53.430 --> 1:49:54.600

Cynthia Hilton

Yeah, good point.

1:49:55.240 --> 1:50:13.750

Rosa Cheney

My comment on that is that all during construction it was called, you know, the Wilson School cause I guess thought was what was there before and then they then they called the heights. Once it's done, I feel like I don't know to me unless you're adding on to an existing building, it seems like you would.

1:50:14.940 --> 1:50:16.730

Rosa Cheney

Like name it before you build it.

1:50:17.680 --> 1:50:18.60

Rosa Cheney

But.

1:50:20.730 --> 1:50:22.260

David Goodman (Guest)

Well, I I yeah.

1:50:22.230 --> 1:50:22.730

Cynthia Hilton
Yeah.

1:50:20.860 --> 1:50:25.780

Rosa Cheney
Some of that's a little late for the IT might be a little late for the Career Center, but maybe it's not so.

1:50:27.20 --> 1:50:27.420

Rosa Cheney
I mean.

1:50:25.980 --> 1:50:32.710

David Goodman (Guest)
Yeah, well, yeah. So under correct that that one doesn't bother me necessarily just because it's a. It's a may statement.

1:50:38.210 --> 1:50:38.570

Rosa Cheney
Mm-hmm.

1:50:39.220 --> 1:50:39.570

Rosa Cheney
Yeah.

1:50:33.720 --> 1:50:40.440

David Goodman (Guest)
Which is, you know, it permits, but it doesn't require you to do anything that way. So it's kind of inoffensive, I guess.

1:50:47.80 --> 1:50:47.990

David Goodman (Guest)
Right, right.

1:50:40.910 --> 1:50:51.900

Rosa Cheney
No, I agree. But like Dorothy Hamm middle school, like they have that nice mural that's part of, you know, the the It's not just kind of like throwing up after the fact, I mean well.

1:50:51.290 --> 1:50:53.140

David Goodman (Guest)
The interesting, yeah.

1:50:52.560 --> 1:51:1.980

Rosa Cheney
You know, so I feel like you you can do something within the school if you are naming it after somebody and you wanna, you know, make special note of it.

1:51:2.690 --> 1:51:14.0

Rosa Cheney

Umm we I went to a school named after Eleanor Roosevelt in high school and all we had was a really ugly statue of her at the beginning. You know, when you entered the.

1:51:14.970 --> 1:51:15.380

David Goodman (Guest)

Umm.

1:51:15.700 --> 1:51:22.550

Rosa Cheney

The the building and it would have been nice to have like some sort of, you know, something better than that, you know.

1:51:23.880 --> 1:51:26.490

Rosa Cheney

When you learn about this person that the school is named after.

1:51:27.90 --> 1:51:27.470

David Goodman (Guest)

Yeah.

1:51:28.880 --> 1:51:31.730

Cynthia Hilton

Well, then I went to a school where you had.

1:51:32.420 --> 1:51:36.710

Cynthia Hilton

It was West high School East High School South High School.

1:51:37.410 --> 1:51:37.730

David Goodman (Guest)

Yep.

1:51:37.670 --> 1:51:38.660

Cynthia Hilton

Very original.

1:51:40.240 --> 1:51:40.880

David Goodman (Guest)

Yeah, I.

1:51:39.840 --> 1:51:41.570

Cynthia Hilton

But not controversial, I guess.

1:51:41.380 --> 1:51:42.650

Rasmussen, Adam

At least you knew where you were.

1:51:42.970 --> 1:51:43.580

Cynthia Hilton

Yeah.

1:51:47.780 --> 1:51:48.300

Cynthia Hilton

Ah.

1:51:41.930 --> 1:51:48.900

David Goodman (Guest)

I went, I went. I went to a school that was named after the street that it was on Dickinson Ave Element.

1:51:50.690 --> 1:51:51.150

David Goodman (Guest)

Yeah.

1:51:49.380 --> 1:51:53.760

Rosa Cheney

Yeah. So I don't know. You know, I guess. Uh.

1:51:54.620 --> 1:52:4.880

Rosa Cheney

And so I would, you know, maybe there's something in the policy that, you know, school naming might be evaluated if the instructional space doesn't, you know, meet, you know, the.

