



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

Loudoun County School Board, Specialized Programs and Centers, Tuesday, February 21, 2023

Date Tuesday, February 21, 2023
Place Loudoun County Public Schools / School Board meeting (see BoardDocs / LCPS-TV)
Length 38m (video)

- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/801377401?rel=0>
- BoardDocs (School Board): <https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public>

Machine transcript (speech-to-text) produced by Coraggio Consulting. Not an official county record. Names and numbers may be misspelled; check the video at the timestamp before quoting.

Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-22. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:07] good evening today is tuesday february 21st 2023 i'm calling to order the specialized programs and centers committee of the laban county school board and all members are present sheridan morse and baity do we have any public comment tonight we do not this is shocking because this is such a wonderful committee i can't believe people don't want to talk to us all right we'll move to item three the minutes approval of the draft minutes for the january 25th 2023 meeting is there a motion to adopt. So moved. Second. Any discussion? Seeing none. All in favor of the minutes as

[00:00:46] presented. Please raise your hands there. That will carry 3-0. We'll move to our action item number 401. Step full day phased approach proposal. Dr. Ellis. Thank you. So we are bringing this back for your review including some additional information that you requested at the last meeting. So I'm going to turn it over to Alexis and Charisse. And Dr. Tyler is here if you have any questions on the data that's being presented. All right. Hello. Good evening. Nice to see you

[00:01:23] all again. So we are back again talking about STEP. So this is going over the STEP full day phase proposal. So we kind of continued on from the slide deck that I proposed last time, but we thought it would be smart if we started right here. So this is that roadmap. It's that good recap of the proposal that I laid out last time.

[00:01:42] So really discussing the structure of the program and how this phased approach would work. So phase one, starting with this year in FY23, knowing that we have the capacity to serve 320 students in 10 classrooms. Next year, the cost-neutral approach to serve 256 students, moving into, and that would have 192, and I broke it down, how many half-day.

[00:02:07] So that's slowing that proposal. Starting in Sterling, we talked about why and where and starting in sterling having those classrooms moved to full day would get us to 256 in fy25 adding two classrooms and rolling some additional classrooms into the full day model we would be able to serve again 256 fy26 so by the time we get there we would have all classrooms be full day and add two additional step classrooms so we would have 14 in total with the capacity to

[00:02:39] serve 224 and then add additional classrooms as needed slash available? Yeah. So these are the questions that we left with the last time I was here. So number one, talking about that data to show preschool program impact in Loudoun. And I'm so fortunate that Dr. Tyler is here and he has put together some slides. Number two, talking about room. So is there room to add step classrooms in Sterling? And number three, that exact cost as much as we can, that approximate cost of adding

[00:03:10] two-step classrooms. Good evening. So we had a request last time to look at the impact of the program as far as these preschool programs, as far as readiness and look at growth. So we started with the most recent cohort. So as you see here, looking at students who are kindergartners this year and looking at their preschool experiences last year, and we had to control for the factor that Head Start and Step are, Head Start especially, are for families from economically

[00:03:46] disadvantaged backgrounds so we couldn't compare them to other student groups that were arranged so this is just families uh who identified as economically disadvantaged so we had apples to apples comparisons so you see here we had over 300 students who were in other pre-kindergarten programs 229 in step 70 in head start and 500 plus had no pre-k experience who are now kindergartners And as you see there on the right, the percentage of these students who met the fall PALS benchmark for readiness ranged dramatically from the 70s for students who had some pre-K experience, including Step and Head Start,

[00:04:26] and the mid-40s for students who had no pre-K experience. What we'll be able to do is in the spring, we'll be able to actually monitor the growth these students made as kindergartners from fall to spring. as you go to the next slide you'll see that represented the readiness levels as far as where students started in the fall of their kindergarten year was really varied based upon whether they had that pre-k experience i think mr baity had asked for longitudinal data so we were starting with the most recent cohort and of course when we thought it out if we looked at last year's kindergarteners

[00:05:00] those would have been students whose pre-k year would have been the 2020-21 school year which meant that some of them might not have received any pre-k experiences so we would have to go all the way back to the 2018 19 pre-k students and look at their 19 20 kindergarten years so we will have the ability to update this in the spring to see how students are made are progressing and we'll be able to go back several years if needed to look at a previous cohort but just the pandemic kind of disrupted our plans to do any uh kind of multi-year comparisons because there would have been a year and a half where we would have had no real evidence that students

