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Loudoun County School Board, Student Behavior and Accountability Committee, Monday, March 27, 2023

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- BoardDocs (School Board): <https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public>

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[00:00:00] I want to note also that this is the first month in which we are using officially the new name of the committee. So formally this committee was titled the Discipline Committee. And as I started my work with staff, it was clear that discipline is not the only focus of the work that this committee is focused on.

[00:00:23] And so we came to agreement within the committee that we had a desire to change the name. then that worked its way through the legislative and policy committee and we are now back in March with a new name so just wanted to recognize that our first item on the agenda is public comment I believe we have one person who's signed up no okay okay I misunderstood I thought we had somebody who's signing up so we don't have anybody for public comment next item is the approval of

[00:00:58] the February 27 draft minutes is there a motion to approve all those in favor of approving the minutes from February 27 please raise your hand and say I I that motion passes unanimously with all committee members present our next item we don't have any new information items this month we do have two action items The first one is Policy 8255, the LCPS Guidelines for Protective Orders.

[00:01:35] I wanted to just start by providing an overview, and then I would ask staff to perhaps supplement where I may have missed things. But, oh, can he not hear?

[00:02:14] We were muted. My apologies. So now we're getting to the point where I was, this was the cue for, if I miss things on this overview, I did want to, I'll ask staff to speak to this as well.

[00:02:31] But the guidelines for protective orders is a policy that outlines the ways in which we support the students who may be either one of the parties of a protective order.

[00:02:48] But we don't have the authority to enforce those protective orders, and students do not have a requirement to report to us that they are involved in a protective order.

[00:03:06] So as we reviewed the feedback from the community on this specific policy, there were a number of suggestions which really can't be incorporated based on the scope of authority that LCPS has with regard to protective orders.

[00:03:28] um so i will pause there and then ask staff if you can fill in what i may have missed and then highlight any um changes that you wanted to highlight before we review this for action thank you that is correct a protective order is an issue of an order to the parties that are directly involved with the incident there is no requirement that you have to share this with us

[00:04:04] but we do by state code have the environment we're aware of it that we want to ensure safe proceedings for all parties that are named in it and we also want to ensure that only those parties but every party that directly is impacted by the student is aware of what those state proceedings are while still limiting the amount of information that is shared from that protectable group are you able to hear me okay yeah i'm just trying to raise the volume but we it's not so

[00:04:39] one of the pieces of language that i i added in in that opening paragraph uh a protective order is an order from the courts the party's name in the order a protective order is not a directive to the school the policy establishes the policy establishes guidelines on how schools should support students needs in a protective order our requirement by the state code is that if it is issued that we should notify instructional personnel who are direct educational or support services to a child have a legitimate educational interest in such information and responsible for the direct supervision of that child or

[00:05:18] student so those are things that we're required to do by state code what we have established with our comprehensive student support plans as mentioned is that we are documenting what those plans and things are in place and also documenting the administrator has notified all parties that are directly involved with that student and have an educational interest in that student that work with it we also did change a lot of the shell that was the the model school board policy so we did make corrections that was the suggested suggestion in

[00:05:54] there that we did make those correct within the document but we also have to be careful in what information is shared it's only to direct interest educate mccarty's we can't one of the suggestions or comments was sharing this with other students it might be impacted we cannot do that with a protective order and the other thing to remember the protective order does not mean will be if both parties are in your building it does not presume one party is guilty unless it's gone through a court and it's that final protective order so most protective order schools are receiving may deal early in the process in which

[00:06:31] students may be going through a court process but there's not a determination of guilt on a respondent thank you mr. Fulton are there any questions from the other committee members thank you madam chair I guess my my only question slash concern would be and I and I think this probably has already been answered but as far as the recommendations go to provide more information on student to

[00:07:07] staff student to student or staff to student excuse me and then staff to staff protective orders are we are we concluding that it just that's just not something we can do in this policy so this policy is specific to students so if there are staff who are subject to protective orders that would be handled by human resources thank you chair so I think on that staying on the same subject so I mean does it warrant that this is LCPS guidelines for I mean to

[00:07:44] make sure it's clear as far for students only protective orders would that be the A, I mean, if I look at the feedback in the MSAC, is it A or is it B or just, I mean, I shouldn't say B, sorry, it's in recommendation number two.

