



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

Loudoun County School Board, Student Services Committee Meeting, Friday, January 24, 2025

Date	Friday, January 24, 2025
Place	Loudoun County Public Schools / School Board meeting (see BoardDocs / LCPS-TV)
Length	1h 1m (video)
- Official meeting video (Vimeo / LCPS-TV): https://player.vimeo.com/video/1050127199?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 2026-10-16. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] good morning everyone thank you for coming welcome to the January 24th 2025 monthly meeting of the Student Services Committee I am my name is Ian Donahue I am the chair of this committee my fellow members are Ms. Carrie LaBelle and Madam Chair Melinda Mansfield as a reminder this meeting is open to the public it is being audio recorded but it is not being live streamed or video recorded but the audio recording of this meeting will be available later for the public to access and listen

[00:00:35] to on the lcps website this is obviously not the normal time that we have meetings but i wanted to get one in in january and i'm very grateful to staff and to my colleagues for being flexible and accommodating with the scheduling to be able to have this meeting this morning the second item on our agenda today is public comment do we have anyone signed up for public comment okay thank you ms winslow since we do not have anyone signed up for public comment we will move on to item number three which is the approval of the of two sets of minutes the minutes from the april 19 2024

[00:01:14] meeting of the student services committee and the minutes from the january 15 2025 work session of the student services committee i will ask my fellow committee members if they've had an opportunity to review the draft minutes from those two meetings and if they have any concerns or proposed edits and if not I will entertain a motion to approve Ms. LaBelle I move that we accept and approve the minutes as presented in the

[00:01:53] documents that were given to us Ms. LaBelle has made a motion is there a second I second thank you Ms. Mansfield the motion has been properly moved and seconded is there any discussion no all those in favor please say aye aye that motion passes unanimously next we will move on to item four our one action item which is a review and vote or potential vote for policy 5345 revisions to the policy on restraint and seclusion of students which we have seen in this committee a few times in the past ms richardson and ms smith

[00:02:32] do you have any any additional information that you would like to present this morning thank you chair donahue yes policy 5345 was first presented to committee in april of 2024 and here we find ourselves in january we are hopeful that you all will take action you will see an outline here of the proposed changes as of the work session last week so you should have a red line copy that reflects these changes for your consideration and so now staff is just really ready to um

[00:03:09] for the committee to make a determination i don't know if mrs smith has anything else to add anything you wanted to draw the committee's attention to thank you very much um the changes really reflect everything that we discussed i did add one additional reference and you'll see um line 328 With Miss Mansfield's comment about all of the references in the CX recommendations I went ahead and added the reference under the legal section to include the whole code that is restraint and seclusion instead of the individual section.

[00:03:46] So when you should when you go to this place at this link it actually goes to all of the different components of the code. So that would be I think what it's like five all the way to 110 or something like that. That's correct. It has links for every single component of the code.

[00:04:05] I don't see that in here. Yes. On the red line version, starting at line 327, the link has been added on line 328.

[00:04:21] So you'll see that the new red line is 8VAC 20750, 8VAC 2050-5, then you have 750-40, 750-50, 750-80, 750-100.

[00:04:40] So now all of the links to the restraint and seclusion code have been included. So the ones that are actually referenced in the policy are outlined specifically, like the 5, 40, 50, 80, 100, but the very first one that says 8VAC 20, 750, that takes you to the entire website that lays all of the other components that are not part of, specifically a part of our policy or our policy isn't exactly like, but it gives access to all of them.

[00:05:10] And so you don't have to do each separate, like 755, 750-10, 750-20, all the rest of that. There's a way to just – because I just want to make sure that they're there, that people know.

[00:05:31] Okay. And all the way to 110, because that's where we have the civil immunity taken from. It's everything that's part of that new regulation for restraint and seclusion. The new – 750 is actually the chapter, and within that chapter is all the other components.

[00:05:50] So that first link takes you to the entire chapter and then you can click on each of the links from that place and it outlines all of them on the website. Not sure for Ms. Richardson or Ms. I apologize if you were wanting I didn't want to interrupt.