[00:05:37] were having pre-k experiences so as you see here the data is showing that when you look at at student groups controlling for all groups being identifying as economic disadvantage and background you

see significant differences in readiness levels based upon whether they had pre-k experiences and we'll monitor their progress in the spring and maybe go back and look at a cohort from four years ago to see if we can see similar patterns the next slide we also asked for a summary of the national head start research if you may remember starting in the mid 80s going

[00:06:14] up into 2010 or so you had a number of national studies that look at the head start program through different cohorts and what's interesting is that where you see significant differences in readiness levels locally the differences weren't as pronounced nationally meaning one study showed that you only saw a two percentage point difference in reading and math proficiency for kindergarten and for first grade in one national study, not our difference of 25 plus points.

[00:06:44] In another study, students who attended a Head Start program make significant gains in early literacy, social skills, and approaches to learning. We hoped this spring to actually see some gains data for this group of kindergartners to see if we saw differences in growth based upon their Powell's performance.

[00:06:59] And we saw in another national study, a Head Start program had a significant impact on early literacy skills, competence, and attention problems. So we did see in another study that I mentioned before, some of the national studies have found that while there were differences in that kindergarten and first grade year, those differences faded over time because, you know, the research was saying you can only expect a pre-K experience to add value over a certain period of time, and you have to sustain that if you want to continue to close those gaps.

[00:07:30] So that's a summary of our local data. We hope to have the ability to show some growth in the spring. And as I said, we can go back four years and look at another cohort. And this is the summary of the national research that you requested. All right.

[00:07:47] So that takes us to the next question, which is, is there room to add step classrooms in Sterling? And the answer is yes. So I have been reaching out to principals to really discuss what their plans might be with their buildings. And I've come up with some tentative space moving forward.

[00:08:02] So it's exciting to hear that, yes, you know, there are a lot of places that are interested in hosting a preschool program, but what's really interesting is that second bullet. So in a conversation that I was having with a principal, we were getting creative because she didn't have an extra classroom in her building, but we were talking about the STEP inclusion program.

[00:08:21] So we do have a program that is in collaboration with Early Childhood Special Education. And we discussed how this would actually be a really great opportunity for us to collaborate with ECSE to work within the space there. So we could actually add a step classroom in collaboration with ECSE to create another inclusion program, which we do.

[00:08:47] We have the inclusion program in three other classrooms throughout the county, which has proved to be a very great experience, a great collaboration. It also helps us on our end, because in the Virginia Preschool Initiative, one of our requirements is that at least 10% of our program are students with identified special needs.

[00:09:03] We had discussed in the last time I was here those different requirements of how students can get into the program, and one of them is having an identified special need. So when we partner with ECSE, those students become step students, but we work with that special ed team to serve everybody in the classroom.

[00:09:21] All right, and then the next one is, what is the cost of adding two-step classrooms? So these are the numbers we were able to pull together. That would be two teaching teams. So a teacher and a teaching assistant for each classroom. So that's the total cost for two STEP classrooms. And that brings us to the end.

[00:09:42] So those are the questions that we took away from last time. What questions might you have regarding STEP moving to full day? Mr. Morris. Thank you, Madam Chair. Dr. Tyler, when we're looking at your Head Start research review, you talk about a control group.

[00:10:01] Was that control group all at risk or free and reduced children? Is that what the control was? I have to go back and look at the individual studies. In most cases, they controlled for demographic differences. So looking at income and kind of controlling for within a certain income bracket.

[00:10:19] But I have to verify that. And that, you know, because if it's not controlled for income, then that would be a great feat to have them only two percentage points off from Head Start. so if it is the same population that becomes more questionable but you said that's the national and we've already seen the success at the local additionally I don't remember us saying that the extra classrooms had to be in Sterling we discussed Sterling because in the first phase of the proposal to move to full day the classrooms are the Sterling classrooms to go to full day and

[00:10:57] because they would be going to full day they would be serving fewer students so we were looking at sterling to offset the number of students that would not be served moving to that full-day model okay for the reduced number until they get up to more classrooms okay thank you mr baby thank you chair thank you dr. tyler for that the information so for the kindergartners that you're looking at the data you've got that's just for one class and just for the fall pals and did you say you went back four years it wouldn't be a comparable comparison so when we uh started with the most