[00:08:02] This is the guidelines for student-to-student protective orders or staff-to-student. So I think it would be really clear to make sure that, again, where Ms. Politico asked the question, you know, what is the subject of this? And that's a great question, but this protective order would be for any student who is named as either a claimant or a respondent in a protective order.

[00:08:26] so a protective order could come against a community member might be the respondent and a student there so we would still be protective order for that that student it could be student v student issues it could be a custody issue where our protection is for that student where we may not have any other control over the outside party but we do have to provide support protection for that student but I think it's also important to know if a respondent is named in a protective order that has to do with other parties outside the school or elsewhere

[00:09:05] there is no obligation for them to inform us on that so usually when schools get these uh and one of the things we have we have a lot of schools asking for these some guidelines usually when they're getting these they're dealing with the student as a as the claimant or the student who is brought to protective order or family is brought to protective order in the name for the name that student so one thing that might um help to clarify this is on line two of the red line

[00:09:35] version to indicate that um this is are notified of a protective order in which a student is either the claimant or respondent of the order and strike out staff because it has the word staff there and i think that would make it clearer we we can we can do that thank you i think that's where i had it so if i would go in the depth if the definition self also i think now we have a

[00:10:11] protected student is a definition but a petitioner and a respondent i mean again is if it's only like the student i guess petitioner can can not necessarily be a student in that case but it's the petitioner is against the student right and let me read this so petitioner filing for protective order prohibits for the alleged act of abuse so in this case i mean how do we make sure the language is clear again from the student perspective because that that's the hung up i have is i think if it's just student related and we clarify the language in the line number two i think

[00:10:45] the definitions also need to be a little more clear in my opinion so my read here is that the petitioner is the person who files so it could be so if we take the example that mr falton had shared earlier where there could be for example a custody case with also alleged abuse happening the custodial parent could file and be a petitioner for a protective order

[00:11:20] on behalf of their minor child, as one example. So the petitioner isn't always the student for the courts. There could be, you know, a guardian ad litem or something who's filing on behalf of the child, or it could be somebody else who files, right.

[00:11:41] - Mr. Hedevy, I understand what you're saying, and we could say, in cases of alleged family abuse, the petition, the petition will protect it 'cause we can't really do with household family members or other members who are not part of the school.

[00:11:58] So I think we can clear that up a little bit on 11 and 12, if that's what you're suggesting. The petition could be filed, the petitioner could be a family member who files it, but we are, you know, by state code, can only work with the student in the building.

[00:12:19] The principal can only work with the students that are in their building. They can't try to protect other family members. Thank you. But next, so Mr. Fulton, I guess, and the board committee members, I think the next item I have is, I think, one of the feedbacks we have.

[00:12:35] I think it's on line 68. And I think this is, again, we have principles in the committee audience tonight, too. But, again, the idea would be if principle is, I think, when the feedback with MSAC comes back, is if the principle is on vacation or out-of-pocket, And how do you make sure that the receipt is, you know, if it's a legal receipt, I'm presuming, then how do we handle that and how do we make sure that it's, you know, it's received properly and it's acknowledged properly?

[00:13:09] Where is it getting lost? I think when a principal's not in the building, there's a designee that will serve in that principal's role. So they would be responsible for it, the ultimate responsibility of entering any data and making sure it is insured as a principal's responsibility. that does and while a protective order is issued from the court again in the legal documents there are and principals can probably tell you there are times where protectors are issued and they're never made aware about it because we rely on the petitioner to tell us if there has that one file we do not get one from the court it does not come directly from the court it comes from the parties

[00:13:44] involved so that school administration just like every other discipline entry our school management does the law on them and the principal's out of the building there is a designee that would be responsible for that okay any additional comments or questions i heard the suggestions and then

[00:14:21] cleaning up the language on lines 11 and 12 just so that we're referencing all the students that we can yes and then starting go ahead the respondent may be a family member that we could threat restrictions on a family member being on school campus but we're our obligation is to find and can build a system of support and take people to this day to do the certification.

[00:14:47] I don't want to put Mr. Anderson's spot here. I don't know if you have any thoughts, perspective on this policy to share to the committee members. The only thing I can think of with this one is the practical one of where we're logging this into Phoenix.

[00:15:11] Did you hear that, Doug? The question was just the logistics of how it's tracked and where it's entered into Phoenix. Okay, that's a great question.