1:52:6.50 --> 1:52:7.400

Rosa Cheney

The needs of the school but.

1:52:8.580 --> 1:52:9.100

Rosa Cheney

Yeah.

1:52:6.150 --> 1:52:17.150

David Goodman (Guest)

Yeah, if there's a misalignment. Yeah. If there's a obvious misalignment between the the program and the name, you know, and it's definitely time for a reevaluation.

1:52:17.940 --> 1:52:19.170

Cynthia Hilton

Yeah, I would agree.

1:52:20.60 --> 1:52:22.880

David Goodman (Guest)

But do these policies here?

1:52:24.80 --> 1:52:29.860

David Goodman (Guest)

Support or interfere with, you know, do they make it hard to do the right thing?

1:52:30.450 --> 1:52:30.950

Rosa Cheney

Umm.

1:52:31.850 --> 1:52:34.220

David Goodman (Guest)

I can't. I don't necessarily, I mean.

1:52:35.190 --> 1:52:39.860

David Goodman (Guest)

Like with a lot of things, you know, you could interpret something for your own purposes.

1:52:43.450 --> 1:52:46.740

David Goodman (Guest)

Nothing jumps out at me as problematic. Don't necessarily.

1:52:47.400 --> 1:52:50.320

David Goodman (Guest)

Somebody has to be dead for at least five years. If you're going to use their name.

1:52:52.350 --> 1:52:54.190

David Goodman (Guest)

It's. I guess that's fair.

1:52:53.710 --> 1:52:55.10

Rosa Cheney

It's now, it's now.

1:52:55.120 --> 1:52:59.110

David Goodman (Guest)

Yeah. So we're not naming any schools after Michael anytime soon.

1:53:5.750 --> 1:53:13.230

Rosa Cheney

Yeah, I mean, I didn't really have issues with that one. And then the last one was just Wellness. Now this one is not an an F.

1:53:13.920 --> 1:53:19.660

Rosa Cheney

Facilities policy. But I thought it was potentially.

1:53:21.190 --> 1:53:29.620

Rosa Cheney

Because of all of our conversations last year in the last couple years about, you know, Wellness now most of the Wellness policy focuses on nutrition and health.

1:53:30.220 --> 1:53:43.470

Rosa Cheney

Umm and I, it's on our purview to say that it should focus on something other than nutrition, student nutrition, but but it seems like Wellness to me should be.

1:53:44.480 --> 1:53:44.990

Rosa Cheney

Umm.

1:53:44.930 --> 1:53:47.580

David Goodman (Guest)

It's much bigger than that, isn't it? Yeah.

1:53:46.220 --> 1:53:59.70

Rosa Cheney

A bigger. Yeah. And so if that policy is gonna be nutrition based, then that's one thing, but maybe it's within a larger policy of Wellness that then impacts lots of things because certainly the last time the Wellness.

1:54:0.660 --> 1:54:5.610

Rosa Cheney

Uh policy was looked at and I don't know if I can pull it up again on my screen.

1:54:6.30 --> 1:54:7.80

David Goodman (Guest)

Yeah, I have it here too.

1:54:6.280 --> 1:54:11.780

Rosa Cheney

Yeah. Is that and that's it. Yeah. Can you go to the bottom of that, Michael? Is that where the date is?

1:54:10.360 --> 1:54:14.470

David Goodman (Guest)

Mended in January, actually fairly recent 2019.

1:54:15.180 --> 1:54:15.880

Rosa Cheney

OK, well.

1:54:17.900 --> 1:54:19.150

Rosa Cheney

But yeah.

1:54:18.590 --> 1:54:21.180

Rasmussen, Adam

Would you? One thing we can. Uh, go ahead. Sorry.

1:54:21.340 --> 1:54:24.800

Rosa Cheney

No, go ahead. I was just going to say, but I think I think overall the.

1:54:25.900 --> 1:54:27.80

Rosa Cheney
The impact of.

1:54:28.220 --> 1:54:31.730

Rosa Cheney
It's of facilities and you know.