[00:06:14] We had discussed last time adding some language in here to require that the training that is being provided to our staff regarding the use of restraint and seclusion be identified on the LCPS website.

has that language been added into the red line no I'm sorry I didn't take that

[00:06:34] as a direction to put that in the policy sorry well I don't I don't recall right now if we specifically directed that to be added or not I know that we discussed it because that is something that I would like to see to make sure that that information is publicly available so I will come back to that in a minute but I

[00:07:13] will ask my fellow committee members do you have additional concerns or questions for staff at this time um regarding any specifics ms labelle like to make an amendment regarding restraint regarding i'd like to make an amendment regarding restraint thank you samira oh um i might need a touch of

[00:07:48] guidance if we have we have not if we have not yet made a motion to adopt the policy or do we have the ability to address a motion to amend now you have to motion first okay I I think to try and make sure that we're following the rules I'm I'm going to unless you have other questions or staff has specific things that they want to present to us I will make a motion to chair Donna here you can see we've gone

[00:08:27] to the chapter 750 so you all can see how all of the links are included in the Virginia code so when you type in the 8 vac 250 - 750 you'll be able to see all of the sections governing use of seclusion and restraint the hyperlink is in the legal references it says 878 vac 20 - 750 that link and that hyper that

[00:09:05] hyperlink actually takes you to the entire chapter so it's next to the blue like the blue one mm-hmm and that takes you to the entire chapter you're welcome then I will make a motion to adopt the proposed provisions to policy 53:45 to send to the board for its consideration is there a second there's a motion and a

[00:09:41] second is there discussion Ms. LaBelle I have a problem with the use of restraint it was something that was on my mind when we discussed this we I I have been a special educator for 52 years now and I can tell you that in my entire career I'm not fond of using restraint but we have safeguards there

[00:10:18] for anybody that needs to use it I apologize I would just like to ask a quick clarification if you are referring to because the policy addresses both restraint and seclusion as separate practices that sometimes you mentioned restraint are we discussing restraint I'm getting there I understand that sometimes restraint is necessary and I wanted to make sure when we first went

[00:10:55] through this, that there were protections for the staff that have to deal with children where restraint might be necessary. So at that point in time, I'm good with what we have on restraint. The other problem that I have is seclusion.

[00:11:12] I've had to use restraint, I believe, twice in 50 years, 52 years of working with students. But I have never had to use seclusion. seclusion is in this and I think we need to readdress it I think we need to take away and forbid the use of seclusion as well so do you want my emotion or is we are we still in discussion well I suppose that's somewhat

[00:11:50] up to you do you if anybody else has any comments on it I'd like to hear it so comments not a surprise to anyone here I'm not I would prefer not to have inclusion it's a super narrow definition we don't have many and I don't think we need it especially since we're looking to increase all of our positive behavioral supports like our behavioral specialists like our you know the BCBAs like I mean

[00:12:28] i think that we're putting more things in into our budget so that we don't need something like seclusion um like i said before i want i want to look at that put together another policy for isolation

and exclusion that's what it was decided looked on um i also and um also there's some code references that i'll be making some amendments to including i would also like to

[00:13:07] so there are some other revisions that i have as well as there was one that i saw in fairfax where if you have to rely on sign language or alternative augmented alternative communication they must have their hands free one hand free so that they can communicate acceptance extreme circumstances when it's not feasible so those i'll be making some of those emotions but i'm with mr. Bell and that i think we can i don't like restrain either but i think that we can move on from seclusion okay that if i may miss

[00:13:45] LaBelle i i am certainly not in support of the use of seclusion i think we've made it clear in our conversations that there is no one here who is saying Seclusion is a good thing and we should be doing it. i feel like to me the conversation has been is it on occasion?

[00:14:07] Necessary and i believe the answer that's been reported to me from staff is the position that they believe it is necessary to permit although heavily disfavored i've said before that i am while i understand the reasons advocating to do away with seclusion slash recategorize it as a prohibited practice. i have some

[00:14:43] Reservations about doing that because i am concerned about the effect it would have on staff and their ability to react in an unfolding situation That being said, of course i i want to invite Ms. Richardson and Ms. Smith if you would like to respond to the discussion, please certainly as a educator of 28 years and having been a self-contained teacher of students within emotional disabilities.

[00:15:15] It is never easy to have to intervene physically with students or to provide them the opportunity to be safe, keep yourself safe, and keep all others safe in a learning environment. i will tell you that the incidences of seclusion in LCPS are very low.