[00:15:27] the document itself is not entered in phoenix the comprehensive student support plan may be entered in phoenix the uh the protective order may give go into a petitioner's file as an idea of support but uh if especially if the student is a respondent we cannot enter anything in there unless uh there has been legal charges that are filed that come down later or there's a school violation so i guess as a follow-up question um do we need to explicitly state that it's

[00:16:01] not entered into phoenix so that that's clear for our school-based administrators i'm getting a nod i think that that should be specified we'll look at student information services there would not be a place to enter the petition itself anyway right now uh the comprehensive student support plan could be entered in there in phoenix what we're developing but there would be not a place right now that we would enter the petition or enter the protective order so i'm going to ask I think I asked this question last time and we had an information item.

[00:16:39] So how would the staff know, I'm just trying to understand, if there's a protective order that the student should not be picked up by X, Y, and Z? If it's not in the Phoenix, or it's in the Phoenix, I just want to get a clarification. Yeah, you're talking, there's a couple different things there.

[00:16:55] One is if there's a legal proceeding where a parent does not have a right to pick up a child or if it's those, that does get entered in Phoenix and that's a different, that a protective order, which might only be temporary, a lot of times where that has to be communicated with the staff directly and has not entered in Phoenix.

[00:17:16] Because that would come to the courts that say that the parent no longer has custodial rights or visitational rights. Not to make it a debate, but does the answer satisfy? I mean, I'm not sure if that's, I think your question was, where do you enter in Phoenix more than not enter?

[00:17:35] If we put it all in the student support plan, that's fine. So then I think maybe we should make it clear in the policy that it needs to go in the student support plan versus maybe it says to support plan elements and student support plan but let me read this sorry you know line 100 yes it is in line 100 as to what the the steps would be we've all offered that we also are developing a standard operating procedures for principals when they do enter this

[00:18:11] as a step they would follow it doesn't explicitly say that it should i mean it just says student support plan but where do we say it should be i mean for me in a layman's term it doesn't say anywhere that it needs to be put it just simply says student support plan and upon the receipt of notification you're going to do x y and z all the actions need to be taken it but it doesn't really say that that's where it's going to be documented um it just says support plan should be communicated but there's no place that says that this is where it should be documented again

[00:18:49] to the back of mr anderson's question right i gotta say i'm a little uncomfortable with what we're talking about because it does say by law information on an EPO, PPO, RPO is confidential and should only be shared with relevant and essential personnel for legitimate educational interest if you're only dealing with that situation at that time.

[00:19:09] When you enter an information system, it is now available at all times to all parties, even a year down the road or so. So this is confidential information that's used to address a particular situation to deal with at that time. The exception might be if you had a protective order after a hearing where somebody is found guilty.

[00:19:28] But that usually will come with legal charges, which we have different steps. So this is a plan that is put in place when a protective order is issued for a short period of time. And it's shared confidentially with only those parties that are directly involved with the students who do so.

[00:19:45] It should not be entered in a permanent record on, especially the respondent, because they are not found responsible for anything. there's just a protective order being issued because something is gone

through a legal proceeding or through the court. I think it's also, I think I'll just add that there are other procedures and policies in place that address if a student poses an imminent threat to others that would get picked up and kicked into place.

[00:20:16] So this is specifically around a protective order with specified students. But if the situation was so serious where there was an imminent threat, then other policies would be part of this.

[00:20:33] But it is based on the nature of protective orders. It's not something that we can put into anyone's permanent record. So I hear that concern, and while Ms. Ogadek, but you're speaking, and Ms. Polifco is nodding her head, but I think I'm coming from where I'm not sure what the policies are, And I don't want to be in the same place where we just assume that somewhere it's being tracked and somewhere it's managed from my vantage point.

[00:20:59] And so that's why I'm asking very clearly where it's being tracked, where the documentation is happening. So it's clear for us, the administration, the staff, that it's all in the right places, in the right system. So when you are looking into it, there's nothing getting dropped off.

[00:21:15] That's where I'm coming from. Mr. Anderson? I'm just looking at letter C, Documentation and Protective Order, where it talks about putting it into the student's educational record. So, and then it lists off one, two, three, four, five, six different things that should be put into the student's educational record.