1:54:32.460 --> 1:54:42.140

Rosa Cheney
Wellness and on learning and all of that, I think all you know is is interconnected and should be looked at holistically.

1:54:42.180 --> 1:54:42.600

Rasmussen, Adam
Right.

1:54:42.850 --> 1:54:43.580

Rosa Cheney
By APS.

1:54:43.690 --> 1:54:57.200

Rasmussen, Adam
Yeah, I think we certainly, I don't know if we had a whole new thing, but I I think we could certainly recommend that we that we add some kind of a statement in here about that connection and how we think it's important.

1:55:0.120 --> 1:55:4.630

Rasmussen, Adam
That that the facilities be included in any you know?

1:55:5.910 --> 1:55:9.160

Rasmussen, Adam
Assessment or evaluation of well of Wellness?

1:55:12.60 --> 1:55:21.140

David Goodman (Guest)
I don't know. I don't. I don't mind. Maybe just jumping right in and and making some bold statements about other things that ought to be included. I mean, if they're already talking.

1:55:22.120 --> 1:55:24.130

David Goodman (Guest)
Very specifically about nutrition.

1:55:25.30 --> 1:55:25.540

David Goodman (Guest)
You know.

1:55:26.200 --> 1:55:30.400

David Goodman (Guest)

Why not talk about light in air and?

1:55:31.370 --> 1:55:32.470

David Goodman (Guest)

Things like downtime.

1:55:33.390 --> 1:55:33.860

Rosa Cheney

Mm-hmm.

1:55:33.220 --> 1:55:41.140

David Goodman (Guest)

You know that that's all related to Wellness homework is related to Wellness, right? I mean, if we're looking at stress.

1:55:41.810 --> 1:55:44.490

David Goodman (Guest)

That opens up a whole can of worms.

1:55:45.260 --> 1:55:57.510

David Goodman (Guest)

Umm about Wellness cause and Wellness? Ohh my goodness. You know, Wellness has a lot to do with what happens in your day before you get to school and after you leave school.

1:55:57.970 --> 1:56:1.160

Rosa Cheney

Yeah, like the well-being being the, you know.

1:56:1.390 --> 1:56:1.940

David Goodman (Guest)

Yeah.

1:56:8.890 --> 1:56:9.480

David Goodman (Guest)

Yeah.

1:56:2.260 --> 1:56:12.610

Rosa Cheney

And student well-being, literally being kind of, I think that was, you know the superintendents, you know one of his missions last year or the year before.

1:56:12.980 --> 1:56:27.330

David Goodman (Guest)

Yeah. I mean, we're always hearing about, you know, with high schoolers, you know, and and their stress levels and things like that. So obviously somebody's thinking about it a lot, maybe it ought to find its way into this into a Wellness policy.

1:56:30.20 --> 1:56:35.230

Rasmussen, Adam

And what is it in in the second paragraph of this? It's it lists the different.

1:56:36.920 --> 1:56:41.880

Rasmussen, Adam

Officials that should be involved in this, and I don't see anything in here about facilities.

1:56:43.660 --> 1:56:45.270

David Goodman (Guest)

Yeah, this is.

1:56:42.930 --> 1:56:49.260

Rosa Cheney

Umm yeah, I don't know that. I mean, I know that there's obviously a connection and stuff I, you know.

1:56:50.50 --> 1:57:0.390

Rosa Cheney

Umm, I mean in it's documented, you know, and there's research based information on you know the impact of of you know the learning environment on both well-being health.

1:57:2.460 --> 1:57:8.980

Rosa Cheney

You know, while being being happiness as well and and then learn, you know, optimal learning environments, but yeah.

1:57:10.60 --> 1:57:16.460

Rosa Cheney

OK, alright. Well then I think I would kind of state something in my responses back you know.

1:57:17.110 --> 1:57:28.960

Rosa Cheney

For our committee towards that that you know, even though it might not be addressed specifically in this policy or it could or should you know, but it's not just healthy eating and healthy physical activity.

1:57:29.560 --> 1:57:33.630

Rosa Cheney

Umm, but even within the healthy physical activity, you know the.