[00:15:36] The incidences that have been reported to committee and other advisory boards have not been incidences seclusion when staff have had the opportunity to investigate all of the factors pertaining to the cases that have been reported which has led us to the recommendation of the creation of a separate policy for isolation and exclusion and how we need to be communicating with families and coming back together and meeting to make sure that we have the correct behavioral supports in place for students the removal of seclusion completely will

[00:16:11] then put some staff members in violation of this policy because we will continue to have students throughout the course of LCPS as a public school division that for their imminent safety that we must keep them safe as well as those in the educational setting. We will also probably begin to see a higher incident of staff injuries and i don't have to tell you how that can impact

[00:16:44] staff morale so i just caution you to be thoughtful about just a straight-out removal certainly staff would support maybe some stronger language around it being the absolute last resort and maybe how we have to document all lesser interventions prior to the implementation of seclusion but should it be the will of the board you need to understand that this impacts eighty two thousand one hundred and sixty nine students right now now mind you most of

[00:17:20] them we never never have to enact this policy so i just want you to be thoughtful also thoughtful about the thirteen thousand plus staff members across the school division that are charged with keeping eighty two thousand one hundred and sixty nine safe okay and that's not something that we

take lightly at our last work session you heard from an assist and an assistant principal and you could see how heavily it weighs on us as people whenever we do have to intervene

[00:17:53] physically to keep everyone safe. So I just ask you to be thoughtful about how this might play out on a daily basis when we're really talking about the safety of all across all of our building. I don't know if Mrs. Smith has anything else to add. I think the only thing that I would add is it's about keeping everyone safe and without it if there is a student in crisis who is extremely physical and violent then it is endangering everyone in the classroom staff and students.

[00:18:30] So being able to remove everyone else from that environment and have that student in an environment where they can actually get through that crisis cycle and come back to baseline keeps everyone safe. So I and I agree this is not this policy is not special that is all students and there are situations with older students where it's unsafe for our staff to engage even in a physical restraint if a student is out of control.

[00:18:58] So that would be my only other. - Thank you for that input. I have a question if you know and you might not but I'm aware that some other school districts have banned seclusion fairly recently.

[00:19:14] Do you happen to know what has been happening in those districts since they've banned seclusion. Are those practices as as you have raised this concern will continue to happen here putting staff in the difficult position of violating our policies.

[00:19:33] Do you have any knowledge about how it's going in those districts where they've chosen to ban seclusion. I can't speak specifically how it is going in those other school divisions but I do know that in some of the school divisions if you clearly read their policy they are banning seclusion except in certain locations where they have public separate facilities for students with disabilities and in those public separate facilities they are able to utilize seclusion.

[00:20:01] So it's not actually completely banned in the division. It is something that is in place for the students who are at most risk of needing that type of intervention. Ms. LaBeau. I have a question for Ms. Mansfield.

[00:20:20] Are you suggesting that we take seclusion out of this policy and create a second policy for it? Is that what I'm hearing you say? So if I could, may I chime in?

[00:20:36] We had discussed previously our desire for staff to put together a new policy that would address the factual scenarios that a layperson would look at and say, that looks like someone's being secluded, but might not fit into this narrow definition of seclusion which my understanding is we can't we can't do away with this narrow definition because there are federal laws and regulations that require

[00:21:09] us to track and report those incidents that is correct we do have a reporting requirement through the student record collection on an annual basis so the civil immunity afforded to teachers would that not be part of this I mean you still can do it if you have to because of the civil immunity also miss Smith when you were talking about removal from the environment you were talking about removal other students but that's not necessarily seclusion if it's because you're removing the kids from it and is

[00:21:46] there a seclusion room because they're supposed to be a appropriate seclusion room because if you're removing the kids from it the other students you still have all of the furniture and all the rest of that in there and you shut the door so I don't know how that's defined in the narrow definition of seclusion so it

would be seclusion if you remove everyone except for the one student who is in crisis and everyone else leaves the room that would be secluding that student in that classroom we do not have seclusion rooms but it would be

[00:22:21] seclusion for that student and I would I mean I still do think you still have this civil immunity here so because you would be acting in good faith with supervision care and discipline students so to that point Ms. Mansfield I was considering that last night and there is the civil immunity language in there but I had a question that I think we would probably need input from counsel as to

[00:22:54] whether that would apply only in the case of civil litigation or potential charges brought by a criminal investigation as opposed to adverse employment actions within the division.

[00:23:12] If an employee, if we change the policy to say seclusion is a prohibited practice and an employee engages in an act of seclusion because in the moment they feel that that is absolutely necessary.