[00:21:38] So, if that's in the student, would that be in the student support plan, Dr. Fulton? And then that entered into the record? I'm sorry, I can't hear the question. Could you repeat it, please? The six items, line 47 through 52, are to be put in the student's educational record.

[00:21:59] Is that by using the student support plan? Is that what's putting it into the record? It would be put in the petitioner's cumulative file, so it would be available in there. Physically?

[00:22:16] Physically, Dr. Fulton? Not electronically into Phoenix? Yes, but we have actually worked out a system where the comprehensive student support plan would be entered into Phoenix, so that would be available in phoenix for administrative staff that are working with that student or that student later on so i i think that um probably some more work needs to be put in here to specify what's a paper file what's phoenix what's the student support plan to just be more

[00:22:53] explicit about what goes where and what doesn't go into certain types of records because i think students educational records is a broad enough term where it could be interpreted to be phoenix or some other permanent record so i think some more specificity needs to be there and i'd like to refer this back to staff um because i i feel like there's just a lot of details here that

[00:23:21] sound like we need some some more specifics in here okay so um mr fulton do you have a thought about that or well i i the only thought i could say is i could shorten it into a policy and put that in a regulation because we are getting into a regulation language there which can change rapidly and how we're entering that information thank you chair so i think mr fulton i mean even

[00:23:59] like i'm a i'm a big fan of regulations but i think given how we we're not very clear i mean going through a discussion is exactly what and where it needs to be i think i'm not saying we We need to define every items in there, but I think we need to be clear from a policy how are we going to approach it.

[00:24:16] I mean, you can do the details and regulations, and that's completely fine. But I think it looks like we just have a not clear understanding on what and where it needs to be tracked and so on and so

forth. So I think it needs to be in policy just to be, even if it's simple enough, versus, and then the details can be in regulations.

[00:24:33] Okay, I don't want to push back, but I'm thinking if we're talking about educational records, have we defined that in every policy about exactly how they should be entered? And I'm just asking because when we do a student information system, that entry-level system or where it's recorded can change.

[00:24:50] So, Mr. Fulton, I think you kind of hit exactly where my philosophically was coming from. I think that should be consistent in every policy. So if it's not there, it doesn't mean this one also gets a pass. I think that's something we should be, I mean, my fellow board members, I think whichever of the committee and policies we review at, we should be making sure that we have a consistent way of tracking and managing that as we go forward.

[00:25:16] Maybe you'll be the pioneer in Doug Fulton, Mr. Fulton. Yeah, I will be. I just, you know, the educational records have a definition by code, so I don't want to get us so tied down in the weeds of describing exactly how it's going to be entered, and then we're going to change the vendor or change the system, and then we have to rewrite the policy at the time.

[00:25:37] I think there are probably ways to specify, so perhaps we don't say Phoenix, but we can say not to be entered in the electronic system used to contain student disciplinary records or something like that or SBAR but I think we do need to refer this back and then just have it be more explicit about what does and does not get recorded

[00:26:08] in what type of student record just so that it's clear so I don't think I need a motion to send back yeah okay so we're in agreement there okay um the next one is policy 8215 in school disciplinary measures so this was um one of the policies on my uh i had three sent back to committee so this is

[00:26:45] the third we got through the other two in the hrtd committee last week but uh this one got sent back primarily around the section on work assignments so i wanted to bring the committee members and i know i'm a little bit out of order here because there's so much discussion on something that's supposed to be an action item but i did want to just bring your attention to there's a paragraph provided for you in your packet which is a proposed replacement paragraph for work assignments

[00:27:19] so you'll note that it is a a new name so it's school-based community service and if you can read the paragraph the suggested change that's been incorporated is the removal of work assignments and the inclusion of a section on school-based community service

[00:27:40] dr p nicola i guess i'll i'll begin with um so we're going to change the title from work assignments to school-based community service that's what we found so on the just on that just looking at the title itself I mean it's kind of gives me a

[00:28:19] little goosebumps so because the community service comes from a court order not from schools this is actually a video read disposition that is available to administrators in the student information system and it's and it's one that is brought forward from the SBAR committee so it's it's available for them to use and so and our administrators might better make comments on this too but there certainly can be an impact if students who may have had disciplinary infractions can be aligned with something positive or restorative in nature to help support their growth and to perhaps guide them down an option for learning how to re-channel some of their

