

0:0:0.0 --> 0:0:5.830

Rosa Cheney

I didn't see, necessarily Kelly Litzner on the list, but Kelly, are you here?

0:0:6.680 --> 0:0:7.140

Rosa Cheney

No.

0:0:11.130 --> 0:0:12.60

Larnard, Zachary

Yep, I'm here.

0:0:9.30 --> 0:0:12.860

Rosa Cheney

Zachary Larnard. I see your name. OK, great.

0:0:17.790 --> 0:0:18.420

Kateri Garcia

I'm here.

0:0:13.230 --> 0:0:24.100

Rosa Cheney

Umm, Kateri Garcia. I think I saw you there you are. OK. Steven Leutner. Don't see him on the list.

0:0:25.380 --> 0:0:27.910

Rosa Cheney

Cynthia so Cynthia Hilton.

0:0:29.580 --> 0:0:31.480

Rosa Cheney

Umm and Sally.

0:0:31.560 --> 0:0:33.570

Rosa Cheney

Uh hook straw was.

0:0:34.950 --> 0:0:38.820

Rosa Cheney

Absent with notice, so she is not here. Uh, David Goodman.

0:0:39.630 --> 0:0:43.490

Rosa Cheney

Is he on yet? No. And then Rebecca hunter.

0:0:44.260 --> 0:0:48.790

Rosa Cheney

Also not and then finally, Adam, I believe I saw you on.

0:0:49.990 --> 0:0:50.680

Adam Rasmussen

Yes, I'm here.

0:0:50.580 --> 0:1:6.470

Rosa Cheney

Yes, OK, great. So that gives us four, definitely do not have a quorum as of now, but I would say let's get started and then let's Michael, if you can help me keep track of who might be coming in as we begin.

0:1:7.680 --> 0:1:18.880

Rosa Cheney

And then I guess, welcome, Jay pack. This is a joint meeting with JPAC. Stacy is on chair from JPAC. I don't know if you wanted to.

0:1:20.180 --> 0:1:21.870

Rosa Cheney

Welcome people or no.

0:1:21.880 --> 0:1:23.170

Stacy Snyder (Guest)

Good evening everyone.

0:1:24.380 --> 0:1:31.250

Stacy Snyder (Guest)

Yeah. And thank you for hosting us back and APS, we were looking forward to this presentation.

0:1:31.700 --> 0:1:31.990

Rosa Cheney

OK.

0:1:33.770 --> 0:1:35.500

Rosa Cheney

Umm oh, go ahead, Michael.

0:1:34.860 --> 0:1:48.420

DePalma, Michael DePalma

Wait, what? Yeah, just is, Stacy. I I only know a couple members of JFAC off the top of my head, and I can go back and look, but can we just for you know, simplicity? Let's just acknowledge them, please.

0:1:49.0 --> 0:1:56.620

Stacy Snyder (Guest)

Sure. Right now the only JPAC members I see on the attendance list are myself and Steve Young.

0:1:56.970 --> 0:1:59.440

DePalma, Michael DePalma

That's what I thought. That's what I have done on my list.

0:2:0.890 --> 0:2:1.520

Rosa Cheney

OK.

0:2:2.890 --> 0:2:31.720

Rosa Cheney

I would just wanted to kind of quickly say that we will have a time period for public comment at the end of the session at the end of the presentation after we've sort of had time between fact and JPAC to ask questions of the presentation. So we will make sure that we stop in time for that to allow for that 25 minutes of public comment. If you want to, if you know you wanna.

0:2:31.820 --> 0:2:50.10

Rosa Cheney

Comment. Then go ahead and add just a note in the chat, and then we'll keep track of how many and who is interested in in making comments, and then we'll before we do public comment at the end we'll also have another kind of like, you know, put your name in the chat if you if you want to talk.

0:2:50.800 --> 0:3:3.490

Rosa Cheney

Umm. And then. Otherwise I don't know Michael or other APS folks. If you wanted to introduce yourselves to the people that are on here, since it does look like we have a handful of public guests.

0:3:5.90 --> 0:3:25.890

DePalma, Michael DePalma

Yeah, I would like to just turn over sort of the introductions to our consultant team if they don't mind just introducing themselves, we'll get into sort of the acknowledgements of the of the separate teams that have been sort of brought together in order to tackle this issue. But we can start with MFA first if if they don't want since they're the leads.

0:3:27.150 --> 0:3:47.490

MTFA MS Teams 2

Sure. Hi everyone. I'm begging jancey with MTF architecture joined here on screen with Michael Foster, one of the other principles with our office and we've been working together with a group of consultants on a this long range planning project. And so Braden Field is also with our office.

0:3:48.900 --> 0:3:56.550

MTFA MS Teams 2

And he's here today, and then I'll I'll turn it over to Bryce. Do you wanna introduce yourself and see MTA?

0:3:57.890 --> 0:4:9.620

Brice Watson

Sure. Hi everybody. I'm Bryce Watson. I'm a mechanical engineer with CMT A. We've done a lot of work with Arlington Public Schools in the county in the past and happy to work with them here and provide our services.

0:4:11.720 --> 0:4:12.430

Brice Watson

Darling, you.

0:4:11.730 --> 0:4:12.440

MTFA MS Teams 2

Great done.

0:4:13.710 --> 0:4:21.780

Donald Yaste

Yeah. Hey guys. Donnie yeast, electrical engineer at CTA been working with Bryce and APS the the last several years. So excited to be on this one as well.

0:4:23.320 --> 0:4:29.570

MTFA MS Teams 2

Great. And then we also have a few A is another partner on our team. Chris, you wanna introduce yourself?

0:4:30.910 --> 0:4:45.730

Chris Hodges

Hi everybody. My name is Chris Hodges. I'm a principal with Facility Engineering Associates and we're happy to be part of the MTF A-Team. And we provide mostly the condition assessment aspects in data management, pieces of the project.

0:4:46.990 --> 0:4:49.860

MTFA MS Teams 2

Thank you. So that's everyone from our team, Michael.

0:4:56.440 --> 0:4:57.130

Rosa Cheney

You're muted.

0:4:58.120 --> 0:4:59.710

Rosa Cheney

You're muted. Yep.

0:4:58.640 --> 0:5:2.50

DePalma, Michael DePalma

Thanks, Megan. Appreciate that. And thank you, Rosa, for letting me know that.

0:5:4.40 --> 0:5:20.110

DePalma, Michael DePalma

And just for, uh, what we have right now, I would like to introduce uh Ajibola Robinson, who's now sort of taking over at the lead on the long range plan to renovate existing school facilities. And he's one of our project managers has been with EPS for a long time.

0:5:21.910 --> 0:5:30.110

DePalma, Michael DePalma

So of all the users that aren't familiar with him, he will be working with, working with us on this project moving forward.

0:5:31.620 --> 0:5:34.10

DePalma, Michael DePalma
Besides that, we have some other.

0:5:36.370 --> 0:5:46.360

DePalma, Michael DePalma
Members from apps that are on here, Eliana Gonzalez and Robert Rees, both from planning and evaluation, and we also have county representation on here from MATLAB.

0:5:48.330 --> 0:5:48.940

DePalma, Michael DePalma
So.

0:5:50.230 --> 0:5:53.760

DePalma, Michael DePalma
I'm gonna bring up the agenda for you real quick here, OK?

0:5:56.850 --> 0:5:57.900

DePalma, Michael DePalma
Let's see here.

0:6:0.700 --> 0:6:4.80

DePalma, Michael DePalma
Can everyone see that? Is that displaying properly?

0:6:4.890 --> 0:6:5.260

Rosa Cheney
Yes.

0:6:5.190 --> 0:6:5.620

Steve Young
Yes.

0:6:5.100 --> 0:6:9.890

DePalma, Michael DePalma
OK, alright. And I made just last minute revisions on this just recently.

0:6:10.140 --> 0:6:14.900

DePalma, Michael DePalma
Umm. And it's updated online as well. We had some last minute sort of.

0:6:15.820 --> 0:6:25.10

DePalma, Michael DePalma
Presentation work put together UM as well as some rearranging of the Minutes to make them more clear as to what this meeting is about.

0:6:25.880 --> 0:6:26.540

DePalma, Michael DePalma
Umm.

0:6:27.620 --> 0:6:32.610

DePalma, Michael DePalma
On that note, I guess we can go ahead and get started on this so.

0:6:33.920 --> 0:6:34.460

DePalma, Michael DePalma
With me.

0:6:36.810 --> 0:6:37.550

DePalma, Michael DePalma
Bring up.

0:6:40.330 --> 0:6:42.150

DePalma, Michael DePalma
Presentation. OK.

0:6:47.670 --> 0:6:48.390

Steve Young
Looks good.

0:6:48.910 --> 0:6:49.430

DePalma, Michael DePalma
OK.

0:6:50.450 --> 0:6:51.300

DePalma, Michael DePalma
So.

0:6:52.420 --> 0:7:3.980

DePalma, Michael DePalma
Umm. Let's see here. You have a little bit of hard time seeing hands. Let me see if I can just go ahead and change this window size here if you'll just bear with me for just.

0:7:5.210 --> 0:7:6.240

DePalma, Michael DePalma
30 seconds.

0:7:7.20 --> 0:7:8.370

DePalma, Michael DePalma
OK, good that works.

0:7:9.370 --> 0:7:14.270

DePalma, Michael DePalma
Excellent. Alright. So what we started out doing was.

0:7:15.80 --> 0:7:17.160

DePalma, Michael DePalma

Giving everyone sort of an idea of.

0:7:18.170 --> 0:7:24.240

DePalma, Michael DePalma

The outline for this presentation and then that's just summarized here and we just tried to make it as sort of.

0:7:25.850 --> 0:7:27.900

DePalma, Michael DePalma

As true to the actual.

0:7:29.600 --> 0:7:43.530

DePalma, Michael DePalma

Report itself and by the report what I'm referring to is the existing facilities evaluation Framework report, which has been brought together by MDFA and the other consultants. But to back things up even further.

0:7:44.560 --> 0:7:59.370

DePalma, Michael DePalma

We wanted to talk about sort of how or just provide the information as to when the long range plan of renovate existing school facilities came about. And this is just the timeline for sort of the CIP process that it was.

0:8:0.530 --> 0:8:8.720

DePalma, Michael DePalma

Actually the work now is is being done from is being funded from and that's the fiscal year 2332 CIP.

0:8:9.840 --> 0:8:28.490

DePalma, Michael DePalma

This actually the long range plan was part of the previous CIP board direction. So it was put in at the end of that CIP, the one prior to this fiscal year 2332 CIP and in there it has stated that there was gonna be a plan to look at renovating existing schools.

0:8:30.680 --> 0:8:59.50

DePalma, Michael DePalma

Throughout that timeline, what we have here is the various public meetings that have been taking place. And in these there has been the discussion around this particular CIP funded project. Certain things have highlight that should be noted as when the superintendent's proposed CIP had this as information item when the school board actually had this as part of their proposed CIP and when the school board finally adopted this as part of their CIP for fiscal year 2332.

0:8:59.510 --> 0:9:2.850

DePalma, Michael DePalma

And finally, it also has on there when it went before the residents of Arlington.

0:9:4.170 --> 0:9:8.330

DePalma, Michael DePalma

And was voted on and that was back in November of 22.

0:9:10.240 --> 0:9:24.690

DePalma, Michael DePalma

He currently during that time, Ohh APS worked with FAC in order to develop the framework for the long range plan to renovate existing school facilities and these are just sort of some of the.

0:9:26.290 --> 0:9:51.230

DePalma, Michael DePalma

The meetings that took place where there was content related directly to the long range plan or the plan as I sometimes refer to it as and in in here there it should. It should be noted that even though it might not be part of the agenda, it was discussed in some fashion along the way and more particularly important is that the subcommittee that was created to draft the framework and guidelines for this.

0:9:52.890 --> 0:10:0.100

DePalma, Michael DePalma

The plan itself was known prior to being taken over by CMT, Mt FA.

0:10:1.100 --> 0:10:10.410

DePalma, Michael DePalma

As attachment B as what it was referred to and and you could see that on the previous slide here where it goes, where I go back one and it has attachment B on there.

0:10:11.580 --> 0:10:35.190

DePalma, Michael DePalma

That was all the information that was compiled by the FAC, so this has been around now for over 10 months. We've been working on this diligently with the FAC in order to get it to where it is now and what we've done is we've turned it over to MTF 8 in order for them to just go ahead and say OK, how's this framework look? And that's where we go right now.

0:10:36.500 --> 0:10:47.410

DePalma, Michael DePalma

We brought on mtma as the prime and we have the supporting roles as mentioned earlier by Facility Engineering Associates and Cmta and that was in November of 2022.

0:10:49.730 --> 0:10:56.860

DePalma, Michael DePalma

Since we already made those introductions, uh, we can just go ahead and move into the into the next subject matter here and.

0:10:57.810 --> 0:11:4.490

DePalma, Michael DePalma

The next subject matter that we have is in reference to sort of the overall project timeline.

0:11:5.740 --> 0:11:27.950

DePalma, Michael DePalma

Uh, the overall project timeline for this was created as a way to manage expectations and to work within the budget of the CIP itself. The reason why I say that is because it breaks it down into two separate tiers and the first tier that we're in right now is actually broken down into two other parts and we're in stage one.

