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Loudoun County Public Schools, Student Services Committee Meeting, Thursday, March 20, 2025

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[00:00:01] - Good afternoon, everyone. Welcome to the March 20th, 2025 meeting of the Student Services Committee. I am Anne Donahue, committee chair. With me are Ms. Carrie LaBelle and Ms. Melinda Mansfield, my fellow committee members. Thank you to everyone for being here. Just as a reminder, this meeting is being audio recorded.

[00:00:18] It is not being live streamed, it is not being video recorded, but it is being audio recorded, and the recording will be available for anyone to listen to on the LCPS website. item so that's our call to order item number two on our agenda is public comment do we have any do we have any public commenters thinking we don't have anyone signed up for public comment okay all right then we will move right along to item number three on our agenda which is approval of

[00:00:51] the minutes from the february 20th 2025 student services committee meeting uh i will it might i will say hopefully we've all had a chance to review the draft minutes and if my fellow committee members have any recommended changes or edits please speak up and if not I will entertain a motion to yes I move to approve the minutes of

[00:01:27] the March 22 24 is there a second the motion has been properly moved and seconded all those in favor please raise your hand and say aye aye that motion passes unanimously and now we will move on to item number four our our single action item for this afternoon which are the proposed revisions to policy 8450

[00:02:26] student lactation support yes one moment thank you for making sure so mr. Nolson yes thank you chair Donahue so we do have policy 8450 student lactation support here for that is up for revision we did take feedback from all of the groups that provided and it was considered and right now staff feels as though this can be actionable via individualized conversations and through supports that would be available in the school setting thank you we discussed

[00:03:04] this quite a bit last time the only question I have for you mr. Dolson is there were some suggestions made by some of the advisory committees that I I don't believe were adopted into this version.

[00:03:24] Can you speak to those please? - Sure, and I think some of the suggestions were very specific to things like scheduling, things like the time out of class, the actual specific environment where this might take place.

[00:03:39] And I think SAF felt like that would be something that would have to be discussed on an individualized basis, depending on the school, depending on the student's schedule, and it would need to be individualized. So putting certain parameters in this policy I think limits the aspect of what could be done at the school level.

[00:04:02] So I think we would staff would encourage would be for those conversations to occur within the staff at school the family obviously the student impacted and then make decisions based on those individualized needs.

[00:04:18] Thank you Mr. Dolson and a couple of follow ups is To the extent that there were some somewhat more specific requests proposed by the public feedback or the advisory committee feedback, would some or all of those issues be addressed in regulation?

[00:04:37] Possibly. What I would say in having to implement, having had to implement this policy, it is a very specific request. And the only word I can really use is individualized because it's a case-by-case basis.

[00:04:56] So some of the, again, the specifics that were being suggested, I think the spirit of those suggestions are extremely positive. I think from a policy perspective, what we have is also very positive, and those needs have to be met on a case-by-case basis.

[00:05:12] So I would be remiss if I didn't say, I would caution us for putting too much specificity in this policy, because it is an extremely delicate situation. And I think those delicate situations need to be dealt with on an individualized basis.

[00:05:29] That makes sense to me. In general, I agree. We don't want to be too overly specific in our policies. I would like to talk a little bit more about the suggestion of adding language to the policy to make it clear that students shall not be penalized for taking breaks for lactation.

[00:05:50] Do you have thoughts on adding something along those lines? So again based on my experience in having to implement this policy that's understood. I would find it shocking to think that any school based employee dealing with a situation like this would think about penalizing a student for being out of class.

[00:06:14] This is a this is not a want this is a medical necessity. And again I think that would be something that would need to be discussed with a school based team. And again I'm just going to speak from experience that never was something that was brought forward as a possibility about penalizing a student for needing to be out of class for this purpose.

[00:06:37] - Thank you Mr. Wilson. Ms. LeBeau. - From what I understand then you're not saying it's going to be just one place assigned in that school and that's what we're going to be using. It's going to be different places for different people.