[00:28:59] energy perhaps if there is a disciplinary infraction it's meant to be something supportive where they become involved in a positive way and I know of situations where this disposition has been used successfully at least at the school level in previous years so that's the intention of it i think the language of work assignments is clarified better by having this language that focuses a whole lot more on student engagement in the school community in a positive way clubs organizations leadership opportunities so i'm curious i mean now i'm curious i mean because

[00:29:36] work assignment was one thing but i guess non-hazardous community service i mean i don't know if you can give me examples of what that could look like i mean it wouldn't be like pulling read to something. Probably the most recent one is that we picked up outside trash and things like that. So in the past, this was a long time ago, we painted things and stuff like that. The language

[00:30:16] that's in here about non-hazardous and also something a little bit later about not permitting students to operate machinery or dangerous tools would be something that we would have to do for risk management and procurement anyhow for their own safety. So that concept has been retained from the original writing, the draft that you have there.

[00:30:35] But I can think of on many occasions where, as an administrator, even working with a family to try to find ways to positively engage students in organizations or clubs, that can be a disposition. That might be an administrative response in terms of helping students grow from specific behaviors.

[00:30:52] The other language that was added was that the student, no student shall be assigned a school-based community service activity without the approval of the parent-guardian. So in the original version, it indicated that parents or guardians could object to it.

[00:31:08] But in this case, it needs to be approved before it's assigned. So the parents are involved. And the feedback that I've gotten from staff is that, you know, in practice, parents or guardians had been involved.

[00:31:26] But this codifies that through policy. So thank you. I think that helps. knowing that we have done this successfully or at least in positive so is there a way to to reword that i think in terms of i mean i agree with the intent of this thing and school-based community service which is something called like school-based service i mean the community part is kind of i'm getting hung up on because it's school school i mean it's it's related to school service but i don't want to sound like it's some sort of they're going to do community service it's going to be all the service they're going to do is within the compounds of school or related to school etc

[00:32:05] So I'm kind of getting hung up on the community aspect of it right now. I don't know what the board members or committee members think about that. Thank you so much. So I can bring a little bit of prior experience to the table here on this issue because I used to work at a day treatment center in Charlottesville, and we worked with students who had emotional disabilities.

[00:32:33] I mean, kids that unfortunately were not able to function in the general public education setting. And we often incorporated restoration into their disciplinary practice.

[00:32:51] And maybe one way to think about it is, let's say, hypothetically, that a student engages in behavior where they, let's say they decide that they're just going to throw their lunch against the wall. So in order to restore that, that student would need to clean the wall.

[00:33:10] And so it holds them accountable for the behavior that they engaged in while also restoring the community. It's restoring what was wrong. They're being put in a position where they are then responsible for fixing what they did.

[00:33:30] And so that might not always be the case. It might not always be exactly directly linked to the behavior. I think it's probably more effective if it is directly linked to the behavior. But I think that's the idea here is that it's putting the student in a position where they will then have to be a physical part of restoring their environment, whatever that might look like.

[00:33:59] And it could be picking up trash around the school, around the facility. It could be cleaning something. It could be, but I think if it could be tied in some way to that, to the behavior that occurred, it's going to be even more impactful. So I don't I don't know if that helps to explain, Mr. Mahadevi, like, you know, what my perspective is on this.

[00:34:20] But I do think I do think that personally, this is probably a good amendment for this policy. Thank you, Mr. Polifko. And I understand the philosophical and the value.

[00:34:38] I think the examples that you shared, I completely agree with it. But I think that's, you know, again, when we talk about community service, you know, for me sitting out with all this associated with a community service that a court is ordering for some sort of a thing and so I agree from a school perspective and I think the example that you and the staff give I agree with it but again it's it's still about the school versus I don't know I'm getting hung up on the community part of it so that's my sort of feedback I just wanted to add I think that there are other contexts for community service there are

[00:35:15] clubs that do community service there are social organizations that do community service so i think i i hear you in terms of that connection with court ordered but i think there is community in the schools there that is a community so to me it doesn't go ahead mr anderson one second so i you know as a boy scout leader i completely understand we do community service all the time we're going and picking trash but that's like again we're doing it in terms of not from a disciplined perspective but just going out to helping the community

[00:35:49] this is not that just and I don't know this would be in regulation but line 71 and 72 no student shall be assigned or allowed to operate any machinery using a tool or anything else that could that limits a lot of what a student could do