[00:23:28] They have violated our policy. The civil immunity, my familiarity with civil immunity is generally that it applies to say, you can't be sued. Or if you are sued, you can say, I have immunity here, and the lawsuit is dismissed.

[00:23:44] But it may extend to if there is a complaint within the division of saying, this employee violated our policy, and therefore there need to be consequences for violating our policy. I don't know that it would extend to that. And that's something that I would like to know.

[00:24:00] Ms. Smith. I think that's something that we would want to get division counsel feedback on. But I also as I had indicated in a previous meeting my concern with that as well is then we would also have people that may be may be covered with the civil immunity.

[00:24:17] I'm not sure but have not been through the regular routine trainings that we do around restraint and seclusion which to me would put students and staff at a different level of risk because they wouldn't be trained on the safe use of seclusion. nobody's saying not to train anybody if seclusion was to become a prohibited practice then we wouldn't train on it do you understand that so if you say that we're never supposed to use it if you completely remove it from this policy we would not train staff on how to appropriately seclude a student safely

[00:24:55] for the safety of all in the educational in environment because the board would have prohibited it so there are training purposes would focus on restraint of course prevention right practices de-escalation that relational piece first and foremost always but we're not gonna train people on a practice that's prohibited unless there's language that you guys include

[00:25:33] to say once you have documented are able to document all lesser interventions and seclusion is the absolute last resort, then that would still be a training piece.

[00:25:48] But right now, if it's removed, it would just be, here's what you cannot do, just as the other prohibitions are. Do you have something to say?

[00:26:05] Could you give me examples? See, my fear is that if people see seclusion and know that they can go all the way to seclusion, all the way, you know, we've done this, we've done this, oh, we can still seclude, they may skip a few of the steps they may say it as an endpoint that they they are going to use and they're going to get there one way or another and people I know people are

[00:26:36] trained but if that is still as a last resort I would rather see something that points them in a different direction than saying seclusion still in the game here that is my fear so could you give me an example of the type of behavior that where they would have to physically seclude a child certainly I think we have lots of examples of when

[00:27:10] we might the instances that are top of mind are our older larger students when in a classroom setting so say this is a classroom right and I begin to throw chairs, and I am about six foot two, 300 pounds, nonverbal, and I'm escalated, and you haven't been able to figure out the antecedent that led to that behavior. You are in my space in imminent

[00:27:43] danger. You need to get out of my space. Restraining me at six foot two, 300 pounds, nonverbal, not processing the language that you might be using to de-escalate me, further puts you in danger as the adult trying to keep the rest of the students that are in the classroom safe trying to keep me safe trying to keep yourself safe it would be in your best interest to leave this space but keep sight sound supervision on me for my safety until I appear to return to baseline

[00:28:20] we have several situations like that around the division we also have several situations like that where people have exhausted lesser interventions and been seriously injured. And so in some instances, the safest option for everyone involved is to clear the space.

[00:28:46] Don't try to move me because I'm in crisis, right? But it's safer for you all to clear the space. Is that seclusion or removal? That would be seclusion because if I'm the one in crisis and all of you left this room and stood outside to watch me to make sure that I wasn't hurting myself, right? You could still hear me and you could see me, but no one was in this room with me.

[00:29:11] You have secluded me and you did so for my safety, for your safety and the safety of everyone else in here. Because in that moment, you have to make a split decision. If I pick up a chair and choose to throw it right and this is how things happen in our classroom right I've been there right so we're in the middle of instruction something happens I reach over I grab this chair and I chuck it across the room you have a split second to make a choice do you approach me do you verbally

[00:29:45] try to de-escalate me or do you or do you immediately say all right kids out follow our procedure let's exit the classroom so my training would have said you also pick up a chair and you back up and then you get everybody out but the but here it says so that's not a seclusion room and it says seclusion standards for use looks like seclusion room or area shall be free of any objects or physical features that may cause injury to the student so and it has very specific things so according to

[00:30:24] this I don't know that I would have said that that was seclusion well certainly sometimes staff have the time to try to get objects out of a space for safety but it doesn't always happen like that in real time so a classroom where instruction was taking place can sometimes very quickly in a minute in a matter of seconds turn into a space where we have had to seclude a child for safety yeah I would also like to add if a division has established seclusion rooms then we would have to make sure they meet all of these criteria because