0:11:29.0 --> 0:12:0.160

DePalma, Michael DePalma

Umm. And in stage one, you know what we're doing right now is we're we're evaluating the framework. We're making sure that what we at the FAC and APS staff provided makes sense and through that process MTA and the consultants have done a fantastic job in taking our information and checking to make sure that it's relevant. It's tested, it could be updated and they've done a really good job.

0:12:2.80 --> 0:12:21.210

DePalma, Michael DePalma

The second part of the first tier will be and is. It provided more detail in the actual draft report that's been provided and the second part is going to be actually be the evaluation of the facilities based on the framework that we're doing right now and what we're going over.

0:12:22.600 --> 0:12:30.840

DePalma, Michael DePalma

That still has to have another final phase of this which is going to be Tier 2 and that's going to be sort of a deeper dive.

0:12:31.490 --> 0:12:33.250

DePalma, Michael DePalma

Into the facilities that.

0:12:34.20 --> 0:12:39.610

DePalma, Michael DePalma

Will be selected by the school board to be presented into the next upcoming CIP.

0:12:42.640 --> 0:13:6.710

DePalma, Michael DePalma

So what did they do? MFA with all our data that we provided them when we provided them a wealth of data, we provided them not only quantitative data, but qualitative data related to facilities. And that's one thing to keep in mind too is that we have this is a facilities advisory committee. So our focus for this whole report was on the facilities themselves on the built environment and what they did is they came up with a way to.

0:13:7.860 --> 0:13:19.20

DePalma, Michael DePalma

Provide quantitative data to the facility through a facility condition index and provides a qualitative and a quantitative summation of some building characteristics that the group identified.

0:13:21.80 --> 0:13:27.750

DePalma, Michael DePalma

Those two things combined would then allow us to have what is considered a facility condition assessment.

0:13:31.920 --> 0:13:57.900

DePalma, Michael DePalma

So when we think about the facility condition index, which is one part of the facility condition assessment, it looks into specific sort of deferred maintenance, you know, accumulated degradation, it has the expected useful life. It does a very good job of looking at what we have right now with our major systems and using the.

0:13:58.920 --> 0:14:0.770

DePalma, Michael DePalma

Uniformat code.

0:14:2.720 --> 0:14:4.840

DePalma, Michael DePalma

Goes ahead and provides a.

0:14:5.550 --> 0:14:14.220

DePalma, Michael DePalma

Way to compare from a standard and between facilities, so it provides us with a way to.

0:14:16.380 --> 0:14:24.190

DePalma, Michael DePalma

Rank and measure are different are different systems that we have against each other and against a standard that's provided nationwide.

0:14:27.900 --> 0:14:31.990

DePalma, Michael DePalma

The building systems for the FCI, as I mentioned earlier.

0:14:32.930 --> 0:15:3.620

DePalma, Michael DePalma

Is these are just some of the summary of the select building systems that we that they that they used and then this summary we can just see some of the important ones that we the FAC and APS identified and these are you know very crucial to the way that a facilities Advisory Committee operates. We go to each of the different facilities and we look at these these types of components all the time where we have the exterior, the interior.

0:15:3.680 --> 0:15:13.660

DePalma, Michael DePalma

And we we discussed fire life safety, we constantly have been discussing heating, ventilation and air conditioning and you know many of the other systems identified in here.

0:15:16.780 --> 0:15:30.490

DePalma, Michael DePalma

At this point, when we get to the rating system, I would like to go ahead and turn it over to mtga if they don't mind, because I think that they would do a little bit more credit for the work that they've provided here and describing sort of the rating system that they came up with.

0:15:36.50 --> 0:15:36.480

DePalma, Michael DePalma

Thanks.

0:15:33.310 --> 0:16:2.980

Braden Field | MTFA

Sure, I can tag in Michael. Thank you. So as you mentioned, for all of the facility condition index items, we're looking at them with a rating system. So it's it's a very simple rating system from one to five.

Again, we're trying to keep this as quantitative as we can for these items and you can see there's associated deficiencies with each of those ratings. And the other thing to keep in mind with the rating is it's actually being applied along a curve, looking at the degradation of that item.

0:16:3.50 --> 0:16:15.550

Braden Field | MTFA

Over its expected life, so items with a longer expected life will have a different curve applied to them, and that rating then then kind of extrapolates that that method.

0:16:16.630 --> 0:16:21.800

Braden Field | MTFA

And so it's very simple by being the highest screen, one being the lowest is red.

0:16:23.270 --> 0:16:26.330

Braden Field | MTFA

And on to the next slide, so.

0:16:27.520 --> 0:16:47.530

Braden Field | MTFA

The building characteristics index is the second side of the approach that Michael just described. If the condition index is looking at the bones of the building with just the systems, age and condition of the facility itself, the characteristics are these extra elements and environmental.

0:16:48.730 --> 0:17:17.850

Braden Field | MTFA

Items, things like programming performance, the way spaces are laid out, and whether they meet educational spec requirements. These are elements outside of the simple base facility condition and what we did is we wanted to build on the great foundation that was provided and that attachment B when we started the project, a lot of really smart work went into that and we didn't want to reinvent the wheel. But we did go through that whole list and litigate it pretty.

0:17:17.940 --> 0:17:37.190

Braden Field | MTFA

Closely where we were able to refine certain things and define how they were being measured and dig a little deeper to build on that rather than reinventing it. So this this list that was produced went out in, in the draft report and it includes a whole.

0:17:38.840 --> 0:18:9.430

Braden Field | MTFA

A whole category of items in the next slide covers some of those which are really looking at building

systems beyond just the the systems agent condition itself. So it's looking at how the air quality is performing, whether the ventilation standards and design capacities are being met, things like filtration, whether interior and exterior lighting meet current standards from a temperature or controllability standpoint. And then we're also looking at benchmarking, water use intensity and energy use intensity for each of the buildings.

0:18:9.510 --> 0:18:10.580

Braden Field | MTFA

Across the portfolio.

0:18:23.780 --> 0:18:24.550

Cynthia Hilton (Guest)

It's still.

0:18:15.60 --> 0:18:45.390

Braden Field | MTFA

And so these items are given a rating and the full building report then gets an index that's called the FBI. The facility condition index. And that is given a number from zero to 1, and that index is basically a result of the cost compared to the condition. So it's looking at the cost relative to its current replacement value for the full project based on the status and rating of all the aspects of it.

0:18:59.930 --> 0:19:0.100

Cynthia Hilton (Guest)

Yes.

0:18:45.510 --> 0:19:9.930

Braden Field | MTFA

And then it's comparing that to in today's dollars, the cost to replace that. And this is a ratio zero to 1. Again, we're using the traffic light approach where good green fares, yellow and red in need of replacement, is that lower value and again just a very simple one to five traffic light rating trying to simplify.

0:19:11.680 --> 0:19:13.470

Braden Field | MTFA

Simplify the the metrics here.

0:19:15.670 --> 0:19:22.730

Braden Field | MTFA

And Megan's gonna talk a little bit about the cost for that current replacement value and how we arrive at that number.

0:19:24.90 --> 0:19:54.960

MTFA MS Teams 2

So, as Brayden mentioned, in order to create the index, there's a cost associated in a large spreadsheet. The idea of the cost to replace the current replacement value, and we just wanna make sure it's clear that those costs are really the raw costs. Those are not actual costs. If you were to go out to bid to get the project done. But those are really a way in which we're able to rank the systems and be able to place this across all of your schools. There is the ability to create an anticipated.

0:19:55.30 --> 0:20:25.390

MTFA MS Teams 2

Future needs cost based upon those raw costs and that is using a cost multiplier and what that cost multiplier takes into consideration are local labor costs and pool availability. The design fees or construction fees overhead and profit that would normally be attached to a contractor's responsibilities when they place the bid as well as additional costs and other contingencies and existing condition markups that is that multiplier gets us today's.

0:20:25.440 --> 0:20:50.960

MTFA MS Teams 2

Colors and then you can use that again to add inflation and long range planning numbers in order to understand how to project costs out over the future. So as the CIP planning process goes on, you're able to actually use this as a tool to plan future costs, but keep in mind that the numbers were using just for comparison is a raw cost and not those anticipated project costs.

0:20:55.150 --> 0:20:55.360

DePalma, Michael DePalma

That.

0:20:55.430 --> 0:20:57.590

DePalma, Michael DePalma

Explaining and thanks Brandon. That was good.

0:20:59.510 --> 0:21:4.960

DePalma, Michael DePalma

So that leaves us with what our next steps are and.

0:21:5.900 --> 0:21:7.530

DePalma, Michael DePalma

When we think of our next steps.

0:21:8.850 --> 0:21:39.330

DePalma, Michael DePalma

Has identified in this presentation will be receiving the framework report right as the end of stage one and then when we get to stage two, what we will be receiving is a well, we'll have to have a notice to proceed to stage two after upon approval of stage one. But once that happens, we'll then receive a draft facility evaluation report. And what this does, what this will do is this will provide the information in the report that is similar to the.

0:21:39.680 --> 0:21:55.30

DePalma, Michael DePalma

Four schools that were chosen to test this framework, and if you look at the report on what that does is it chooses 4 schools of relative age and we wanted to do a test fit for this and.

0:21:56.560 --> 0:22:15.820

DePalma, Michael DePalma

The evaluation report will have the same output as those four test fits that we have so that we have a

way to sort of gauge and quantify the various components that we have within our facilities. And then that would be the end of what we have as Tier 1.

0:22:16.600 --> 0:22:26.750

DePalma, Michael DePalma

And then that would go ahead and feed into the fiscal year 2534 planning, right? When that starts in May, it was that 2024, September.

0:22:27.900 --> 0:22:35.350

DePalma, Michael DePalma

For the CIP and what that will entail is, then it will go ahead and identify certain number of facilities.

0:22:36.900 --> 0:23:2.410

DePalma, Michael DePalma

It will actually have all the facilities, but what we're gonna have to have the school board do is the school board's gonna have to go ahead and decide at some point based on staff recommendation, which probably will come from the cabinet as to how many facilities would move further into the Tier 2 section of this whole system of plan. And that your two section would be a much deeper dive into certain components of.

0:23:3.780 --> 0:23:4.800

DePalma, Michael DePalma

Of our evaluation.

0:23:5.460 --> 0:23:13.210

DePalma, Michael DePalma

So I see that Jeff Chambers is on now. So if Jeff would like to go ahead and say something real quick on this last slide, please go ahead.

0:23:14.470 --> 0:23:23.640

Chambers, Jeffrey

Yeah, I think I think Michael has set up and I I think I've been on for a little bit here, but I think we've got a great team. I think things are moving forward I think.

0:23:25.180 --> 0:23:53.810

Chambers, Jeffrey

We we really are comfortable with the direction and matrix that we've worked out with all the input that we've had from the FAC and others in, in the community. And I think that, as Michael would say, Michael was saying is they board will be the ones that gives us the direction for the Tier 2. And as some of these items may not be a full building, it may be a major item in one particular building.

0:23:54.170 --> 0:24:6.450

Chambers, Jeffrey

That may have to be addressed, or it may be a major building. Again, that's really going to be up to the board to make that final determination and then we will be taking that information and creating.

0:24:7.10 --> 0:24:38.30

Chambers, Jeffrey

Umm, the the next year's CIP, you know, for 10 years out, what would we be doing on renovations in, in, in setting up funding for that. So that is essentially where we're headed with all of this and it takes a lot of cooks to make this Stew. So I think we're very comfortable with the direction we're going and the purpose for tonight is to allow you to ask particular questions and maybe raise some concerns.

0:24:39.250 --> 0:24:40.250

Chambers, Jeffrey

Thank you for being here.

0:24:49.60 --> 0:24:49.610

Rosa Cheney

Perfect.

0:24:42.900 --> 0:24:54.550

DePalma, Michael DePalma

All right. Excellent. So I think we did that a little longer than what we anticipated, but not bad. Thank you everyone for participating. And I would like to go ahead and.

0:24:55.370 --> 0:25:0.120

DePalma, Michael DePalma

Just give a reminder for those that might have come into the meeting later.

0:25:0.980 --> 0:25:29.150

DePalma, Michael DePalma

Umm that if anyone from the public that's outside of the FAC and JFAC would like to have a opportunity to ask some questions in the public comment section. So just go ahead and please put your name into the chat so that we will know that you've made this an official request and we can go ahead and note that when we get to that section, but now I'm gonna turn it over to Rosa and to I guess Stacy.

0:25:29.920 --> 0:25:41.610

Rosa Cheney

Yeah. So I think what I was hoping to do is just get a couple questions from back and then a couple questions from JFAC and maybe move the discussion back and forth a little bit.

0:25:42.780 --> 0:25:43.370

Rosa Cheney

I see.

0:25:44.80 --> 0:25:50.130

Rosa Cheney

Catherine already put in a question into the chat and I've kind of jotted a couple down myself so.

0:25:51.760 --> 0:25:57.10

Rosa Cheney

If Catherine, if you wanna go ahead and read out your question, you can or.