[00:06:54] Is that what I'm looking at according to their needs. - So I think it does it has to be very flexible because given the the need of the student and given the timeframe of the student certain places might be being used for instructional purposes or for other you know offices are normally the place where this occurs and so depending on whose office is available given the day the daily occurrences at a school you can't always guarantee that the same office is going to be always be available so yes I would I would say that has to be flexible I think it's one of those conversations that you have student can go

[00:07:34] to this place at on this time and understand that if that space is being utilized then you go to this place. So that's just an understood when you are dealing with situations like this at the school level.

[00:07:50] It's it's a global conversation that happens and so being specific about the where is something that does have to be sort of flexible. The when is always consistent because again it's a medical necessity. The other question I have at that point then is what about students in wheelchairs that might need to use one of the rooms can there be some language in there that talks about meeting the specific needs of the student during the school day.

[00:08:19] So in in looking at the feedback that we received I did reach out to our facilities some members of our facilities team and they felt as though all of those spaces are already are accessible for that purpose I did because I did feel like that was one area where you know I wanted to make sure I did my homework and I reached out to our facilities experts and and they were very comfortable with being able to say that yes they are are already accessible just just so long as we can reassure the ACK and the rest of the special education population that's good absolutely I guess I don't see why we can't just put

[00:08:57] accessible to individuals with disability and I also while it would be not nice to penalize a student and and not in the norm and understood for me I like to put things in the policy for that as well as penalized and I think discussed adding language to address providing students with accommodations to make up missed work or instructional time is is thinking I mean and I can only think of myself and I had twins and it took a long time could up take up to

[00:09:33] 45 minutes so that's a lot of time during the day so I I I understand where you think it's but I would be more comfortable putting it in policy and then do we do any staff training on this on on the on yeah on discuss adding language for school staff training on supporting student mothers to ensure they're feeling comfortable and empowered to use lactation space spaces

[00:10:07] without stigma or unnecessary barriers do that so typically for our students that need to access the lactation support they are transitioning back to the comprehensive school setting from medical homebound so we have doctor's orders certainly right and so mr. Dolson's medical homebound team contacts the school the parents the student you come together and you have that transition meeting sometimes it could be just sort of a documented kind of transition plan and outside of that we might have some students that are

[00:10:42] lactating that might need very specific sort of health plans so anything that is discussed within that meeting is shared with the students teachers so teachers are informed of what this particular student's schedules are where the identified locations are for that set time we have eight this usually impacts high

school students we have 18 high schools currently and looking at our data we have about 10 students that are accessing this policy currently so you can see it's not happening

[00:11:18] with a high rate of frequency teachers are a part of that planning to assist the students in transitioning back into the educational setting from medical homebound so do they have a 504 or are they no it's just kind of a it's just kind of that transition plan here's what the doctor has ordered this is the schedule for lactation let's work on space needed let's make sure there's a table let's make sure there's a chair let's make sure there's an outlet those sorts of things are all discussed as students are transitioning back and then of course if we know that this parent has

[00:11:52] to access this particular space at 10 30 every day let's look at the student's schedule which classes are impacted at 10 30 every day let's make sure we have that teacher present so that We can talk about how we're going to support that student when they need to leave the classroom and then how they transition back.

[00:12:11] So this is documented where? It would be sort of like in notes. It could be in the student contact log. And again, teams could decide to create a health care plan. It's not required, but they could, depending on how the doctor has written the order.

[00:12:29] Those of us that have given birth to children, we know that we can still have complications following birth, right? So it's, that goes back to Mr. Dolson's comment, everything is individualized. So if we're too prescriptive, and we haven't talked about things that are too prescriptive, we're talking about making sure it's accessible, making sure students are not consequence, those are general enough things.