[00:31:04] they are established seclusion rooms sometimes we have to seclude students in areas wherever they are we need to seclude them from everyone else because of the danger that's not a seclusion room but it is considered secluding the student. Thank you for that Ms. Richardson and Ms. Smith I am trying to

keep an eye on the time because we have a hard stop at 9 30 and there it's not that want to cut our conversation short but I do want to be mindful of our time as we

[00:31:41] try to move through this conversation there is a motion on the floor are my colleagues inclined to take a vote on this are you proposing amendments I'm not calling the question right now but I would like to get some feedback on I'm sorry sorry you are you proposing an amendment I still have problems I have

[00:32:20] been in that room with the big kid and the chair literally coming at me and I'm only 4 foot 10 there's always another way to deal with things all right maybe you clear the room of students and how are you going to keep this student from hurting himself he's rampaging around the room you're still going to have to use restraint and you're going to need to call somebody from you bigger than you to help you with it for example I was in a room once it was it was one of our trailers basically there was a plywood partition between the two

[00:33:00] rooms I'm cleaning I'm leading the class doing a geometry lesson one kid says an insult to another kid they jump up chairs and desks go flying they're in a fight and I thankfully the teacher in the next room could hear it and he hustled over but the two of us had to grab the two children that were fighting and restrain them at that point we could take and get the administration to come in and deal with the problem so again there's always another way than straight seclusion moving your children out of the room does not protect that student from hurting himself what are you going to do

[00:33:39] if this seclusion isn't working if you've taken the kids out what next I would just like to say that students in a fight are very different than a student in a crisis and when you physically intervene with us with students in fights it is not considered a restraint it is not considered a seclusion but when students are in crisis it is a completely different situation and sometimes I appreciate Ms. Richardson's example of when we may need it but there are also situations when there are students who are not students with

[00:34:18] disabilities they are students who are average above average students who may be high on some type of a drug or something else and their behavior is completely out of control and the only thing safe for everyone involved is to leave the room and seclude that student until someone else can get there to help so I think that students fighting is a totally different situation to intervene with than students in crisis well I will say that I have been in rooms with

[00:34:49] students in crisis I have also taught every disability except blind deaf I'm I'm sorry I had to go back and think about that carefully. Yes and we can have regular students in meltdown mode but at some point in time you're going to have to deal with them and whether it's you or whether just taking the students out of the room that's a good move.

[00:35:22] But again is that really seclusion or is that as Miss Mansfield said exclusion. He's being excluded from the rest of the class. would like to have a distinction made between the two simply because there's you know I'm so afraid that teachers are going to go back into the seclusion mode that we used to have and that's not okay. I think the clear distinction is alone in a room and not allowed to leave the area or the that's what makes

[00:36:00] it a seclusion and I would also like to point out that we've had this policy in place since 2019 and our numbers are going down we're not increasing the use of restraint and seclusion and it's happening with very few students but those students are students in crisis. I have no need of any more discussion.

[00:36:32] So are we ready to take a vote or are there. Is there a proposed amendment.

[00:37:16] I would like to go to line 9 and remove the words and seclusion this is on the red line copy that's what I was going to ask I would like to move on to line 13 and remove the line and the use of seclusion I would like to move on to

[00:37:45] line 15 and seclusion are delete that please I move that we go on to line 133 and add the exclusion of students as defined in this which line was that this

[00:38:09] is 133 133 yes line 165 or seclusion line 172 or seclusion these are all

[00:38:47] removals line 188 delete and seclusion 193 delete or seclusion July line 197

[00:39:22] delete and seclusion are line 206 or seclusion line 208 or seclusion line 211

[00:39:44] and delete and seclusion line 218 or seclusion line 246 and seclusion oh I'm

[00:40:13] sorry 246 prohibit prohibition of add that in there I'm sorry could you say that again Miss LaBelle online 246 add please prohibition of so you want to say ensure that all school personnel receive initial training regarding regulations policies and procedures governing the use of physical restraint and so you're

[00:40:44] not asking to delete language there line 248 and 249 and that's a deletion you

[00:41:30] didn't mention online 185 which is the subheading D procedures for the appropriate use of physical restraint and the use of seclusion are you I did take that out there what do you think do we need it it's we're addressing seclusion as well as restraints so I think it can be left in that one okay I just wanted to thank you thank you was that direction for staff to remove 185 186 seclusion in the titling of section D

[00:42:07] No, leave it in there because we reference it as a prohibited practice. I believe I understood from Ms. LaBelle that the proposed amendment is not requesting any changes on lines 185 to 186. Thank you. We won.