0:25:57.910 --> 0:26:26.480

Kateri Garcia

Yeah, sure, I can expand too. So umm, obviously there's a lot of description of kind of how like function

of facilities of all of the different you know where we're talking about ventilation and and such and yeah. Thank you. I'm interested though in the the definition and the document of what the Tier 1 assessment is trying to do it talks about that it's trying to determine.

0:26:26.970 --> 0:26:56.860

Kateri Garcia

The ability, essentially of the infrastructure to deliver basic services, but I didn't see what basic services were defined out as in the actual document and I'm just kind of curious how how you're factoring and kind of the the population of the school or the usage of the different facility because that to me seems like you would factor that in in, in order to understand whether you're providing the basic services or not.

0:26:57.30 --> 0:26:59.760

Kateri Garcia

And so just wanted to hear a little bit more of that.

0:27:1.410 --> 0:27:1.950

Kateri Garcia

About that.

0:27:12.230 --> 0:27:15.60

DePalma, Michael DePalma

I mean, not everyone jump at this question at once here.

0:27:16.540 --> 0:27:40.830

Chambers, Jeffrey

I'll I'll try to take a stab at it. I think that you know we as we noted that there there are really you know the facility condition index and then the building characteristic index. I think what you're talking about is the building characteristics. They're the specifics of APS and we've given that information to the team and that is also one of the criteria that we are looking at. So we are looking at the capacity.

0:27:41.900 --> 0:27:56.350

Chambers, Jeffrey

They're they're facilities condition index really is trying to look at, you know, the age of the facility, the, the systems and you know how much, much life do they have left in them and all of that the building characteristics are the specifics that that we would be looking at.

0:27:58.430 --> 0:28:8.460

Chambers, Jeffrey

From from an APS standpoint that aren't general, they're the specifics would be in that and that's where you would be looking at the capacity you know and and our specific.

0:28:7.280 --> 0:28:8.660

Kateri Garcia

OK. So then just to.

0:28:9.720 --> 0:28:14.610

Kateri Garcia

Sorry to interrupt you. I just wanted to make sure I understood that part, which is that so in this.

0:28:17.0 --> 0:28:29.470

Kateri Garcia

Like we're building characteristics, that's what it's called, right. You would, for example, determine that the gym is large enough to to meet all the needs, and then that would be faster than, I guess I just didn't see where that was in the document.

0:28:30.580 --> 0:28:37.480

Kateri Garcia

And maybe it maybe it would just be worth highlighting a bit further so that it was kind of clear to the reader.

0:28:39.170 --> 0:29:3.380

MTFA MS Teams 2

Sure. So attachment C does list every single piece of criteria that's evaluated, and there are two columns. Each column is identifying. There's a column on the left which is your facility conditions index, and then there's a building condition characteristics column and that is saying if it is in those metrics or not. So if it's there you go. So the the column on the left is.

0:29:4.100 --> 0:29:34.750

MTFA MS Teams 2

Indicating that it's a facility condition number, and if it's checked on the right, then it's a condition characteristic it measures it tells you what exactly is being evaluated, whether and how we're measuring that many of these cases. It's how many, how big is it relative to the number of students, and specifically the cafeteria or the gymnasium? You know, what is the overall size and length and width of the building itself in order to meet the needs?

0:29:35.80 --> 0:29:46.0

MTFA MS Teams 2

And these are being evaluated both by reviewing drawings as well as observation in the field. So we are going and reviewing all of these conditions with eyes in the field as well.

0:29:48.290 --> 0:29:54.80

MTFA MS Teams 2

And so attachment see really goes in depth on how each of those are being evaluated.

0:29:57.730 --> 0:30:8.660

Rosa Cheney

Thank you. I think I think that actually hits on some of my questions too, because I saw the curve and now that I'm looking at attachment CA little bit more, I can see that there's certain things within that.

0:30:8.740 --> 0:30:14.30

Rosa Cheney

Umm. Criteria that specifically call out that you're measuring it?

0:30:20.990 --> 0:30:21.630

Joan McIntyre (Guest)

Is that?

0:30:15.540 --> 0:30:23.360

Rosa Cheney

You know, against the degradation curve, which to me is that kind of end of useful life the the.

0:30:47.10 --> 0:30:47.340

MTFA MS Teams 2

Correct.

0:30:53.850 --> 0:30:54.110

MTFA MS Teams 2

Yes.

0:30:47.790 --> 0:30:55.340

Rosa Cheney

OK. And then but all of them do have the stoplight, kind of like red, green, yellow color kind of coating.

0:30:55.900 --> 0:31:28.280

MTFA MS Teams 2

Correct. So when we see the final output and a report card, you can dig down into each of the systems within the school itself, right? Each category gets its own color, but then there's also the high level report cards where you can then score the overall buildings overall, and then you can look portfolio wide. So really allowing all tiers of information to be evaluated so that you can see not only across your entire portfolio of buildings, but then you can.

0:31:28.380 --> 0:31:50.520

MTFA MS Teams 2

Dial in on anyone particular characteristics. So if for instance, there was this desire, we know in the past there's during COVID there was a lot of concern about filtration. So you could isolate that one element and begin to look at that across each school. So there's really a large database that supports all of this information and allows it to be evaluated.

0:31:52.500 --> 0:32:5.270

Rosa Cheney

OK, thank you. I do see a couple more questions from FAC in our chat. I don't know if you wanted to in Stacy, you have your hand up. So I didn't know if we wanted to kind of switch back and forth between FAC and JFAC, but.

0:32:6.550 --> 0:32:7.20

Rosa Cheney

Go ahead.

0:32:5.910 --> 0:32:10.890

Stacy Snyder (Guest)

I'm willing to sort of follow your lead on this, Rosa a yeah.

0:32:15.210 --> 0:32:15.710

Stacy Snyder (Guest)

That's fine.

0:32:9.410 --> 0:32:18.160

Rosa Cheney

OK. Well, then I was gonna maybe just go to Adams. Next question. I mean, you did have your hand up. So I don't know when that happened, but.

0:32:19.610 --> 0:32:21.80

Rosa Cheney

Yep, OK.

0:32:17.880 --> 0:32:22.10

Stacy Snyder (Guest)

I think Adam asked this question before I put my hand up, so I'll I'll wait my turn.

0:32:22.300 --> 0:32:24.690

Rosa Cheney

Yeah, Adam, if you want to read it.

0:32:23.920 --> 0:32:38.770

Adam Rasmussen

Ohh hopefully sure, hope it will be really quick. I just wanted to know what there's a lot about. You know the decision making and the process, but I didn't see anything in there about about what the facts role is gonna be moving forward.

0:32:39.980 --> 0:32:47.450

Adam Rasmussen

In this process, so if I if we can get some more information about what the expected role is, how will FAC be?

0:32:49.430 --> 0:33:0.0

Adam Rasmussen

Consulted during this process and what what role will have in recommendations to the board based on the results of the studies?

0:33:1.20 --> 0:33:31.570

Chambers, Jeffrey

Yeah, I I think we would be reporting out to you on on where we are on this study and and the information and sharing that information because you the board would probably want your you to weigh in or the FAC to weigh in on the you know report that we give to them and the recommendations we may be making. So I think we would be sharing that with you. I think it would be sort of like our our typical CIP process going forward once we identify the buildings.

0:33:31.640 --> 0:33:59.510

Chambers, Jeffrey

Then we would be coming to you with with the things that we are looking at, including in the, the the

CIP. We typically share the projects that we do studies of because the year before the fall before we do the spring CIP or the Superintendent provides the CIP recommendation, we end up doing studies and we let you know what the studies are, the projects that we're doing and you can weigh in on that.

0:34:1.800 --> 0:34:14.110

Adam Rasmussen

OK, if it's possible, I think would be good just to more formalize that and making sure that's that's it's if we're gonna whenever we're kind of showing what the process is that FAC.

0:34:14.940 --> 0:34:28.910

Adam Rasmussen

Consultation be listed in there so that it's it's not something that is something we have to depend on someone remembering to do that that you will forget, but just just to make sure that it's that it's in there.

0:34:30.260 --> 0:34:50.330

DePalma, Michael DePalma

Yeah, thanks. I appreciate that, Adam and I, I will say that's duly noted. But just as a reminder, and I'm sure everyone's already aware, but if it's the the Advisory Council on school facilities and capital programs. So I mean, we always seek your input when it comes to the CIP. So, but I'll make a note to make sure that we.

0:34:50.950 --> 0:34:51.470

Chambers, Jeffrey

Lester.

0:34:52.0 --> 0:34:52.430

DePalma, Michael DePalma

Yes.

0:34:54.310 --> 0:34:55.80

Adam Rasmussen

Right. Thank you.

0:34:54.770 --> 0:34:55.160

Rosa Cheney

OK.

0:34:55.980 --> 0:34:59.770

Rosa Cheney

Yeah. So go ahead, Stacy. Then let me turn it over to you for a question.

0:34:58.980 --> 0:35:12.990

Stacy Snyder (Guest)

OK, thanks. I just have a broader kind of clarifying question about tier one and Tier 2. So right now this report is listing 4 pilot schools.

0:35:14.330 --> 0:35:22.220

Stacy Snyder (Guest)

That you know that I understand is this just a pilot and this report is currently a draft just clarifying that and.

0:35:23.890 --> 0:35:27.220

Stacy Snyder (Guest)

So we'll just hear one include.

0:35:28.360 --> 0:35:33.770

Stacy Snyder (Guest)

What we will see in the pilots in the four pilot schools for all of the schools.

0:35:34.980 --> 0:35:35.830

Chambers, Jeffrey

Yeah, I I think.

0:35:35.30 --> 0:35:35.880

Stacy Snyder (Guest)

Or will.

0:35:36.750 --> 0:35:37.850

Chambers, Jeffrey

Yeah, I yeah.

0:35:36.890 --> 0:35:41.700

Stacy Snyder (Guest)

And then, OK, I'll let you answer that question 1st and then I have a question about.

0:35:39.620 --> 0:35:42.410

Chambers, Jeffrey

OK, good. Because you always make me forget the first one.

0:35:44.0 --> 0:35:44.730

Chambers, Jeffrey

With your second.

0:35:42.680 --> 0:35:51.470

Stacy Snyder (Guest)

OK, that's good. And then I'll have a just a question, a question that you know, I hope that will help you clarify Tier 2.

0:35:51.970 --> 0:36:17.680

Chambers, Jeffrey

Sure. Yeah. What what tier one, I mean, essentially what we what we've done here is is, you know, we look at the the four projects that we did is really only to test the matrix and see how things are going to go. We will be doing all facilities with the same criteria. So that we basically build a matrix that shows us, you know, our facilities, you know from best to not as best.

0:36:18.820 --> 0:36:41.860

Chambers, Jeffrey

You know, I I also wanna say that, you know, our facilities are all habitable. They're all usable. They were all built to code, you know, and all of those things. So we have to be careful when we start talking rankings. It's not. These are our worst schools. It's not. It's just that they have things that need to be addressed. But essentially we're trying to create that list because we believe that.

0:36:42.390 --> 0:37:13.330

Chambers, Jeffrey

Umm, based on the the four test fits that we did that we are going to see you know how things do do show the needs for renovations and or something major and specific you know which could be from an infrastructure bond versus the typical CIP. So we may look at all of that because we've never done this evaluation before and I think the doing all of the facilities is going to tell us.

0:37:13.410 --> 0:37:43.0

Chambers, Jeffrey

So, so much. And it's also not something that's dead at that point. The intent is this matrix can be reused and reused every four or five years, whatever, when we have to recategorize because things change. As we all know. So we need to look at that as part of our matrix. And I think even if we start with start to grow again, we should be looking at this matrix as well to try to help us categorize where the opportunities are.

0:37:43.410 --> 0:37:56.260

Chambers, Jeffrey

To to build more seats when we have to do that again. So I think this is really a a tool that's going to be ongoing and it's a forever thing as long as we keep it up.

0:37:57.10 --> 0:38:14.960

Chambers, Jeffrey

So that that is the goal and then Tier 2 is is essentially looking at all of these and then working with the board, working with the FAC, having conversations on what are we going to do the studies on as far as the indepth cost analysis.

0:38:16.320 --> 0:38:19.590

Chambers, Jeffrey

And and why? And it has to be based on the.

0:38:20.810 --> 0:38:38.830

Chambers, Jeffrey

You know, tier one analysis so that we're building it on data and not just because I like that school. I wanna do that one first. You know, I think that that's what we're really trying to do. So that's the deep dive and then the ones in Tier 2 for the most part should end up in the CIP.

0:38:39.570 --> 0:38:53.290

Chambers, Jeffrey

You know, as in what year they would be getting done with the value and all of that like we typically have done with you know, trying to build new seats, we would be doing the same thing with the renovations. Does that help?

0:38:54.130 --> 0:39:24.260

Stacy Snyder (Guest)

It does. Thank you. I mean, and I I I will just take this opportunity to think to just thank all of you for doing this, because I think it is a very valuable tool for APS and it's a very data-driven. It gives you very data-driven information where it does sort of take out the, I don't know the emotion or the the politics or you know it just shows us which schools really need the most work.