[00:11:35] recent cohort the idea is that when we looked at the impact of the pandemic we would have to go back to the 2018-19 preschool year in 2019-20 kindergartners because the pandemic would interrupt any other experiences until then so these would be the most the two most recent cohorts we could select so we started with the most recent okay and did you have that information or we can provide the 2018-19 i wanted to check with the board with the three school board members to see if this methodology works for you using PALS and looking at PALS growth, we could

[00:12:11] go back and look at the 2018-19 pre-kindergarten and the 2019-20 kindergarten year and replicate this. And it's as good as we've gotten so far, but are there other metrics you could use based on that? You're just kind of presenting a picture here and saying, is this good enough?

[00:12:27] And I'd say, sure, but I don't have anything else to compare it to, per se. So the challenge is that, like the Virginia Kindergarten Readiness Program is a metric, but it's a one-time administration during the kindergarten year piles allows us to see growth over time okay so when you're thinking about when you're thinking about the alternatives this is the best alternative to allow us to see growth kindergarten and maybe first grade but there are other items we could look at but it wouldn't it would be more of a snapshot okay I mean I think that's good enough if that's what we've got so the idea is that we update in the spring with

[00:13:04] this cohort and we go back to at least 2018-19 and we are able to see pre-kindergarten and fall and spring pals growth and replicate this same model make the same controls would be would be

something that would fit your needs yeah thanks okay um would you bring up the interesting point of covid kind of messing up a linear uh view of the data would that also could that provide a control though because you said like that that would be the worst case scenario basically for any of these kids so it would be interesting to see if you've got a worst case of kids going through

[00:13:42] covid uh for example not getting pre-k of any sort or getting minimal amounts and then comparing it to step and then you could also see the differences there i'd be interested in seeing that i agree that it's not there you can't do an apples to apples in comparison but if you're going to say like well the kids are going to progress at a certain level that would be interesting now maybe that's not possible because we don't have pals but um i would be you know like that to me would be a fantastic control group if you're going to try to compare data but to clarify so you're

[00:14:15] thinking if students have gone through the pre-k experience once they get into say pre-covid what experiences did they have through that year and a half of disruption of schooling when you say control group and maybe comparing one cohort to another okay let's see if we can think this out loud so we go to the slides and we look at you've got okay so you've got um for example you've got 70 students that go through head start and then you get you say that 70 met the fall pals benchmark

[00:14:51] yes it would be interesting and that's for this is 2022 2023 it'd be interesting to see the 2021 2022 year if you could have the same model and look at the same number so theoretically those kids in kindergarten in 2021 2022 wouldn't have done pre-k because of the pandemic so now you've got a baseline of kids with no pre-k starting uh kindergarten and that would that to me that would be a sort of of a particular um comparison so that's kind of what i'm so kind

[00:15:25] of a proxy to students who had the option but did not receive any pre-k experience in this situation were they similar to students who basically society was shut down and didn't provide the service and did we see the same level of readiness when we had this kind of forced Lack of an option. Yes, you said it much better than I did. Okay. Okay. Thank you for the presentation I would like to go back to the slide with the ECS e data on it where it says the classroom one two and three

[00:16:01] How many classrooms would we actually I think you said there'd be three additional full-day classrooms? Can you explain how that's gonna work because I think it's are we adding students that would be enrolled in step to an ECSC classroom? so I believe you're talking about my hidden slide let's unhide that slide so this was I can see it right because I can see it and I feel like I well this I added today in case we wanted to talk a little bit more about this inclusion program and kind of where my thinking was okay so I'm talking about Meadowland so I wanted to show you where we were at and what that would look like so I have color coded and labeled everything for your convenience so the

[00:16:38] green are our current sub-classrooms so if you look at the current structure of Meadowland there are three preschool classrooms in that building. So classroom one has 16 step students. Now again right now it's half day but we're kind of talking thinking about that full day model which would just have 16. Classroom two 16 students because it is also a step classroom. Classroom three is actually a reverse inclusion classroom which is very similar to the inclusion the step inclusion program that we have as well. So that classroom has six students from ECSE and then there are six community slots. I have talked to, I've talked to Lori Padgett with ECSE and Anna Purdy at

[00:17:16] Meadowland about the opportunity. Again, you know, kind of that tentative idea. And this is where that brainstorm came up. So classroom one would still have step 16 students. We would take that