[00:42:30] We ended at 251 or more. On 197 just because we deleted and seclusion. Are you would have we would have to add is the physical restraint is not a teaching procedure.

[00:42:49] Right. behavioral intervention so you can add is an a they get grammatically correct also line 15 you could go ahead and vote on that amendment or I could make an

[00:43:23] amendment to the amendment and then go backwards or whatever you want to do to keep it clean why it's carries amendment is that the completion of your proposed amendment or is there I'm finished with my amendments and it ends at 251 okay Ms. LaBelle has made a motion to amend the proposed revisions. Is there a second second?

[00:43:54] The motion has been properly moved and seconded. Is there additional discussion? We'll take a vote all those in favor say aye All those opposed I am not ready to take this step yet So I'm going to vote no, but the motion carries by majority two to one With Ms. LaBelle and Ms. Mansfield in favor and Ms. Donahue opposed chair Donna you can I please draw to the attention of the committee we'll also need to remove the reference to seclusion from line six of the policy

[00:44:33] line six committee in agreement I don't know that you need to do that because it should be consistent with this policy and associated regulation and we have what's consistent in this policy work

there's going to be some more language so I don't know if you're if I mean it's not my amendment but if you're saying Finishes if you're saying here this point of this policy is now going to be seclusion is not permitted To me it would make sense to not have it there because when this is the first thing you read

[00:45:12] It says physical restraint and seclusion safety procedures shall only be used consistent with this policy and associated regulation to me Would suggest that it's going to be permitted under the policy, but it's it's actually ms. LaBelle's amendment, so your question to answer because this policy is still called restraint and seclusion of students I think that it can be in there because people are going to be looking well where's where's the business about seclusion so I think that at this point

[00:45:51] in time it could be addressed later in the in the amendment that Miss Mansfield is making so I if we need to remove it on line six I'm sorry what line are we look at six right at that point in time we can go back with miss man's feels and remove it but it may be appropriate still to keep it there what do you think

[00:46:20] this man's feel okay okay so that is Miss LaBelle's amendment has been approved are we ready to vote on the underlying on the opposed policy as

[00:46:43] amended okay first amendment would be to provide the reference to code on

[00:47:18] adverse stimuli and can which is line 23 I just want to code reference there so they can click on that I'm sorry which line 23 on the red line line 23 of the

[00:47:32] red line so the code references 8 vac 20 - 750 - 10 15 and then we can line 215 new number six physical restraint shall be discontinued as soon as the imminent

[00:48:11] risk of serious physical harm or injury to self or others presented by the emergency situation has dissipated and that is in code could you read that one more time physical restraint shall be discontinued as soon as the imminent risk of serious physical harm or injury to self or others presented by the

[00:48:38] emergency situation has dissipated okay and then lines 190 to 191 are a little bit clunky to me um so it would be so right now it reads physical restraint if we take out

[00:49:17] shall be only used in emergency that requires a person to take immediate action to avoid serious physical harm injury or death um to i wanted to say it was like to the student or to others when there's imminent danger but then we also had to the student or to others so i was trying to figure out a way to make it so it's pretty much danger to self or others and so I was

[00:49:47] thinking okay well we take out sorry online not 190 we would add the student or others when there is imminent danger and stop it there and take out to the student or to others I was trying to figure out how to make that less clunky to the student or others when there is imminent danger period is that period the proposal I mean I guess you know so you want to change on line 190 you want

[00:50:24] to change a to the the student leave in the or take out the the say others to the student or others when there is imminent danger period yeah that's what I was hoping to take the repetition although I don't want it to seem like because it really is to self or others danger to self or dick to others all

[00:50:57] right and then line 226 add 8 and this is what I was talking about earlier so the previous paragraph 6 would now be paragraph 7 because you have added a new paragraph 6 and now you are

adding a new paragraph 8 a staff must ensure that students who rely on sign language or augmented augmentative and alternative

[00:51:37] communication must have hand their hands free and devices present during physical restraints so they can communicate except in extreme circumstances when it is not feasible can you repeat please yes ma'am thank you staff must ensure that students who rely on sign language or augmentative and alternative communication parentheses AAC and parentheses must have their

[00:52:12] hands free and devices present during physical restraint so they can communicate except in extreme circumstances when it is not feasible Ms. Manfield if I could briefly interrupt and again just trying to keep an eye on the time it is almost 9:30 do you have you mentioned a lot of things

[00:52:45] only two more okay let's try to get through them please continue okay and so So then on line 17, back to 17, again, same language from before, physical restraint shall be discontinued as soon as imminent risk of serious physical harm or injury to self or others presented by the emergency situation has dissipated.