1:57:35.840 --> 1:57:36.520

Rosa Cheney

Both.

1:57:35.250 --> 1:57:36.820

Rasmussen, Adam

The space in which that occurs.

1:57:37.360 --> 1:57:38.940

Rosa Cheney

Yeah, exactly. Yeah.

1:57:42.410 --> 1:57:43.930

David Goodman (Guest)

What was that out on my I didn't hear.

1:57:44.180 --> 1:57:46.360

Rasmussen, Adam

Because of the space in which that occurs.

1:57:46.610 --> 1:57:48.780

David Goodman (Guest)

Yeah, right. So did you.

1:57:50.530 --> 1:57:58.820

David Goodman (Guest)

Aside from the light and air stuff, which is obviously facilities related, should we touch upon those other topics or kind of stay within our?

1:58:0.140 --> 1:58:0.550

David Goodman (Guest)

Or so.

1:58:8.0 --> 1:58:8.250

David Goodman (Guest)

Yeah.

1:57:59.20 --> 1:58:8.930

Rosa Cheney

Umm, I would probably add him as a big kind of like list like, you know, we think that these things should be addressed somehow, you know, not, you know.

1:58:10.270 --> 1:58:10.690

Rosa Cheney

Right.

1:58:12.320 --> 1:58:12.530

David Goodman (Guest)

Cool.

1:58:12.440 --> 1:58:12.880

Rosa Cheney

And.

1:58:14.660 --> 1:58:16.670

Rosa Cheney

So yes, healthy.

1:58:16.580 --> 1:58:20.730

David Goodman (Guest)

There you go. Healthy, safe environments, sustainable learning environments.

1:58:21.460 --> 1:58:25.440

David Goodman (Guest)

Ooh, civic and community engagement. I forgot about those. That's great.

1:58:29.430 --> 1:58:30.150

David Goodman (Guest)

Yeah.

1:58:27.230 --> 1:58:35.360

Rosa Cheney

You're. You're doing it now. OK, so. And so I would say we skipped F2 goals and then you know.

1:58:36.330 --> 1:58:46.260

Rosa Cheney

Umm. And then we'll have a huge, you know, we'll have the ability to review a fresh document. So I don't know if there's any other things, but I think we're 5 minutes over.

1:58:46.460 --> 1:58:49.170

Rosa Cheney

Umm. If there's not, then I would say we.

1:58:50.510 --> 1:58:53.800

Rosa Cheney

Can adjourn. Ohh, Zack, you have a question or comment?

1:58:52.870 --> 1:58:55.780

Larnard, Zachary

Ohh no, I was just waving my hand goodbye, that's all.

1:58:55.550 --> 1:58:56.100

Rosa Cheney

Ah.

1:58:57.900 --> 1:58:58.490

Larnard, Zachary

Sorry.

1:58:58.210 --> 1:58:58.700

Rosa Cheney

Alright.

1:58:58.0 --> 1:58:59.500

Rasmussen, Adam

You can't wait to get out of here.

1:58:59.760 --> 1:59:0.470

Larnard, Zachary

Yeah.

1:59:4.200 --> 1:59:5.210

Rasmussen, Adam

We do, I think.

1:59:6.60 --> 1:59:6.360

David Goodman (Guest)

You do.

1:59:6.250 --> 1:59:6.740

Rasmussen, Adam

I will.

1:58:59.630 --> 1:59:6.900

Rosa Cheney

Yeah, I don't know if we have to like officially. Like, move to adjourn, but OK, I think we're we're done.

Thanks, everybody.

1:59:6.480 --> 1:59:8.460

DePalma, Michael DePalma

Alright, alright, thanks everybody.

1:59:7.860 --> 1:59:10.260

David Goodman (Guest)

Michael, anything. Anything else, Michael? No.

1:59:12.390 --> 1:59:13.630

David Goodman (Guest)

Uh, yeah, well, that's important.

1:59:19.230 --> 1:59:19.620

David Goodman (Guest)

Alright.

1:59:10.40 --> 1:59:22.30

DePalma, Michael DePalma

No, I have cat screaming at me at my feet, so I gotta address that. And I guess everyone have a happy holidays. Enjoy tonight with your family and all that good stuff and.