ECSE team and split them to support classroom two and classroom three, which would now become step inclusion. So I shaded it a little bit different because at the end of the day, they're all STEP students, but two and three would become inclusion students or inclusion classrooms. So there would be 12 STEP students and four ECSC students, but together they're 16 STEP because again, going back to if a child has an identified special need, they qualify for the STEP

[00:17:55] program. The added bonus of this inclusion program is that we have that special ed support to support the two classrooms. Those teachers have their full caseload between the two classrooms and we're able to support that addition so it's the additional step classroom in collaboration with ECSE is this cost neutral or are we adding staff here well this would be if we added a classroom this would be because we are adding one of those would be okay so this was back to that is there room to add in sterling so as I was having that conversation would be one of the two correct correct and then

[00:18:33] but did you say you found room for three I found room for another class at a different school okay so two additional step classrooms one at meadowland in collaboration with ecse and one at a different school okay i'm following now and so the cost to lcps is the 336 to add the two classrooms correct thank you for all of that yeah and the hidden slide i missed something all right

[00:19:04] any other questions on that how would we propose pushing that forward and moving that forward i i love the idea of the inclusive pre-k i don't know how everyone else feels yeah i would i would prefer that yeah so i think we need clarification on moving forward with the phased approach of

[00:19:43] okay so we would need clarification on the committee and i think ultimately the board's feelings on starting with phase one of the approach the phased approach to moving to full day step and then i think my recommendation would be to treat the addition of classes as something

[00:20:09] separate particularly because we don't have funds identified at this time so i'm going to ask so the cost neutral phasing would you also want to make those first classrooms inclusive am i clear on my question okay so no we would not do that until we add that classroom because we have the space we have the teaching staff we would just take those classrooms at meadowland the two

[00:20:49] classrooms that are originally step and then we have two classrooms at rolling ridge and those four classrooms would become full day to give us that those are available and they're okay yep so the extra really would include the two inclusive classrooms as well okay all right i'm clear so you need from us the recommendation for the phased-in and that's the that's the motion on the agenda item covers that part and you want to keep you want us to keep them separate you're the chair

[00:21:26] of the committee oh I know but it does make sense does it make it less sticky is my question yes because particularly because what we first proposed is cost neutral and there are funds that we have not identified tied to the second part okay you guys ready I move that the specialized programs and centers committee forward the step full day phased approach proposal to the full school board for consideration and approval second moved and seconded any further discussion mr beady i don't think i'm going to support this at the moment obviously we'll get more data if it comes up to the full board but we're going to be taking up to 96 slots away and if you've got if you look at

[00:22:04] the slides and it shows how helpful it can be uh you know i think we're taking away opportunities from those children so i think moving to the full time without the additional classroom space at the at the moment, based on staff's plan, I can't support that at the moment.

[00:22:20] - Mr. Morris? - Okay, so we're in a catch 22 because we separated that out so that we could potentially support that if there's funding. But you're saying if there is not funding, if we can't identify a funding stream for the additional classrooms, then you would not support this one either.

[00:22:38] If we do have that, will you support this? - Sorry, I mean, we can bring that back, but this is an unknown, obviously. And just, I think there's more considerations. again I'd like to see more data about this okay so it's been moved and seconded any further discussion all in favor of the motion please raise your hand say aye I'll post that will carry two one and I ask when this goes to the board that you bring the additional information that

[00:23:11] in the research that was asked for to to give the full picture to the full board thank you yes we can do that and so for that reason it probably will not be next week under save it for March but I'm glad we're doing it earlier in the year so we can plan for staffing needs yes thank you - Thank you.

[00:23:29] - Mr. Morse. - I do think that passing this through committee gives us a better voice looking for the additional classrooms. So that's why I supported it here because it would be, I think it's a little bit more difficult to sell if we say, well, we're not going to do it to keep the status quo when we believe that this program is actually gonna improve it and then we can look for that.

[00:23:50] And the second issue is because this is, could be considered a one-time project, perhaps we could use end of year funding, don't know. That's a possibility. I know it'll have to compete with other things, but we might want to consider that. So the two additional classrooms would not be one-time funding?

[00:24:13] I guess it depends on how we... Okay, so perhaps not. So if we were to make a motion now, how could we possibly come up with funding for this at this point?