0:39:24.340 --> 0:39:31.480

Stacy Snyder (Guest)

And and so just to clarify too, you know you're moving into Tier 2.

0:39:32.530 --> 0:39:57.660

Stacy Snyder (Guest)

It will. It will be the for the board to decide the number of schools which move in to Tier 2 and from there you kind of look at what what are you taking a deeper dive into in Tier 2 to to look at to help prioritize which so so which school of those chosen smaller numbers moves up to the highest priority.

0:40:10.550 --> 0:40:10.870

Stacy Snyder (Guest)

Yep.

0:40:14.70 --> 0:40:14.240

Stacy Snyder (Guest)

OK.

0:40:18.830 --> 0:40:19.50

Stacy Snyder (Guest)

OK.

0:40:0.440 --> 0:40:26.140

Chambers, Jeffrey

Yeah, I I think that's really gonna be a board decision. I think it could be based on recommendations. It could be based on. I mean, we're still going to be looking at where growth is in APS and is that going to help make a decision beyond just the condition. So I mean we we are going to be looking at it holistically because that's the only way we can make a rational decision and make a rational recommendation.

0:40:26.780 --> 0:40:48.10

Chambers, Jeffrey

Umm, you know, I'm not. It's not because it's in my neighborhood. I wanna do that one first because I'm tired of my neighbors complaining. You know, our goal is to look at it as you know, what makes the most sense for the county as a whole for our educational facilities. So that's really where it's going to go. And I think the other thing that may be.

0:40:49.100 --> 0:41:18.470

Chambers, Jeffrey

Something is is say it becomes the top of the list is 4 middle schools you know. Are they going to want to address for middle schools 1st and not address any elementaries I don't know. I mean it could be all elementaries at the top until we go through this and look at the categorization. I don't know where

they're going to end up because it was very interesting watching the four test fits that we did and seeing where they came out. They didn't all fit exactly where.

0:41:18.610 --> 0:41:20.40

Chambers, Jeffrey

I thought they would end up.

0:41:21.480 --> 0:41:50.640

Chambers, Jeffrey

You know, they're they're in the ballpark, but it's not exactly what I thought. So I think that we're gonna find out. We're gonna probably have some surprises, and we're gonna probably have some, you know? Yeah, that's exactly what I thought, you know. So that's I think better than what we did five years ago when we were looking at places to put a potential school and additions and renovations and all of those other studies that we did. We did it based on enrollment projections.

0:41:50.730 --> 0:42:10.590

Chambers, Jeffrey

And you know where we thought we had a school that needed the most work and maybe the smaller school where we could put the addition or we could put a replacement building. So those are, I think it's going to be a more data-driven decision, which is gonna probably or should be more appropriate.

0:42:11.650 --> 0:42:14.840

Stacy Snyder (Guest)

OK. Well, thank you for that. And I will just leave on one more.

0:42:17.20 --> 0:42:28.530

Stacy Snyder (Guest)

Comment kind of bit of praise, which is I I like you know, I I think this framework is also a very valuable tool because it's replicable. You can do it.

0:42:29.530 --> 0:42:48.320

Stacy Snyder (Guest)

You know, in a timely manner it doesn't have to happen every year or every or every two years, but it is replicable where you could go back and sort of fill in the kind of fill in the blanks again and end up prioritizing school based on data. But thank you for all your hard work on this, everyone.

0:42:50.610 --> 0:43:9.140

Rosa Cheney

Yeah, thank you. So, Cynthia, I'm gonna hit you in a second with because you're the next person with a question, but I talking still to what Stacy and Jeff were just talking about, I had some additional questions related to that. So in terms of one of the things that you had mentioned, Jeff, was how this kind of plays into.

0:43:9.980 --> 0:43:21.250

Rosa Cheney

This document will help to show the needs and so I was wondering how it might be attached to or incorporated into the AFSAP the.

0:43:22.220 --> 0:43:29.520

Rosa Cheney

You know the student accommodation plan, facilities and student accommodation plan, which also focuses on needs. So is that something that will?

0:43:29.960 --> 0:43:38.310

Rosa Cheney

It helped to inform that or vice versa. Is it just a backup document or does it have any role? And then and then I'll have another question.

0:43:38.720 --> 0:44:8.570

Chambers, Jeffrey

Yeah, I think that the fact that we have the time to incorporate that because we're going to have, you know, the study done of all of our facilities about the time of the next AFSAP. So they can, you know, look at that we can put those together before the board makes a final decision on which projects go first. The AFSAP will be done again and we will also have all of this data and a deeper dive looking at the ones we think are the worst. So what we do is CIP, you have to.

0:44:8.670 --> 0:44:39.40

Chambers, Jeffrey

For realize what we do is it's it's kind of a dance between schedule dollars and need and population. So you've got all of those things that we try to juggle and look at and say, what does it make the most sense? And sometimes it's just because of dollars. We end up flip flopping something or whatever because we don't have the big dollars this year. But in two years we do have the bigger dollars or however that may work out. So it's if you recall the.

0:44:39.130 --> 0:44:53.190

Chambers, Jeffrey

Chart that we typically use for the CIP when we've done the 10 year and we set everything out, we always make sure that all of the categories and numbers work and and it's all based on the data that we have if that helps.

0:44:54.200 --> 0:45:21.70

Rosa Cheney

Yeah. And then somewhat related in terms of kind of that AFSAP timelines, CIP, you had talked about Tier 2 being that deeper dive into a handful of schools. Would that have like more realistic cost estimates that can be attached with those then become, you know, based on selections by the board become a project within the CIP with sort of a known generally known value or where you know?

0:45:20.30 --> 0:45:28.820

Chambers, Jeffrey

Yeah. I think when we when we get into that deeper dive, that is exactly what we would be doing is we would be actually doing the typical.

0:45:43.830 --> 0:45:44.270

Rosa Cheney

OK.

0:45:30.130 --> 0:46:0.440

Chambers, Jeffrey

Design and or estimating that we typically do for a CIP so that we have those dollars when it does, you know get inserted, the projects actually get inserted into the project or into the city. So we would have more definitive dollars now with tier one, we're going to have some dollars and they're going to be able to. The dollars are really being set up to not be a final cost, but to be in current dollars in a straight comparison.

0:46:2.410 --> 0:46:2.770

Rosa Cheney

Mm-hmm.

0:46:0.840 --> 0:46:13.290

Chambers, Jeffrey

Between facilities there because so that you can say X elementary school and P elementary school. Wow, this one needs an, you know, \$300,000 or \$300 million or \$3 million more than that building.

0:46:13.890 --> 0:46:27.130

Chambers, Jeffrey

But wow, I thought that building was worse. So you you can you can look at it that way, but it gives you the basics so that when we're thinking about, you know, Gee, we're we typically have X number of dollars available in a 10 year CIP.

0:46:27.210 --> 0:46:46.790

Chambers, Jeffrey

We you know, so we can't pick to do \$500 million worth of work when we know we're only gonna have 250 million over the next 10 years. So it does give us that ability to look at the, the numbers that you know we've did the tier one facility study on.

0:46:49.520 --> 0:46:54.910

Rosa Cheney

And then Cynthia, in Europe, so if you want to unmute, you can ask your question.

0:47:3.40 --> 0:47:4.290

Rosa Cheney

Perfect. Yes, perfect.

0:47:2.210 --> 0:47:21.460

Cynthia Hilton (Guest)

OK. Can you hear me? OK, thanks. Alright. So first of all to everyone, I apologize for being late. I don't know why I had 7:00 o'clock. It's all on me in my head. But I do apologize. So any question I ask, if it's been answered. I don't want you to have to do it again. Just I'll call somebody later.

0:47:23.640 --> 0:47:34.920

Cynthia Hilton (Guest)

In the report I was looking on page, I guess most of these are can be referenced. So this is a web page, not exactly whatever page 25.

0:47:35.750 --> 0:47:36.520

Cynthia Hilton (Guest)

It has.

0:47:37.830 --> 0:47:55.700

Cynthia Hilton (Guest)

For schools listed and is doing, it says it's a building characteristic summaries. Just so you know what I'm looking at. And so I'm wondering. I'm sorry because when I was able to join our these the four schools that you were talking about or is this?

0:47:57.160 --> 0:48:3.140

Cynthia Hilton (Guest)

So that's first question whether or not these are the four schools that you were referencing that you were gonna pick?

0:48:4.30 --> 0:48:6.510

Cynthia Hilton (Guest)

Can someone just say yes or no before I move on?

0:48:9.800 --> 0:48:10.320

Cynthia Hilton (Guest)

OK.

0:48:5.790 --> 0:48:11.20

Chambers, Jeffrey

They they these were the four schools we did the test fit on to make sure that our made is working.

0:48:11.40 --> 0:48:22.270

Cynthia Hilton (Guest)

Oh, OK, OK. So they're all elementary and I'm just randomly guessing that maybe secondary high school might present a different.

0:48:22.360 --> 0:48:27.610

Cynthia Hilton (Guest)

And a bunch of factors which causes me to.

0:48:28.500 --> 0:48:39.680

Cynthia Hilton (Guest)

To point out that there are some of facilities that are in high schools that you'd never expect in an elementary school, and how do you?

0:48:41.250 --> 0:48:52.670

Cynthia Hilton (Guest)

Then you know, say the money should go here. You know, when it's when it's a a facility that is not shared across all schools. Does that make any sense? But.

0:48:52.350 --> 0:49:12.40

Chambers, Jeffrey

Yeah, I understand what you're saying. I I think that it doesn't matter whether it's a secondary or an

elementary. We we have criteria established that will we be comparing, we won't be, we will be basically comparing middle schools against middle schools, high schools against high schools. But we will also be able to look at it.

0:49:13.100 --> 0:49:21.270

Chambers, Jeffrey

You know, if an elementary school and a high school and a middle school have 80% red lights.

0:49:22.350 --> 0:49:26.880

Chambers, Jeffrey

I think we'll take a deeper dive for a closer look at those to figure out why.

0:49:28.0 --> 0:49:37.270

Chambers, Jeffrey

We did elementary schools for the test fit because they were comparable. We were able to utilize the data tool and how does the?

0:49:37.730 --> 0:50:3.800

Chambers, Jeffrey

How does the the the inserted data show to us? How does it? Does it show us what we need to see and it did and I think it will do the same for middle and high school. But yes, you are right that we know that our facilities are very different. But when you're looking at the condition survey, I mean you're looking at a condition survey and you're also looking at the specific APS requirements. A school that doesn't.

0:50:4.10 --> 0:50:24.780

Chambers, Jeffrey

That that is at the end of its life cycle and doesn't meet our current APS standards. It's gonna show really poorly, and it's going to be one that's going to need our attention or need us to look at it at deeper, not necessarily one to be picked for the deeper dive, but it will show.

0:50:26.80 --> 0:50:30.950

Chambers, Jeffrey

No matter what type of school it is that it that it needs work or needs attention.

0:50:32.350 --> 0:50:43.20

Chambers, Jeffrey

So that that's really the intent of this and it is, there was a lot of debate and a lot of discussion to to get to where we are, but we feel strongly that it will give us the information we need.

0:50:44.410 --> 0:50:51.560

Cynthia Hilton (Guest)

No. OK, how do you turn this? I'm sorry. Trying to turn that up. Thank you for that. And then?

0:50:53.410 --> 0:51:9.440

Cynthia Hilton (Guest)

Just just this is, you know, just wonderful that you can present things this way, but if there there understandably there could be crises. I mean, there could be things that were not anticipated when you.

0:51:11.0 --> 0:51:13.930

Cynthia Hilton (Guest)

Do these reviews of the schools and.

0:51:14.880 --> 0:51:20.450

Cynthia Hilton (Guest)

And I'm so sorry. So while you have done everything to be rational and plan ahead and.

0:51:21.750 --> 0:51:24.380

Cynthia Hilton (Guest)

This is where we should uh devote our funds.

0:51:26.10 --> 0:51:32.330

Cynthia Hilton (Guest)

Is there is is this? Is this the wrong forum to ask this question? But but how do you address?

0:51:33.410 --> 0:51:36.70

Cynthia Hilton (Guest)

Umm. Unanticipated.

0:51:37.770 --> 0:51:40.820

Cynthia Hilton (Guest)

Prices, you know, things that that need to be.

0:51:42.150 --> 0:51:42.830

Cynthia Hilton (Guest)

Dealt with.

0:51:52.140 --> 0:51:52.510

DePalma, Michael DePalma

Yes.

0:51:43.230 --> 0:51:52.540

Chambers, Jeffrey

That's just a different process we have, we those those processes will still be in place, it it has nothing to do with it. This is a separate entity, so.

0:51:52.120 --> 0:51:54.530

Cynthia Hilton (Guest)

OK, even if you needed CIP funds.

0:51:56.980 --> 0:51:57.340

Chambers, Jeffrey

Sure.

0:51:54.980 --> 0:52:8.630

DePalma, Michael DePalma

Jeff, can we talk about that a little bit about the? So if the the greatest example of that and I think Mike

for you is on here, which will be helpful for him to give me a hand. We recently had switch gear issue at Taylor.