1:59:21.410 --> 1:59:23.830

David Goodman (Guest)

So what when are we meeting in January?

1:59:24.630 --> 1:59:25.750

DePalma, Michael DePalma

Ohh yeah, let me bring it up.

1:59:26.770 --> 1:59:27.90

Rasmussen, Adam

Thanks.

1:59:27.100 --> 1:59:27.600

Larnard, Zachary

1st.

1:59:27.300 --> 1:59:27.890

Gonzales, Iliana

Jerry 9.

1:59:28.760 --> 1:59:29.50

David Goodman (Guest)

9.

1:59:28.650 --> 1:59:29.630

Larnard, Zachary

January 1st.

1:59:30.660 --> 1:59:31.150

Gonzales, Iliana

Sharing.

1:59:30.10 --> 1:59:31.820

David Goodman (Guest)

Well, I get outta here.

1:59:34.810 --> 1:59:35.730

Rosa Cheney

Jeez. OK.

1:59:31.340 --> 1:59:36.390

DePalma, Michael DePalma

January 1st? Yeah, January 9th of Barrett. So yeah.

1:59:36.210 --> 1:59:36.940

David Goodman (Guest)

OK, good.

1:59:38.290 --> 1:59:38.690

Larnard, Zachary

Alright.

1:59:39.90 --> 1:59:39.530

Rosa Cheney

OK.

1:59:38.230 --> 1:59:39.670

DePalma, Michael DePalma
Hmm, OK.

1:59:38.990 --> 1:59:41.640

David Goodman (Guest)
Get on there quickly. Alright, thank you.

1:59:40.870 --> 1:59:45.320

Rosa Cheney
So and Michael, you'll reach out for our prefactor then whenever that's supposed to be for that.

1:59:48.910 --> 1:59:49.470

Rosa Cheney
OK.

1:59:51.630 --> 1:59:52.590

David Goodman (Guest)
OK, what's?

1:59:44.880 --> 1:59:53.700

DePalma, Michael DePalma
Have the marsh. Ohh, you haven't even know when we're gonna be able to do that. Wait, did I not? I didn't even schedule that. Ohh. Sorry. Let me go ahead and.

1:59:54.150 --> 1:59:54.540

Rosa Cheney
OK.

1:59:55.80 --> 1:59:55.730

David Goodman (Guest)
Let's prefab.

1:59:54.830 --> 1:59:57.580

Gonzales, Iliana
Yeah, you could do it the first week we're back, Michael, cause.

1:59:57.240 --> 1:59:58.790

Larnard, Zachary
And stay later guys.

1:59:59.90 --> 1:59:59.470

Rosa Cheney
Yep.

1:59:56.990 --> 1:59:59.860

DePalma, Michael DePalma
That's what I was thinking. 3 alright, no.

2:0:2.150 --> 2:0:2.610

DePalma, Michael DePalma
OK.

2:0:0.140 --> 2:0:3.450

Rosa Cheney
Yeah, and that's fine with me too. So, OK, see you guys, everybody.

2:0:3.370 --> 2:0:4.360

DePalma, Michael DePalma
Alright, thank y'all.

2:0:5.50 --> 2:0:13.800

Gonzales, Iliana
Rosa, I will not be there at the next fact, but Robert will be. Will be there to answer questions about projections and he'll be the representing for planning.

2:0:14.460 --> 2:0:18.800

Rosa Cheney
Correct. OK, good. Yeah, be good to see him again. OK, great. Alright. Yep.

2:0:19.950 --> 2:0:20.160

DePalma, Michael DePalma
At.

2:0:15.540 --> 2:0:20.380

Gonzales, Iliana
Robert Ruiz. Yeah, alright. Thank you all. Have a good break.

2:0:21.290 --> 2:0:21.620

Gonzales, Iliana
Bye.

2:0:21.70 --> 2:0:22.420

DePalma, Michael DePalma
Yeah, bye.

2:0:19.520 --> 2:0:22.780

Rosa Cheney
Alright. Thank you too. Enjoy your holiday. Bye.