[00:24:32] We don't really have that at this time. So I'm going to ask that we hold this in our back pocket so that we can, I don't know. I mean, I guess I'm asking for what does staff think is the best? So going back to Mr. Beatty's point, another option, I'm not saying that staff would recommend this option, but another option would be to hold for another year until we bring the Phase 1 and additional staffing as a budget proposal together.

[00:25:04] I guess that's one way to do it. Again, that's not ideal. I think staff feels like we need to start somewhere. But the phase approach is cost neutral. we could then go to the next phase in the next budget year with this as well. We wouldn't have to wait for the cost-neutral phase of it.

[00:25:21] But you're going to lose some students. Right, it's a give and take. It's a catch-22. It is a catch-22. I mean, we've made the motion. Let's see what the board says, and we'll hold on the item that costs. Great. Thank you.

[00:25:37] All right, we'll move to our information items. 501, Middleburg Community Charter School Proposed 23-24 Calendar. Are you taking that, Dr. Ellis? yes this is pretty straightforward so the calendars are in board docs and staff did not see any issue with the calendars and I don't see anyone here from Middleburg Community Charter to add any additional information but staff did review the calendars and didn't see any issue all right any mr. Morris I would

[00:26:14] just like to compliment them on the distribution of the student school days very equitable 44 46 46 44 well done mr. Morris likes it when the numbers line up all right so this is an information item

tonight is there any reason I mean we would normally put this on the school board's consent agenda out of this committee correct yes so I'm gonna move to suspend the rules second seconded all in favor of the motion to suspend aye that'll carry three zero and I will

[00:26:49] move to send to the full school board the Middleburg Community Charter School proposed 23-24 calendar. Second. We moved and second. Any discussion? Seeing none, all in favor, please raise your hand and say aye. Aye. That'll carry 3-0. So you don't have to wait any longer. Great. So we'll now go to 502 special programs update. Dr. Ellis. Thank you. I'm going to turn this over directly to Katie Clark who has a regular update for you and some interesting data on our IB program enrollment.

[00:27:26] Thank you. Good evening. We are here tonight to give an update on special programs. As a reminder, special programs are directly aligned with the strategic plan, specifically Aligned Actions 1.1, Core Academic Excellence, and 1.2, Multiple Accessible Pathways to Success.

[00:27:47] This is our current status chart for special programs. We will give you an update this evening on our two programs currently in the planning phase. So dual language immersion at the elementary level and international baccalaureate at the high school level.

[00:28:02] Now I will turn it over to Suzette to give an update on our dual language immersion program. Good evening. So kindergarten registration for the next school year opened on February 1st.

[00:28:19] The DLI lottery interest form will be sent to all registered kindergartners beginning March 1st. For curriculum, we have specialists and supervisors from various content offices that are working on the development of an integrated kindergarten curriculum.

[00:28:36] We completed the community information nights on January 25th, and we continue to respond to inquiries via email and telephone. We also continue to send communication out to the public via social media, Spanish radio, and Peach Jar.

[00:28:52] The implementation of this program truly takes a village. We maintain ongoing communication with all elementary principals, registrars, elementary school counselors, parent liaisons, and the EL office, just to name a few. Next slide.

[00:29:09] Here's the timeline for the next six weeks. Beginning March 1st until April 14th, kindergartners who have completed their registration at their homeschool will receive an email with instructions on completing the interest form to enter the DLI lottery.

[00:29:24] After April 14th, the data will be collected and the lottery will be conducted by the research office. Interest forms will remain open after April 14th lottery deadline. Those received after the deadline will be waitlisted according to the order in which they apply.

[00:29:43] In May, status notifications will be sent to families informing them that their child has a seat in the program or is on the waitlist. This concludes the DLI update. And now Katie will share the IB update. For program updates, we are holding our second joint professional development session scheduled for March 13th for the LCPS pre-IB leadership teams from both Heritage and Loudoun Valley.