0:52:9.530 --> 0:52:25.650

DePalma, Michael DePalma

Umm, deferred maintenance on switch gears has always been something that maintenance services wanted to include in their operational budget, but it was something that was always sort of put to the side because it had a longer let's say shelf life.

0:52:26.430 --> 0:52:26.880

Cynthia Hilton (Guest)

Umm.

0:52:26.470 --> 0:52:33.500

DePalma, Michael DePalma

Umm, what we realized though was that that's something that needs to be included as part of their more frequently.

0:52:33.960 --> 0:53:3.340

DePalma, Michael DePalma

Umm, maintenance and as a result of that we had the issues this past year. Taylor, those issues have been resolved at Taylor and that is as a result of that we have developed a three-year plan in order to address all the deferred maintenance that we have on our switch gears. Those monies now are being diverted from some of the MCMC reserve funds probably not in Mike Freddy's. He's probably having a little uneasiness about that.

0:53:8.300 --> 0:53:8.550

Cynthia Hilton (Guest)

Hmm.

0:53:11.260 --> 0:53:11.820

Cynthia Hilton (Guest)

Umm.

0:53:3.630 --> 0:53:30.400

DePalma, Michael DePalma

But eventually it's going to be included in their operational funds. So this is an example of a crisis that happened Cynthia and how APS was able to respond to it and how that is going to be another reason why this type of document needs to be, you know, it has to be a dynamic document. It can't just be a static document because you have stuff like that that might happen and then it affects the whole system. So.

0:53:30.410 --> 0:53:44.440

Cynthia Hilton (Guest)

Right. And maybe if you're doing these, you know, systematically periodically, you know whatever, maybe you start to see a place that there's failure before there's actually, you know, big, big problem. OK, I think I will.

0:53:45.700 --> 0:54:5.230

Cynthia Hilton (Guest)

Other than I would just note just to make sure I'm reading it correctly, because I don't see a key, but again, on this page 25, when it hit kind of has. To me it looks like dark blue, but maybe it's dark Gray. Does that just mean that facility is not in that school? Is that what the dark Gray?

0:54:6.150 --> 0:54:7.310

Cynthia Hilton (Guest)

Means on that.

0:54:13.220 --> 0:54:13.590

Rosa Cheney

Mm-hmm.

0:54:8.260 --> 0:54:18.770

DePalma, Michael DePalma

I I think it's this is are you referring to. Like say this down here. What I'm trying to touch on, I know it's probably hard to see, but I think that's a that's a black circle, meaning that it's.

0:54:19.930 --> 0:54:20.310

DePalma, Michael DePalma

Yeah.

0:54:18.200 --> 0:54:21.430

Cynthia Hilton (Guest)

Yeah. OK. Black. Black. Yeah. Whatever color you wanna call it.

0:54:20.960 --> 0:54:33.490

DePalma, Michael DePalma

Yeah. Yeah, I I think that's indicating that those spaces are are not applicable to be subject to a score because they're not identified or located within.

0:54:34.350 --> 0:54:34.720

Cynthia Hilton (Guest)

OK.

0:54:34.410 --> 0:54:35.920

DePalma, Michael DePalma

This particular facility.

0:54:39.440 --> 0:54:39.760

Rosa Cheney

OK.

0:54:36.700 --> 0:54:42.280

Cynthia Hilton (Guest)

OK, I have other questions, but maybe I'll just put him. I'll send them to you. I love you all. OK, thank you.

0:54:42.490 --> 0:54:57.350

Rosa Cheney

Thanks, Cynthia. Yeah, let me jump to Adam. I see catteries questions in the chat as well, but let me jump to Adam because he had a question about how often will Tier 1 assessment be conducted after the initial assessment and that kind of ties into what we were just talking about.

0:54:58.960 --> 0:55:13.180

Chambers, Jeffrey

I don't think we've determined that yet. We want to get through it one time and and see what it tells us. And I I think that we're probably looking at probably every four years plus or minus would be appropriate. I think 2 years is too soon.

0:55:17.200 --> 0:55:17.360

Cynthia Hilton (Guest)

No.

0:55:15.180 --> 0:55:40.830

Chambers, Jeffrey

But I think that that probably four years maybe six, I don't know. I think we need to see what it's telling us and how it affects our CIP and then look at what would be the most valuable use of the tool. So we want to make sure that we're getting the most out of it. So I think we'll have to make that determination. But we've already started talking about it. So we will be looking at it as an ongoing thing.

0:55:41.480 --> 0:55:41.890

Rosa Cheney

OK.

0:55:41.810 --> 0:55:42.50

Chambers, Jeffrey

OK.

0:55:42.970 --> 0:55:47.410

Rosa Cheney

And then go ahead. Uh, cater your next you had sort of two comments in the chat.

0:55:58.180 --> 0:55:58.410

Cynthia Hilton (Guest)

This.

0:55:47.950 --> 0:56:7.480

Kateri Garcia

Yeah, I had a comment in the chat, but I and then I had a question, but I do have another specific question and 1st I will say thank you guys for all your hard work. I'm glad not to be doing it, but I am very interested in that. I have lots of questions. So back to this question of kind of the classroom adequacy.

0:56:8.470 --> 0:56:30.340

Kateri Garcia

I'm I'm confused because I don't and educational or common space and educational space adequacy. So

I'm looking at site at page 25 of the actual document, you know and if I look at Ashkelon, Barcroft and fleets in the educational space adequacy, I'm confused by. So you see red and 11.

0:56:32.360 --> 0:56:32.870

Cynthia Hilton (Guest)

OK.

0:56:31.900 --> 0:57:1.910

Kateri Garcia

I if anyone doesn't have the document up I I don't know if you guys wanna show it. I I'm just looking at the document online, but then there's also some greens for kind of classrooms, general one through four and one through 5I. I'm confused because if I look back at the appendix on how it's describing what they mean by those kind of 1.1 through 1.5 I I admit I don't entirely understand what's being evaluated.

0:57:2.0 --> 0:57:5.340

Kateri Garcia

And specifically for those first three elementary schools.

0:57:6.10 --> 0:57:11.440

Kateri Garcia

I think they all have relocatables, so I'm confused by how you would say.

0:57:22.590 --> 0:57:22.950

Cynthia Hilton (Guest)

Yes.

0:57:12.220 --> 0:57:24.390

Kateri Garcia

That you had the right number of classrooms, if you have relocatables at the facility and and kind of how that factors in, it seems to me that you would then at least get some a yellow.

0:57:25.410 --> 0:57:30.180

Kateri Garcia

Her for the for the number of classrooms.

0:57:31.310 --> 0:57:32.20

Braden Field | MTFA

So.

0:57:31.70 --> 0:57:33.440

Kateri Garcia

If you've have, you can't fit within the building.

0:57:33.830 --> 0:57:35.400

Chambers, Jeffrey

Thanks Braden for taking this.

0:57:33.980 --> 0:57:54.370

Braden Field | MTFA

I can clarify that I can clarify that a little bit. So first of all, the relocatables are not considered in this analysis. This is looking just at the base building. The Relocatables are a separate criteria. So we basically pulled those out. And if you go back.

0:57:54.450 --> 0:57:57.760

Braden Field | MTFA

Umm, back up to that attachment, see.

0:57:58.780 --> 0:58:28.870

Braden Field | MTFA

You'll see basically what we've done is to find a standard on the right there in the notes, which for kindergarten and pre-K the desired effect size for the classroom is 1040 square feet with a toilet for first grade. It's 870, and then for upper level classrooms it's 825 square feet and we're basically evaluating all the classrooms in that base building and looking at whether or not they meet that minimum square footage requirement. If all of them need it, it's green.

0:58:28.970 --> 0:58:58.950

Braden Field | MTFA

If some of them meet it and fall within 10% of that, then it's yellow. And if there's any classrooms that fall outside of a 10% variable of that desired square footage, then it gets red. So you are correct that you're seeing all four of the elementary schools are showing a red. That means that they have at least one classroom that doesn't meet that minimum square footage requirement, but it could only be one. So that would trigger maybe looking at a care 2 assessment.

0:58:59.30 --> 0:59:15.150

Braden Field | MTFA

That drills down into each school and looks at is it multiple classrooms? Is it only a couple? And what can be done and evaluated potentially to address that? That would be a Tier 2 level. So this is really just trying to highlight an issue.

0:59:15.980 --> 0:59:43.660

Kateri Garcia

OK. So then what is the next one, number 212 number of classrooms if that, I mean, I guess when I'm kind of trying to present is in and I'm a little concerned that you said you've just removed the portables entirely because then does that mean they're not considered in any of the air quality? I mean, are they completely discarded from this? I would think you should, you should include them because there were they, it is an educational space that's being utilized by by the school.

0:59:47.690 --> 0:59:51.70

Kateri Garcia

So yeah, so I would think number of classrooms, do you have the number of?

0:59:52.110 --> 0:59:52.460

Kateri Garcia

OK.

0:59:48.290 --> 1:0:18.860

Braden Field | MTFA

Sure. So correct, those are not being evaluated currently. And then to back to your first question, that 1.2 criteria, that's actually an information only criteria. So that's not being reported in the report. You'll see it skips from 1.1 to 1.3. So that's actually not something that gets a rating. We're just reporting that as data only. So that just kind of a data point that's giving total classroom number and that will show up in the individual.

1:0:19.120 --> 1:0:20.620

Braden Field | MTFA

All School Report.

1:0:22.80 --> 1:0:37.850

Braden Field | MTFA

And to your other point, that's that's also correct. Currently this is not evaluating the RELOCATABLES for any of the, you know ventilation or daylighting criteria, things like that. Those were excluded from it at the moment.

1:0:39.290 --> 1:0:50.690

Chambers, Jeffrey

What we are we are noting whether there's a relocatable there or not. The intent is is that it's not a permanent structure, it's not counted in our capacities. We we use that as overflow.

1:0:51.690 --> 1:0:52.870

Chambers, Jeffrey

And they are.

1:0:57.860 --> 1:0:58.580

Kateri Garcia

Yeah, I mean.

1:0:58.650 --> 1:1:14.730

Chambers, Jeffrey

And that's that's the goal. And actually the way the county has it set up, if if we're that we have them for more than X number of years, we we have to go and get a permanent location which we don't want to do because we're going to pay as much for that as hard construction.

1:1:15.470 --> 1:1:21.870

Chambers, Jeffrey

So we we are in the process of of and and relocatables are not.

1:1:22.680 --> 1:1:52.370

Chambers, Jeffrey

The same systems, uh, et cetera. Basically, they're electric unit ventilators, unit heaters. They have their own ventilation systems. Just so you know, we no longer have any leased units, they're all APS owned. So they're all newer than they were a few years ago. We had a lot of rental units that were multiple years old. So we maintain those and take good care of those.

1:1:52.730 --> 1:2:0.730

Chambers, Jeffrey

Uh, but we we understand they're not hard construction and they are not the same quality as what a a hard construction should be.

1:2:1.650 --> 1:2:2.420

Rosa Cheney

So.

1:2:6.760 --> 1:2:7.350

Rosa Cheney

You're saying?

1:2:1.890 --> 1:2:18.910

Kateri Garcia

I mean I I would specifically, sorry just to wrap this up and then every you could, I don't know if I'm the only one who cares about this, but it seems to me that you should then factor that in, in somewhere. I know you mentioned it in that one in that one section where you're talking about the different, the different.

1:2:20.130 --> 1:2:43.40

Kateri Garcia

You know, facilities and how many relocatables, which is where I kind of found that data in the document, but it seems to me like you would still wanna factor that in then, especially if you're talking about a timeline and which you need to remove them, I don't know. It just seems like it's it's kind of a a strange thing to to totally and completely exclude. But I I I will defer to others. I don't know if anyone else agrees with me on this.

1:2:42.930 --> 1:3:9.610

Rosa Cheney

Yeah. I mean my question was sort of related. So if it's not tracked here then and it sounded like what you were saying, Jeff, is that you automatically as soon as you have relocatables on site to serve the capacity that that school currently has that you already know and track the fact that that school then is like overcapacity is that, I mean I don't know how to really say that, but good.

1:3:10.180 --> 1:3:10.720

Chambers, Jeffrey

Though Michael.

1:3:11.570 --> 1:3:11.910

Rosa Cheney

Yep.

1:3:8.300 --> 1:3:11.910

DePalma, Michael DePalma

You mean? Yeah. Can I do that one? Yeah.

1:3:12.800 --> 1:3:30.930

DePalma, Michael DePalma

I noted what you put down your suggestion category on that and I'm I'm going to have a discussion

further with among APS staff and eventually consultants as to possibly including certain elements of the relocatables in this plan. But in the meantime.

1:3:31.870 --> 1:3:45.960

DePalma, Michael DePalma

So it's articles 12 and 18 of ASCO, which is the Arlington Zoning Code Ordinance was recently maybe three years ago updated to include relocatables as a short term use on site.

1:3:47.910 --> 1:4:19.380

DePalma, Michael DePalma

As part of the facilities optimization study, separate from this, which looks at and is another process that FAC helped create. What that does is it evaluates where relocatables can be placed out of facility based on constraints inflicted on the cafeteria space, which is like sort of the choke point of a facility, but back to the amendments that were made to ASCO. It's a three-year that we're allowed to have them on there. After that we have to ask for an additional three years.