[00:36:13] besides stand there and do things so when you put any it's just very I think we could be able to maybe align it with a procurement risk management policy in terms of what might be something related to risk management procedures for students for instance we have restrictive activities that students

[00:36:51] cannot do there's a full list of them in terms of what related to any student activity so I think that we might be able to align it in that fashion perhaps using that language maybe we can add the regulations describing what those could be I mean they'll make it much clearer so we can I guess what I'm hearing is that we're proposing that either removal of this language or maybe having a language change to say that refer to the regulations for the activities that can be performed or not

[00:37:23] performed okay the other thing i wanted to just bring attention to is the last section k for tracking so this was another area where we had some significant discussion about in my conversation

[00:37:58] with staff since the last meeting i just wanted to highlight that we have biannual reporting requirements with BDOE and there are established procedures and processes to ensure that we have our data ready for those reports there I think one of the concerns that came up was you know if we're not getting the reports more frequently for example on a quarterly basis how do we know if there are

[00:38:31] increased trends in a certain type of in-school disciplinary measures or discrepancies or disparities in application of them but I I am comfortable supporting the biannual reporting to the school board understanding we could also ask for example through committee for school based administrators to come and speak to us as an established agenda item in kind of

[00:39:06] those off months, perhaps mid-semester, so I wanted to raise that, so I am supportive of the language as it exists right now in the Section K for biannual reports. Thank you, Chair.

[00:39:27] So, no, I think I made a motion to add it, so I'm definitely supportive. But I guess going back to the work assignment, so as far as the how many hours they do it, that's dependent upon the administration then, I guess? How many hours of community service?

[00:39:43] I think it depends upon the collaborative efforts of the school, the student, the family to talk about what you might focus on in terms of the time. I think it's more of the quality of the experience than it is the hours.

[00:39:58] But I can think of occasions where I've had students that have had repeated behaviors. We want to try to re-channel their energy where they're doing something positive, or maybe they're making a positive impact in the community in some fashion. So I've had instances where they've helped us with races, putting together races, and they felt some sense of leadership and honor with that.

[00:40:18] And I think that that, in many ways, got them more positively engaged in the school where they weren't repeating a lot of the behaviors, but certainly with the focus on addressing how we can work to be able to remediate any behaviors that might be repetitious or a school violation, for that matter. Now, thank you. That helped.

[00:40:37] So, again, going back to one of the language we had was, I think, the parental approval. So what if the parents does not approve it? If the parents do not approve, then there would have to be an alternative discussion about something else to consider, for sure.

[00:40:55] But I think the whole point of it is to try to come up with another way to remediate the behavior and to work together as a team to figure out what we could do. So do we need to, I don't know, not to get into the weeds of this everything, because I think we do want the parents, I mean, I think there's a good agreement on the parents being agreed upon, But if the parents don't agree, I think there should be then different disciplinary action, right?

[00:41:20] I mean, this is one of the options for them to work through it. But if they don't want to do this, then they could be suspended or other actions could be taken. So how do we make sure that there is this understanding not accepting this potential thing versus other consequences?

[00:41:38] So as part of the student behavior administrative response, each level has many different interventions or sanctions that can be used. These are just a few of the options that may fall under end-school disciplinary measures.

[00:41:54] So Mr. Anderson could use a variety of different possibilities, and sometimes they're used in combination with one another. This might only just be one piece of it. Mr. Mahesh, I can add, the other option would not be suspension if we're offering community service.

[00:42:12] we're looking at in school disciplinary measures but uh it would be something else that we would provide in school whether it's after school detention or an in-school restriction but not suspension i like the idea of like if they throw food on the kitchen i mean on the cafeteria they should clean it up i love the idea thank you but i mean that should be consequences i mean that's a good one um so are we then i guess yes so just to recap we've discussed um in the revised section

[00:42:49] And E, making a reference to the regulation for those activities that our students are not able to perform based on risk factors. And I believe that's our only suggested change. So do we have a motion to bring this back to the school board?

[00:43:12] So moved. All those in favor of moving policy 8215 in school disciplinary measures with amendments as discussed to the school board's next available meeting for an information item, please raise your hand and say aye.

[00:43:34] That motion passes unanimously with all committee members present. Are there any, is there any new business? We are adjourned, thank you.



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