[00:53:20] At what is currently the end of the line on 17, you want to add a new sentence?

[00:53:46] line 85 85 and 86 until the student add we add until the student no longer presents imminent danger to self or others. So it'd be. Yeah. It's a definition.

[00:54:03] That would not be in alignment with the definition of seclusion and the regulation. The. But we're also prohibiting that in the new policy correct. And I did see that in code. So are those your.

[00:54:30] That's it. Those are your two. Is there. Do you have any others for your. well she yeah she just said that one so we just discussed your proposed addition at lines 85 86 and did you have any uh are there other components of your proposed amendment Ms. Mansfield no that's it is there a second motion has been properly moved and seconded is there any further discussions

[00:54:59] all those in favor say aye aye sorry I I I am I am going to vote no because I I have not had time to consider these proposals, so I'm not comfortable agreeing to add them in right now.

[00:55:26] So I'm going to vote no. That motion passes two to one. I also have a proposed amendment on line. I don't know what it would be right now. I was going to say line.

[00:55:42] Looking at the red line as it is in front of me, right now, section E, the last line of section E is 253. would I would have proposed adding under that at whatever the new line would be with changes a new subsection five that will say ensure that all training programs administered to school personnel under this section subsection

[00:56:11] are identified and are are identified on the LCPS website that is my motion yes is there a second I second motion has been moved and seconded is there any further discussion seeing none all those in favor say aye aye that motion passes unanimously are there any further I'm gonna hope that there are no further requests for amendment just because I do see that it is now 9 9:32 so I am

[00:56:51] going to ask that we move to a vote on the policy as amended with I suppose the three we've now voted on three amendments so we have to vote on the policy with the three amendments okay do we have to redo a motion I mean I made the policy okay so we're just I have one quick question is moving a classroom a class from their classroom still considered seclusion or could it just

[00:57:29] be an emergency response I would imagine it depends on the circumstances if you remove an entire we would not based on this policy be allowed to remove everyone from a classroom to put it leave a student in the classroom as part of a seclusion that would no longer be allowed so at that point it would be in violation of policy at that point if the teacher remained then that would be okay it would be allowed under the it would not be seclusion if the student remained in there if that teacher remained in the room with a student in crisis or someone you know as long as the students not alone in the room right

[00:58:06] Thank you. Are we ready to vote? All right. So the motion is to refer the proposed policy revisions with the three rounds of amendments that the committee has approved during this meeting to the full board for its consideration as an information item. All those in favor, please say aye. I'm going to abstain because I have some reservations about some of the amended language, but that vote passes two to one with Ms.

[00:58:35] Mansfield and Ms. LaBelle in favor. ms donahue abstained so this will go to the full board for its consideration as an information item we have a couple more things on our agenda but it is 9 34 thoughts ms richardson do we need to go straight to adjournment um i think if we could get i i do think that item 5.01 is something that we

[00:59:14] could communicate to you all via email okay and we could coordinate and i think we could also do 5.02 via email okay to coordinate um the standing date and time changes are you proposed start time for our standing ssc meetings thank you and i i will preview for my colleagues since we're here um my i i requested this to be on the agenda to consider possibly moving up the start time of our monthly meetings this year um and if that necessitates a change of date i'm i'm open to that

[00:59:52] that that was the discussion that we were hoping to have and I suppose we'll have an email I I would like very briefly item number six on our agenda is new business very very briefly Ms. Richardson could you provide us with a short update regarding the status of the procurement process for the focus groups that this committee suggested last year related to policy 8040 certainly

[01:00:27] chair Donahue LCPS has moved through the procurement process we have had our request for proposal out we have had several vendors and evaluation team has been comprised the team has reviewed all of the proposals the team has had an opportunity to meet with preferred vendors and interview we have had the opportunity to go through the negotiation process at this time it is the recommendation of the evaluation team for this proposal to have no award

[01:01:01] and is that does the committee need to take any action with regard to that recommendation from procurement or is this just our awareness this is for your awareness thank you okay um with that uh we will move on to item number seven and adjourn thank you all for being here and have a great day