1:4:33.420 --> 1:4:33.750

Chambers, Jeffrey

Mm-hmm.

1:4:19.740 --> 1:4:36.890

DePalma, Michael DePalma

Six years is supposed to be the Max. What I recommend to put into the new facilities optimization study is a Ledger that identifies the relocatable status as to when the permits were pulled. When we need to get permits reviewed.

1:4:38.300 --> 1:5:6.790

DePalma, Michael DePalma

These conditions are not necessarily enforced by Arlington County on APS, so let's just keep that in mind. We're doing this as good stewards and to the residents under the community to note these conditions that we have or their presence on our sites and to note, ashlon does not use these relocatables for instructional space to accommodate over capacity at the school.

1:5:7.230 --> 1:5:38.520

DePalma, Michael DePalma

The RELOCATABLES at Ashland are currently being used for extended day use, so students go in and out of there for extended day. Whether that means that they're in there just for a little bit, you know, maybe chilling, hanging out and then they go back outside and they run around and then they go into the gymnasium. It's not currently being used. And then we have other facilities where they are being used for instructional space. So we really need to come up with a plan as to how we manage keeping relocatables on our site.

1:5:39.260 --> 1:5:53.380

DePalma, Michael DePalma

So I appreciate you bringing that up, but I would like to go ahead and add that additional comments we should have at another FAC meeting in regards to sort of our responsibility as to when and how they should be removed.

1:5:54.490 --> 1:6:26.510

Chambers, Jeffrey

Yeah, I agree, Michael. I think that's, I mean, they are not our hard asset and they they can be removed at any time. So again, we don't wanna put a lot of effort into the rels because they're supposed to go away. Granted they are still there and we still use them and we do understand that. So I agree with Michael and maybe we need to look at it in a different way. But we are acknowledging them. And as Michael said, there are some places they use them for enrichment, some places they use them for extended day.

1:6:26.590 --> 1:6:42.390

Chambers, Jeffrey

Some may use them for capacity, some it's not necessarily capacity. It's just that they have small classes. You know, for whatever reason for their academic program. So if you look at the total capacity or the total population on that campus.

1:6:43.420 --> 1:7:1.830

Chambers, Jeffrey

They they should fit in the building, but they don't because they have multiple classes that are at 15 instead of 22 or 23 or whatever. The Max number is. So there, there, there's all kinds of things to look at and we've chosen that. We really need to look for the facility, study at our hard assets.

1:7:2.750 --> 1:7:7.350

Chambers, Jeffrey

So we'll move from there and see what else we can do with it.

1:7:8.480 --> 1:7:20.360

Rosa Cheney

OK, great. So Catherine, if I can, I'm gonna move to the other people. OK. So, Steve, you've had your hand up for a while. So let me move to you. I think, Steve, you are part of JFAC, is that right?

1:7:21.810 --> 1:7:23.660

Rosa Cheney

OK, then go ahead. Yes.

1:7:20.920 --> 1:7:51.410

Steve Young

That's right. Yes. OK, well, thanks, Rosa. Thanks to everyone for doing this and inviting us from JFAC to be here as well. This is a couple things more in the vein of comments or suggestions rather than questions. But I notice that information infrastructure had been considered as an evaluation criteria and and apparently ruled out and that kind of surprised me as a former it geek kind of guide that.

1:7:52.60 --> 1:7:54.60

Steve Young

Information infrastructure.

1:7:54.760 --> 1:8:8.630

Steve Young

Was, you know, being sort of relegated to a secondary role, even though I saw that Community communication security was listed looking, you know, tried to drill down through the.

1:8:9.740 --> 1:8:21.70

Steve Young

That tier one the first four, so I'm just a bit surprised. I I get the point that it's not part of the, you know, like bricks and mortar.

1:8:22.890 --> 1:8:41.400

Steve Young

Edit alone wouldn't prioritize the school renovation, but if you're looking at like the communications security kinds of things, they're actually all interrelated these days anyway. So like I said, that's more a comment than a question, but I certainly welcome feedback.

1:8:43.350 --> 1:9:12.300

Chambers, Jeffrey

Yes, Dave, I I just wanted to say that APS is actually embarked on on an IT upgrade system to look at, you know, the wi-fi's and the instructional boards and actually doing that as a separate upgrade that's going to be in the budget that will be done on a rotating basis that they have a certain time period. I don't know if it's four years that they intend to.

1:9:12.940 --> 1:9:30.440

Chambers, Jeffrey

Change all of the infrastructure and then change it. You know, in four years after that and et cetera, et cetera. So they they've actually set up a plan to upgrade the infrastructure or the technology that they had not done for years. There were a lot of schools that had the same.

1:9:33.540 --> 1:9:34.150

Steve Young

Yeah.

1:9:37.950 --> 1:9:39.760

Steve Young

A. A long time, right? Yeah.

1:9:31.370 --> 1:9:48.20

Chambers, Jeffrey

Instructional panels in front of the the the classroom for for 15 years? Maybe not that long, but you know what I mean. So they they've actually set up an upgrade to do that. So that's kind of why we didn't put it here because by the time we get to the CIP, they'll have already changed everything.

1:9:49.120 --> 1:10:6.790

Steve Young

Yeah, I mean, it's a fast changing area. Do you know whether that's also looking at the pipes, if you will, that are the actual fiber or whatever that's coming to this schools, is that part of that review, OK? Because that's the other thing that comes to mind is kind of an important question.

1:10:6.260 --> 1:10:33.810

Chambers, Jeffrey

Yeah, I I think that we we work with our IS folks all the time and and the pipe that goes into the school is all through connect Arlington. I don't think there's any issues with getting the information through the pipe that that we need to get there. So I think that that's that infrastructure has been modified over the years and you know because again as you said everything's integrated day that's our telephone system that's our.

1:10:33.590 --> 1:10:34.790

Steve Young

Exactly, yeah.

1:10:34.60 --> 1:10:38.130

Chambers, Jeffrey

For information, it's it's everything.

1:10:37.920 --> 1:10:41.80

Steve Young

Security for the most part, yeah, yeah.

1:10:40.390 --> 1:10:50.440

Chambers, Jeffrey

Act so. Yeah. And that's three of the counties infrastructure. So we don't have an issue with that per se and I don't think we will because it's generally fiber.

1:10:51.460 --> 1:11:6.230

Steve Young

Gotcha. OK that. Thanks for that. And the other thing is more just sort of a bit of advocacy, if you will, for sort of a more holistic evaluation process on what you might call the environmental climate, energy.

1:11:6.300 --> 1:11:37.770

Steve Young

These sustainability considerations like you have a number of pieces in the criteria right now, like looking at the outdoor learning spaces, looking at the fields, there's a little bit on storm water, but it it's sort of siloed right now. And I speaking for myself, I would love to see a somewhat more holistic review of that kind of sustainability package of each school. And you know how it's doing.

1:11:39.460 --> 1:11:57.250

Steve Young

And and that really, you know it is it nothing but non-native landscape plantings that provided you know minimal ecological value, those types of considerations. So you know I've really say that's more a comment, more advocacy but I wanted to say it.

1:11:56.140 --> 1:12:24.450

Chambers, Jeffrey

Yeah. No, thanks, Steve, that that's very, very appropriate. And and you know whenever we we take on a project or or one of the schools because of its faults becomes a project. Then we do look at the sustainability and how can we improve that. I mean APS is always try to find ways to do that and work

with storm water since we carry our own permit, we really have to be conscious of that because we really can't.

1:12:24.730 --> 1:12:55.140

Chambers, Jeffrey

Meet all of the the requirements. We have no taxing body to bring funding in to do it, so every project we've got to do, the maximum we can with that. So you are correct, we do do that as we do a building, we can't, I would say we don't have the funding to take care of all the educational and physical deficiencies and do that as a criteria that we would just do a building because of that. But when we do do a building, we bring all of that to it.

1:12:56.80 --> 1:13:0.250

Steve Young

Got it. OK. Thank you. And I I've done thanks for the opportunity.

1:13:0.690 --> 1:13:1.290

Chambers, Jeffrey

Thanks Steve.

1:13:2.100 --> 1:13:3.560

Rosa Cheney

OK, good.

1:13:1.810 --> 1:13:33.860

DePalma, Michael DePalma

Yeah, Steve, I I threw in the chat there just sort of our energy report cards just so that you're aware that we do report on energy usage. I know that's another just a portion of sustainability. But you know we do have sustainability liaisons that select facilities as well that receive a stipend. So and that is an ongoing thing. I would also like to encourage anyone that has the drive to support sustainability to go before the school board and recommend that we adopt.

1:13:33.930 --> 1:13:40.190

DePalma, Michael DePalma

Policies related to sustainability because a lot of times we are driven by our policies that APS. So thank you.

1:13:42.30 --> 1:14:12.240

Rosa Cheney

Umm, OK, so we have about 10 minutes more of FAC JFAC comment and I think there's one more hand up which is Adams. And then we if the public I know that some people had already and now Cynthia's raised her hands up. We'll see if we can get both of those comments in before we switch over to the public. So public people I know a number of you have have noted in the chat that you would like to speak so we'll go down that list. So if there's anybody else that is from the public that would like to speak.

1:14:12.420 --> 1:14:21.950

Rosa Cheney

We have, I think, 25 minutes devoted to that at the end, at specifically starting at 8. So we got 10 more minutes. OK. So, Adam, you're up.

1:14:23.80 --> 1:14:31.190

Adam Rasmussen

Yeah, just a couple quick things. I I'm in the IT space as well and I I kind of looked at that and I said yeah, that makes sense not to include IT.

1:14:32.390 --> 1:14:39.570

Adam Rasmussen

Really. Because I mean, by the time you you get around to it, things change so much that they they're quick. And I think for a long range.

1:14:40.380 --> 1:14:41.790

Adam Rasmussen

Planning purposes.

1:14:42.710 --> 1:14:53.580

Adam Rasmussen

I putting IT in there I think could falsely or or since they falsely but but skew skew the need a little bit.

1:14:53.960 --> 1:14:58.420

Adam Rasmussen

A more than it than it should. And then getting back to the.

1:14:59.720 --> 1:15:2.250

Adam Rasmussen

The relocatables.

1:15:3.890 --> 1:15:4.430

Adam Rasmussen

I.

1:15:5.910 --> 1:15:8.620

Adam Rasmussen

I agree with Kerry that that it's something that should be.

1:15:10.10 --> 1:15:15.460

Adam Rasmussen

In there, but I think it's it's more just the capacity promise because for the conditions.

1:15:16.190 --> 1:15:18.590

Adam Rasmussen

You know, since we're OK, tables are are.

1:15:19.310 --> 1:15:39.550

Adam Rasmussen

Generally considered to be newer, and they're not something that we wanna be replacing anyway to

have them as the as condition criteria wouldn't to me make sense, but I, but I do think that right now I guess we said that that the number of classrooms is a data point. But I'm wondering if maybe?

1:15:40.350 --> 1:15:41.480

Adam Rasmussen

The the.

1:15:42.440 --> 1:15:58.230

Adam Rasmussen

Number of the the need for relocatables at a school and how how over time, how much it's needed should be sort of an indicator of whether the school's capacity is correct and that that should be a factor in terms of.

1:15:59.70 --> 1:16:5.260

Adam Rasmussen

Major renovation or because clearly a school that is using the credibles for a long time.

1:16:6.910 --> 1:16:16.250

Adam Rasmussen

Should have a, you know should be larger in terms of it's it's, it's it's building capacity. So I'm I'm I'm sure that if it's you know.

1:16:17.90 --> 1:16:26.150

Adam Rasmussen

To me, it's like that's the place to go with with the with relocatables and how they should factor into the building characteristics is in terms of a capacity criteria.

1:16:33.810 --> 1:16:51.760

DePalma, Michael DePalma

Yes. Yeah, I, Adam, I think that what we should do at our next meeting and I know we won't have that many meetings left, but I really need to put together what I propose to be added to the facilities optimization study in regards to the relocatables and what we expect from them so.

1:16:52.700 --> 1:16:54.660

DePalma, Michael DePalma

I have a lot of relocatable nodes, so thank you.

1:16:57.590 --> 1:17:1.580

Rosa Cheney

And then yes, Cynthia, but it looks like you will be the last pack.

1:17:2.690 --> 1:17:3.200

Rosa Cheney

Question.

1:17:2.670 --> 1:17:6.340

Cynthia Hilton (Guest)

OK, thanks. Thanks. So back in that page 14.

1:17:6.800 --> 1:17:21.370

Cynthia Hilton (Guest)

Umm which is listing things that you're not including in the standards, and one of the things that is mentioned is pool water. You say it's an operational issue and some of you know that I know an awful lot about pools.

1:17:23.530 --> 1:17:39.30

Cynthia Hilton (Guest)

I don't know how many of you know that the HVAC that makes it possible to open the Wakefield pool is on life support, and I've been told it's gonna cost about \$1,000,000 to replace that.

1:17:40.580 --> 1:18:3.850

Cynthia Hilton (Guest)

If it totally fails, you know 1/3 of the swimming instructional program closes down and there's a lot of equity in and whole bunches of issues. That kind of factor in anyway. So my question here is, could you just elaborate on that pool water standards and operational issue? How do you, how does that?