[00:30:11] We continue to work and meet with all departments in LCPS to ensure a successful start to this program. We are formalizing our lottery procedures into a regulation. As far as authorization updates, we are preparing for our IB consultation visits this spring. Loudoun Valley will have theirs in March and Heritage in April. We continue to meet with our IB consultant weekly. We are currently on schedule with

authorization deliverables at this time. For program enrollment updates, we conducted the lottery on January 24th, and the IB coordinators are currently enrolling

[00:30:51] students into this program for the 23-24 school year. Shown here is our LCPS pre-IB enrollment timeline. Student Opportunity System was open from December 1st to January 20th for rising 9th and 10th grade students to show interest. The lottery was run by our wonderful and talented Research, Assessment, and School Improvement Office. Offers and waitlist statuses were updated for students and student opportunities on January 31st student opportunities remains open for

[00:31:27] interest in the LCPS pre-IB program shown here is our initial data for the lottery that included all students who had submitted interest in student opportunities by January 20th we had 308 students who had shown interest from out of zone we had 122 students from the feeder schools for Loudoun Valley, and 186 from the feeder schools for Heritage. These graphs break down the percentage of students from each zoned high school, and they include both rising 9th and 10th grade students.

[00:32:06] Here is our current data for the program as of Thursday, February 16th. As a reminder, this data only represents students out of zone. All Heritage and Loudoun Valley rising 9th and 10th grade students will have access to this program. You will notice that our numbers from the initial lottery are different and will continue to change daily as we have had students who have declined, withdrawn, and we have an additional 32 students who have shown interest since the lottery process was

[00:32:42] complete. These additional students were added to the waitlist in order of the date and time of their submitted interest form. We do anticipate these numbers will continue to shift as students are accepted into other programs such as but not limited to AOS, AET, MATA, and TJ. Student opportunities remain open for any current 8th or 9th grade students who might wish to participate in this program. The IB coordinators will continue to promote and advertise this program so that we can maximize the number of students who have

[00:33:18] the opportunity to participate so you'll see on this slide it's 71% capacity for out-of-zone at Loudoun Valley and we are currently at that hundred percent of offered and accepted at Heritage as mentioned before all students entering ninth and tenth grade at both Loudoun Valley and Heritage will have access to the LCPS pre-IB program these numbers shown here are based off projections for the 23-24 school year this table includes both zoned and out-of-zone students who will have access to this program at both Loudoun Valley and

[00:33:58] Heritage that concludes our update for this evening and we would be happy to answer any questions you might have thank you for the presentation Mr. Morse thank you Madam Chair looking at the numbers from Heritage it's kind of surprised to see it go from 186 down to 130 seats available is that based on the student enrollment at the school or was that just the number of people that were interested

[00:34:29] so so so we have 130 available seats for the program for out of zone you'll notice we have offered and accepted 130 and we have 52 students waiting on a wait list for that program okay and so four students just decided that they were no longer interested we've actually had more than that it's because we've had we've had as I mentioned we had an additional 32 students who have shown interest in the program since we conducted the lottery and they've been added so we actually have had other students that have declined and withdrawn from both Valley and

[00:35:06] heritage any idea why the valley numbers are so so different i think part of it katie and i have had some conversations about it and i think part of it is the location the distance and just i'll share anecdotally from personal experience we are seeing that most of these is it safe to say Katie that most of these are rising ninth graders who are interested in the program so as a parent of a current ninth grader who will be a rising tenth grader it would be a very difficult decision to move my

[00:35:44] child between ninth and tenth grade for for a brand new program so I think that that is part of the decision-making that families are experiencing it is it is a huge unknown for rising 10th graders in particular who have probably already established themselves at their home high school so we kind of expected that and I think that's playing out in the numbers mr. baby thank you chair do you anticipate the number of that wait lists being able to be moved from heritage to Long Valley or are there things working against us I mean I'm trying to do like

[00:36:22] mental calculations or the distances of these high schools and stuff like said so um but i mean you've got uh i see lch as soon as linney high school you've got tuscarora is there a possibility of shifting those students around since we are kind of already you know route seven is it is it the quarter that they would be taking so i'll start and let katie add any additional information my my first response is no it's not likely that we would be able to shift because of because of the reasons that you alluded to particularly transportation if we're providing transportation the transportation office has has done wonderful work mapping out

[00:37:00] this hub-and-spoke model that they're starting and so to to add this additional cog in the wheel really I don't know how possible that would be so I think transportation is going to be the the biggest limiting factor would you add anything else to that all right well thank you both very much is very exciting great numbers and great effort and really I always say this committee exciting because we get to see all the new stuff first. So thank you for the presentation and for all the work you're doing to get our students and families involved and informed about these

[00:37:38] programs. All righty. Is there any new business? All right. Seeing none, we're adjourned. Thank you, everyone.



Coraggio Consulting · aguyonx.com