1:18:5.110 --> 1:18:6.910

Cynthia Hilton (Guest)

How do things like?

1:18:7.880 --> 1:18:14.530

Cynthia Hilton (Guest)

And I understand that that HVAC for the pool is unique for the pool it doesn't have.

1:18:15.510 --> 1:18:18.370

Cynthia Hilton (Guest)

Other school uses, if you know what I'm saying.

1:18:19.120 --> 1:18:20.530

Cynthia Hilton (Guest)

Could could you just?

1:18:23.330 --> 1:18:34.50

Cynthia Hilton (Guest)

Help me understand how things like that would would factor into this evaluation when you're at the high school level, cause you're not gonna have these issues at elementary or middle.

1:18:43.960 --> 1:18:46.370

Braden Field | MTFA

I can speak to it quickly and then.

1:18:43.950 --> 1:18:48.290

Chambers, Jeffrey

Something I never remember the conversation that we had. Ohh go ahead, Braden.

1:18:48.440 --> 1:19:20.220

Braden Field | MTFA

Well, gorgeous. I was just gonna point out that the so the circulation system itself. So the pump, the, the

equipment that's driving the pool and the ability to meet those pool water standards is being evaluated as part of the facility that ASCII, the age and condition piece of it. And that does get a rating. But the water standard itself was not going to be evaluated because there wasn't a clear standard that was directly tied to the equipment.

1:19:20.330 --> 1:19:21.680

Braden Field | MTFA

For that, if that makes sense.

1:19:22.410 --> 1:19:25.710

Braden Field | MTFA

Umm and Jeff, feel free to elaborate on that.

1:19:26.290 --> 1:19:27.130

Chambers, Jeffrey

Yeah, that, that.

1:19:26.10 --> 1:19:32.700

Cynthia Hilton (Guest)

Do you mean the water standard is in terms of bacteria in the water? I'm so sorry. Or do you mean in terms of temperature of the water?

1:19:39.310 --> 1:19:39.740

Cynthia Hilton (Guest)

Yeah.

1:19:34.190 --> 1:19:40.570

Chambers, Jeffrey

I think it's. I think it's a combination of all of the above, the makeup, the, the, the whole thing.

1:19:41.670 --> 1:19:43.880

Chambers, Jeffrey

Because it's it's, you know.

1:19:57.50 --> 1:19:57.440

Cynthia Hilton (Guest)

Yeah.

1:19:44.570 --> 1:20:10.140

Chambers, Jeffrey

Basically, every pool has its unique water uh makeup per se. Because of, you know, the water is in that pool for for a very long time. I mean, it can be up to 10 years. It's the same water. It's just filtered and worked through. So you end up with different. You can't really compare the three pools, you just have to make sure that they're all comfortable safe and you know, have the right chemical mix.

1:20:11.270 --> 1:20:11.740

Chambers, Jeffrey

Sender.

1:20:13.910 --> 1:20:14.190

Chambers, Jeffrey

Right.

1:20:11.60 --> 1:20:15.870

Cynthia Hilton (Guest)

Right, which is a standard that you have to meet. So I'm just saying, you know.

1:20:17.0 --> 1:20:17.340

Cynthia Hilton (Guest)

To.

1:20:16.660 --> 1:20:28.550

Chambers, Jeffrey

Yeah, but there's nothing to do. A comparison of and and it, as Braden said, we are looking at making, you know, the systems working and you know, the life of the system and that kind of stuff. We are looking at that.

1:20:29.680 --> 1:20:30.220

Cynthia Hilton (Guest)

OK.

1:20:33.100 --> 1:20:33.550

Cynthia Hilton (Guest)

OK.

1:20:28.990 --> 1:20:33.560

Chambers, Jeffrey

UM and yes, we we are looking at the HVAC as as part of that.

1:20:34.610 --> 1:20:43.400

Chambers, Jeffrey

Umm. And too bad we didn't do that years ago and and and looked at that system, but I know it had been looked at over the years, but Wakefield.

1:20:49.240 --> 1:20:49.560

Cynthia Hilton (Guest)

Yeah.

1:20:53.250 --> 1:20:53.630

Cynthia Hilton (Guest)

Right.

1:20:44.960 --> 1:20:56.710

Chambers, Jeffrey

But it's one of those things that didn't didn't get on the list. And don't forget we're COVID. There's a lot of MCM work that did not get done in major infrastructure work that did not get done because of the funding.

1:20:57.300 --> 1:20:59.90

Cynthia Hilton (Guest)

Yeah. Thank you.

1:21:1.160 --> 1:21:18.510

Rosa Cheney

OK, great. OK. So I think this is a good time to kind of transition over to public comment. Then I went through the chat and I think we have two people that have signed up. If anybody else is looking to have public comment but you know go ahead and stick your name in the chat please.

1:21:20.100 --> 1:21:34.540

Rosa Cheney

So Dima Hakura and then also Joan McIntyre I think are the two names I have in here and so I'll start with the Dima. I don't think we have any specific time limit other than you know.

1:21:45.740 --> 1:21:45.960

Dima Hakura (Guest)

Yeah.

1:21:35.390 --> 1:21:47.640

Rosa Cheney

You know, maybe keep it to about 5 minutes or something or, you know, but if you have questions, then we'll certainly that'll allow APS and the consultant to respond with with answers to your questions. Good.

1:21:47.340 --> 1:22:19.730

Dima Hakura (Guest)

No problem. It's not that long. Yeah. Good evening. My name is Dima Hakura and I'm the VP of Palsy for Arlington. CCPTA. As you know, so many of our schools have been waiting for so many years for important and necessary upgrades and deferred maintenance to our facilities. The disparities between our schools is very marked. Some schools have been fortunate to reside in brand new facilities, while others language and older facilities with plumbing problems, water fountains that do not work, antiquated HVAC systems, crumbling paint, stained carpeting and all their kitchens.

1:22:19.870 --> 1:22:51.860

Dima Hakura (Guest)

Only to mention a few of the deficiencies the CCPTA will be monitoring this process carefully and we're thankful that this project is finally underway. I understand that the emergency items that will arise will be taken care of or situations similar to the switch issue that was recently revealed, but could other things also covered enter into the upcoming operational budget? And one thing that came up this evening is I I really think that relocatables in schools should be factored in.

1:22:52.100 --> 1:23:22.90

Dima Hakura (Guest)

Maybe the number of years that they relocatables have been at these schools, and in addition, the number of school hours, student number of student school hours that are being spent in each school

might be a good way to measure how. How much are these relocatables being used? Because you know, as somebody was saying, some schools use them only for after school or for a few.

1:23:22.170 --> 1:23:43.520

Dima Hakura (Guest)

You know a few group sessions, a small group, sessions or whatever wears other schools. I do know, for example, have a whole grade in relocatables. So so it you know, number of school students school hours would be a good way to be able to compare. The other thing is I also do encourage that looking at.

1:23:44.480 --> 1:23:54.630

Dima Hakura (Guest)

Some sort of sustainability factor how energy efficient are these buildings? How are they handling? You know everything from stormwater management?

1:23:54.710 --> 1:24:11.120

Dima Hakura (Guest)

Uh, you know, are they 21st century buildings? And where are they on that spectrum? Because that I think will be valuable in comparing which schools should go first. So that would be an additional factor to weigh in.

1:24:11.900 --> 1:24:12.350

Dima Hakura (Guest)

Thank you.

1:24:14.570 --> 1:24:15.0

Rosa Cheney

Thanks.

1:24:16.990 --> 1:24:22.360

Rosa Cheney

Umm. And then, uh, John McIntyre, you're on please. Thank you.

1:24:22.70 --> 1:24:50.520

Joan McIntyre (Guest)

Yeah, I'm John McIntyre, and may also actually the chair of the Climate change Energy and Environment Commission. And I just do think it's a good idea to use this kind of systematic evaluation and I would strongly echo the other comments have been made about sustainability in particular, it's looking at the building systems and structure to to get to carbon neutrality, supporting the supporting the counties goal for that by 2050.

1:24:50.590 --> 1:25:21.730

Joan McIntyre (Guest)

But even more importantly, given the the climate crisis that we're dealing with is we've gotta reduce greenhouse gases by 50% by 2030. So we absolutely have to take every opportunity that we can to make sure that that we're doing our part. And for this, I think we want to be thinking about, obviously, energy efficiency, that's a key key criteria. And that that's just a no brainer. It saves the county money in the long term, but the other another crucial element is actually the.

1:25:21.820 --> 1:25:41.80

Joan McIntyre (Guest)

Systems and shifting systems that are fossil fuel based usually net fossil gas to electric systems. High efficiency electric systems I the evaluation should actually really look more closely at potential for geothermal. Some of our newer.

1:25:42.50 --> 1:26:16.820

Joan McIntyre (Guest)

Carbon 0 schools are 00. Energy schools already have them, and then of course, and I know there's already work being done on these in terms of the roof structures and make sure that they're taken hold solar panels as well, so that those really key items to get the schools to being carbon neutral and zero energy to the and and using this as an opportunity and using the evaluations to actually highlight where these potentials are. And I would actually also note that I work with Ecoaction Arlington and and several other.

1:26:17.280 --> 1:26:31.220

Joan McIntyre (Guest)

Environmental organizations in the area and we have been advocating with the school board to have the sustainability policy that would reflect getting to carbon neutrality as soon as possible and and reflecting a lot of these elements.

1:26:32.310 --> 1:26:34.540

Joan McIntyre (Guest)

That's what I have to say. Thank you.

1:26:40.660 --> 1:26:41.200

Rosa Cheney

Thank you.

1:26:42.760 --> 1:26:46.690

Rosa Cheney

Was there any others that added at the end? It does not look like it so.

1:26:48.60 --> 1:26:50.670

Rosa Cheney

I don't know was there any other hands up?

1:26:51.650 --> 1:26:54.500

Rosa Cheney

John bloom. Ohh sorry, go ahead.

1:26:54.440 --> 1:26:59.450

John Bloom (Guest)

Hi. Uh, yeah, and I'll, I'll make it short because I think Joan McIntyre.

1:27:1.340 --> 1:27:5.470

John Bloom (Guest)

Said it very well, I'll just add a couple of points I.

1:27:7.430 --> 1:27:13.110

John Bloom (Guest)

I haven't had a chance to to study every detail here, but I started out by just looking for.

1:27:14.20 --> 1:27:23.840

John Bloom (Guest)

Sustainability. You know, just doing a search in the document sustainability. No, nothing. Nothing. Return carbon or carbon emissions. Nothing returned.

1:27:24.550 --> 1:27:25.520

John Bloom (Guest)

And UM.

1:27:26.200 --> 1:27:26.720

John Bloom (Guest)

So.

1:27:27.660 --> 1:27:30.560

John Bloom (Guest)

Sustainability generally and and.

1:27:31.220 --> 1:27:37.510

John Bloom (Guest)

And I would say in light of the climate crisis, carbon emissions in particular just aren't.

1:27:38.230 --> 1:27:40.320

John Bloom (Guest)

You know, I mean, the words aren't used anywhere in here.

1:27:41.10 --> 1:27:42.670

John Bloom (Guest)

Uh and?

1:27:43.530 --> 1:27:45.940

John Bloom (Guest)

They should. They should be. Uh.

1:27:47.40 --> 1:27:49.610

John Bloom (Guest)

Really significant criterion that.

1:27:51.70 --> 1:28:2.650

John Bloom (Guest)

Energy and energy use are are referenced and UIUM and and that's a good way to get it energy efficiency, but not not as good a way to get to.

1:28:3.370 --> 1:28:8.160

John Bloom (Guest)

Uh carbon emissions greenhouse gas emissions, you know, energy.

1:28:8.860 --> 1:28:18.320

John Bloom (Guest)

Uh can be renewable or it can be a fossil fuel and. And so that distinction needs to be made and. And as John mentioned.

1:28:19.190 --> 1:28:21.690

John Bloom (Guest)

You know a key thing with every renovation is.

1:28:22.670 --> 1:28:26.920

John Bloom (Guest)

You need solar on the rooftop and you need to to.

1:28:29.220 --> 1:28:36.550

John Bloom (Guest)

Uh end the use of fossil fuels in these buildings. That's how we get to our carbon neutral goal and.

1:28:37.590 --> 1:28:45.340

John Bloom (Guest)

Uh, putting in new fossil fuel systems moving forward is just not, you know, not sustainable so.

1:28:46.90 --> 1:28:49.940

John Bloom (Guest)

You know, I think there's, I think there's room for more attention to those issues in the document.

1:28:50.600 --> 1:28:52.160

John Bloom (Guest)

I I know it's uh.

1:28:53.360 --> 1:28:59.610

John Bloom (Guest)

And I know it's not easy, but it just seemed like kind of a a significant omission.

1:29:1.230 --> 1:29:10.380

John Bloom (Guest)

And I should mention I'm also chair of the the local Sierra Club and working with other environmental groups and and the community really interested in seeing.

1:29:10.480 --> 1:29:18.560

John Bloom (Guest)

Uh uh Arlington? Develop a sustainability policy, which it doesn't really have yet. Thanks.

1:29:20.500 --> 1:29:20.710

Rosa Cheney

Yeah.

1:29:21.740 --> 1:29:22.100

Rosa Cheney

Umm.

1:29:20.560 --> 1:29:34.690

Joan McIntyre (Guest)

Just add a quickly is that one and one thing to maybe actually build into the evaluation is the carbon emissions of the building and make that as part of the criteria is what is for the operations.

1:29:36.140 --> 1:29:36.510

Rosa Cheney

Hey.

1:29:35.710 --> 1:29:41.140

Joan McIntyre (Guest)

And that that that's a good way of of understanding and ranking and seeing what what opportunities there are.

1:29:46.320 --> 1:29:46.630

Rosa Cheney

OK.

1:29:53.890 --> 1:29:57.600

Rosa Cheney

OK, Jeff, you had raised your hand too. You go ahead.

1:30:6.860 --> 1:30:9.50

Rosa Cheney

Jeffrey did. Jeff, did you want us to talk?

1:30:10.270 --> 1:30:11.400

Rosa Cheney

There you go.

1:30:10.170 --> 1:30:13.400

Chambers, Jeffrey

No, I'm sorry. I must have that by mistake. Pologize.

1:30:12.230 --> 1:30:15.60

Rosa Cheney

OK, OK. Yeah. Alright.

1:30:14.430 --> 1:30:15.510

Chambers, Jeffrey

I'm trying to find it here.

1:30:17.400 --> 1:30:17.900

Chambers, Jeffrey

There we go.

1:30:16.700 --> 1:30:19.690

Rosa Cheney

And then stay Stacy, go ahead. You had a.

1:30:21.400 --> 1:30:21.850

Rosa Cheney
Europe.

1:30:26.890 --> 1:30:27.250

Rosa Cheney
Umm.

1:30:21.390 --> 1:30:30.800

Stacy Snyder (Guest)
Yeah, I just had a last minute kind of JFAC hat question. So many of APS.

1:30:31.860 --> 1:30:40.770

Stacy Snyder (Guest)
Facilities have community centers as part of them are those noted.

1:30:41.990 --> 1:30:42.580

Stacy Snyder (Guest)
In.

1:30:43.350 --> 1:30:46.140

Stacy Snyder (Guest)
In these facility criteria.

1:30:46.860 --> 1:30:56.630

Stacy Snyder (Guest)
Umm that they are there or you know or or that there are, you know, county facilities as part of of these.

1:30:58.470 --> 1:31:1.300

Stacy Snyder (Guest)
You know is it? Are they included in this criteria?

1:31:4.30 --> 1:31:8.450

Rosa Cheney
Or if they're shift, I mean, if it's shared facility like the gym or something, you know?

1:31:6.690 --> 1:31:11.900

Stacy Snyder (Guest)
If it's a shared facility like the like, you know at TJ comes to mind first.

1:31:23.130 --> 1:31:23.370

Stacy Snyder (Guest)
Right.

1:31:31.580 --> 1:31:32.40

Stacy Snyder (Guest)
Right.

1:31:23.430 --> 1:31:35.580

DePalma, Michael DePalma

Think you know qualitatively right as it as just a analysis of the building, it has a Community Center in it. I don't think that we are going to.

1:31:43.150 --> 1:31:43.370

Stacy Snyder (Guest)

Yeah.

1:31:37.390 --> 1:31:44.920

DePalma, Michael DePalma

Do uh assessment on the use of county space within our facilities?

1:31:58.420 --> 1:31:58.840

DePalma, Michael DePalma

You know.

1:31:44.450 --> 1:32:14.870

Stacy Snyder (Guest)

Right, right. Yeah. I'm just wondering that, you know, just if there is a is a notation that that like that the the gym is the gym at Thomas Jefferson Middle School is also used as a Community Center or you know I don't I don't know how many facilities still have like is there space still at the drew I mean space it drew elementary used to have a A Community Center or space.

1:32:15.180 --> 1:32:24.130

Stacy Snyder (Guest)

You know, just I think as a notation just you know as as kind of a A because it is a facility, you know it could just as a.

1:32:25.450 --> 1:32:33.390

Stacy Snyder (Guest)

As a way for the county to also eventually keep track of their facilities as well.

1:32:34.750 --> 1:32:39.600

Stacy Snyder (Guest)

It was. It was just a kind of a A J fat cat question.

1:32:40.100 --> 1:32:49.490

DePalma, Michael DePalma

You're no, that's no, that's good. I mean, we will. We'll include that. I I mean, I believe we provided the information, but we'll make note to say which facilities are joint use facilities.

1:32:50.190 --> 1:32:50.680

DePalma, Michael DePalma

Thank you.

1:32:49.830 --> 1:32:51.590

Stacy Snyder (Guest)

OK. Thank you very much.

1:32:50.210 --> 1:32:54.970

Chambers, Jeffrey

Yeah. And. And I think if if the the joint use would would.

1:32:56.270 --> 1:33:20.720

Chambers, Jeffrey

Keep us from doing anything that we need to do educationally. We would be noting that as a specific, but that I don't believe is the case anywhere. I mean really, even the joint use facilities are are kind of used in a similar fashion as are all of our schools are that the county does use all of our schools after hours as community centers. So I mean all of our gyms, all of our.

1:33:21.670 --> 1:33:22.20

Stacy Snyder (Guest)

Alright.

1:33:25.560 --> 1:33:25.830

Stacy Snyder (Guest)

Right.

1:33:22.280 --> 1:33:28.310

Chambers, Jeffrey

Specific facilities, summer camps, et cetera, they all get used the same as as a joint use facility.

1:33:29.60 --> 1:33:36.280

Stacy Snyder (Guest)

It it may also be helpful further down the road for CIP direction and joint funds.

1:33:36.620 --> 1:33:37.30

Stacy Snyder (Guest)

Umm.

1:33:39.220 --> 1:33:46.860

Stacy Snyder (Guest)

Where you know if a building that has a county, you know a large amount of county use.

1:33:48.110 --> 1:33:54.940

Stacy Snyder (Guest)

Needs a big renovation. You know, it would be good to, you know, have it in a plan for for.

1:33:55.610 --> 1:33:59.350

Stacy Snyder (Guest)

The county to also know that there are they would.

1:34:0.440 --> 1:34:0.990

Stacy Snyder (Guest)

Have to.

1:34:1.800 --> 1:34:3.640

Stacy Snyder (Guest)
Also contribute to that.

1:34:5.330 --> 1:34:10.0

Stacy Snyder (Guest)
If if that's the way that it works, but anyway, thank you very much. I just thought I would add that.

1:34:10.960 --> 1:34:11.690

Stacy Snyder (Guest)
Piece in there.

1:34:13.810 --> 1:34:14.30

Rosa Cheney
OK.

1:34:15.850 --> 1:34:23.500

Rosa Cheney
OK, I don't know Amanda been sort of seeing if people are raising their hand or any other people in the chat. And I don't necessarily.

1:34:23.810 --> 1:34:30.550

Rosa Cheney
Umm, you know, see anything other than some additional comments on the sustainability and carbon?

1:34:31.110 --> 1:34:33.800

Rosa Cheney
Uh emissions tracking.

1:34:35.20 --> 1:34:51.510

Rosa Cheney
Let's see. So I think let me just quickly flip back to people. Yep. So I don't know. I think we can adjourn. We still do not have, at least when I looked, I don't think we have a forum. So we can't vote on our passing our last.

1:34:52.240 --> 1:34:58.430

Rosa Cheney
Months meeting minutes. So we will put that to a different day.

1:35:0.750 --> 1:35:2.930

Rosa Cheney
12345 Nope.

1:35:0.770 --> 1:35:11.410

DePalma, Michael DePalma
Yeah, we can't make action either as two. We can't make action either as to where our next meeting will take place. But you and I will have a discussion and we'll figure out where we would wanna go on that.

1:35:11.870 --> 1:35:12.200

Rosa Cheney

OK.

1:35:13.210 --> 1:35:13.530

Rosa Cheney

OK.

1:35:17.570 --> 1:35:18.0

Rosa Cheney

Yes.

1:35:12.950 --> 1:35:19.380

DePalma, Michael DePalma

Umm, so yeah, Jeff, would you like to thank all our consultants for their hard work please?

1:35:18.480 --> 1:35:33.580

Chambers, Jeffrey

Now I wanna send our consultant for being here. I mean, this is this is really a a group effort. I mean it's people from APS as well as you know our our paid consultants. I I really appreciate the effort they've jumped into this with with both feet.

1:35:34.880 --> 1:35:40.550

Chambers, Jeffrey

And it's we we had worked through this, as Michael can attest.

1:35:42.270 --> 1:36:11.670

Chambers, Jeffrey

And and Rosa, Ken as well, all of the debates, all of the subcommittee meetings that we had trying to, to define what we were trying to do, sharing that information with MTF and their consultants, I think we, we brought this to a very good conclusion at this point in time to create that matrix. And and you know way to to pull this together. We'll definitely take under consideration that the information that everybody shared with us this evening.

1:36:12.220 --> 1:36:16.610

Chambers, Jeffrey

As we move forward, but I think it's a, it's a heck of a step.

1:36:17.730 --> 1:36:47.690

Chambers, Jeffrey

For APS to take, because for 10 years while we were going through that massive gross growth, I think a lot of our existing facilities just didn't get all of the attention. I won't say they didn't get attention because they did, but they didn't get this kind of attention to to really do a deep dive and find out what the big issues are. The hot points are that need to be addressed in our facility. So I want to say thank you.

1:36:47.820 --> 1:37:12.890

Chambers, Jeffrey

That everybody who's commented as well as the consultants and we're gonna keep on moving forward with this and get the information to the board that they need to make the decisions that they need. And you know FAC, you will be involved in that because we share, it's a facilities matter, we're going to share it with you. So we'll keep that in mind and I'm sure Michael will note that in a calendar somewhere.

1:37:14.350 --> 1:37:30.930

Rosa Cheney

Yeah, I I was. I'm very pleased with sort of the direction and the the work that's been done. I think the consultant group did a great job and obviously you know you guys as well and APS to kind of lead that. And I think it is important to kind of see how we did the.

1:37:32.320 --> 1:37:33.10

Cynthia Hilton (Guest)

You know how we.

1:37:31.840 --> 1:37:36.910

Rosa Cheney

You know how we? Sorry. Yeah. How we left the.

1:37:38.530 --> 1:38:8.30

Rosa Cheney

Appendix B or whatever. You know that had gone in and then you know that that was the last work that we had worked on with you guys and kind of see that turn into this and you know, fledged out especially with the pilots studies cuz we wanted you know, we thought that was an important part of the the way in which this might, you know, need to be vetted. And so seeing that that, you know has been done is good, you know, gives more confidence that the.

1:38:8.500 --> 1:38:12.50

Rosa Cheney

And that the information being spit out, you know, by the.

1:38:13.540 --> 1:38:17.990

Rosa Cheney

The assessments will kind of allow, you know, the board to make some decisions.

1:38:20.820 --> 1:38:21.190

Rosa Cheney

Yep.

1:38:25.300 --> 1:38:30.50

Rosa Cheney

Yes. And Catherine will definitely hand out some gold stars to everybody.

1:38:30.270 --> 1:38:32.340

Rosa Cheney

Umm for attending?

1:38:31.740 --> 1:38:35.840

DePalma, Michael DePalma

Yeah, I should. I should make cookies and only give it to those that attended this meeting.

1:38:37.930 --> 1:38:46.360

Rosa Cheney

Yeah, alright. OK. Yeah. I don't know if there's any other last words. Otherwise I think we can adjourn. So.

1:38:51.20 --> 1:38:51.600

Rosa Cheney

Yes.

1:38:46.720 --> 1:38:55.450

DePalma, Michael DePalma

Alright, excellent. Thanks everyone again, I do appreciate the residents taking their time in order to give us feedback on these important issues that we all vote on. So and thanks again.

1:38:55.850 --> 1:38:57.880

Rosa Cheney

Yeah, that's perfect words. Thanks.

1:38:56.160 --> 1:38:57.960

Cynthia Hilton (Guest)

Thank you. Bye.

1:39:1.410 --> 1:39:1.900

Rosa Cheney

Great.

1:38:56.40 --> 1:39:3.290

Stacy Snyder (Guest)

Thanks again for having JFAC and for all your hard work on this. It's really valuable. Thank you.

1:39:4.140 --> 1:39:4.430

DePalma, Michael DePalma

Yeah.

1:39:2.610 --> 1:39:4.670

Steve Young

Thanks. Goodnight. Bye. Bye. Night.

1:39:4.80 --> 1:39:4.970

Rosa Cheney

Alright, thank you.

1:39:4.30 --> 1:39:5.700

Cynthia Hilton (Guest)

OK, bye.

1:39:5.910 --> 1:39:6.130
DePalma, Michael DePalma
I.

1:39:6.980 --> 1:39:7.490
Brice Watson
Thank you all.

1:39:8.950 --> 1:39:9.370
Donald Yaste
Thanks Scott.

1:39:9.70 --> 1:39:9.470
Priddy, David
Goodnight.