[00:12:53] But typically it would be in the contact log, it could be in the nurse's notes again, and then it's incumbent upon everybody there that's been pulled together to be aware what the students needs are to be able to access this level of support so let's say that something happens and they're not being provided whatever so how can you have what kind of recourse do these students or the families have if there's nothing really written down or any of the rest of that and the policies not clear so again we would have had that meeting with the right stakeholders

[00:13:31] present everybody would be knowledgeable of what is needed and if a student for whatever reason was denied access or the timing was off or we've planned for space A space B and space C and something was happening and they were all in use then we would certainly want that student and their family to either work with school counseling or directly with school administration they could work with student health services so that then we can come back together and figure out another plan to make sure that they have access. The other tool that schools have is of the return to learn process.

[00:14:10] So anytime students are out of the building for whatever reason whether it be a medical homebound or whether it be they are in a residential setting and they're returning to school. The team comes together and that may encompass members of the United Mental Health team the teaching staff to facilitate a return to learn.

[00:14:29] Usually the families are also a part of that and that is a documented plan on how we are going to facilitate the return for the student to be back in the educational setting. Sometimes that's on a limited schedule, so they're only there for maybe two blocks a day.

[00:14:47] But that, it really does, and I appreciate Mrs. Richardson pointing out, it really does mirror the homebound, the medical homebound process and how we return students to the normal school day and

the comprehensive school. - Mr. Dolson and or Ms. Richardson, Do you have any sense of how many students roughly are in this situation.

[00:15:11] Right now it's 10 and that that is that was like two weeks ago I think I asked for that information so it could be less just depending on the time frame. All right I am going to make a motion to forward the proposed policy revisions to the full board for its consideration.

[00:15:38] Ms. LaBeau. I second the motion. Fantastic. I have a discussion. before taking a vote I would also I'm going to propose some amendments so my proposed amendments would be at the end of the policy as it reads now after and have access to electricity we would turn that period into a comma and add and

[00:16:12] must be accessible to the community period new sentence students who exercise such breaks shall not be penalized for doing so so that is my proposed amendment I have some hesitation about including specifically to ADA

[00:16:47] standards because I don't know what I don't know what the capacity is of the schools where this is an issue but can you speak to that mr. Dolson or Mr. Richardson so their hat so your question I'm sorry is so I proposed to add and must be accessible correct and Ms. LaBelle was suggesting to say must be ADA accessible right so I I would interpret accessible as a as assuming that we are referencing ADA accessibility I I did have that

[00:17:25] conversation with facilities and they certainly agreed that the word accessible encompasses all that it needs to and if we were to have if we were to amend this so that the language says ADA accessible would that give you any heartburn? I don't think so, no. Should I ask Ms. Richardson over here? Other Ms. Richardson. Sorry. Awkward.

[00:17:57] Should I ask assistant legal counsel, division counsel, to weigh in? I'm sorry, Ms. Richardson.

[00:18:17] Can I ask you to speak into a microphone for recording purposes? In my opinion, adding the ADA accessibility piece actually makes it more narrow than it would be without it. Thank you.

[00:18:36] Okay. So in that case, I don't know. I'm amending my own amendment. I'm rephrasing. I'm restating my amendment to propose that the amendment should read at the end of line six, change the period to a comma, and then add and must be ADA accessible, period, new sentence, students who exercise such breaks shall not be penalized for doing so.

[00:19:01] I'm sorry students who exercise such breaks shall not be penalized for doing so that's my proposed amendment is there a second second thank you Ms. Mansfield is there any further discussion with regard to that proposed amendment all right the motion to amend uh the revisions has been properly

[00:19:37] moved and seconded all those in favor please say aye aye that motion passes unanimously is there further discussion regarding the proposed revisions uh so we had we already had a motion to refer the policy but we haven't voted on it and now we've amended it so yeah so right but i don't have to do another motion oh we do okay wait right do i have to do another motion or do we just vote

[00:20:10] okay yes so so the base motion has now been amended so seeing no further discussion we will proceed to voting on the base motion as amended all those in favor please say aye aye aye aye aye sorry sorry no pressure i just before i said unanimous or two to one um okay uh so that motion passes unanimously and this matter will be referred to the full board for its consideration

[00:20:48] as an info item uh okay and now we will move on to item number five our information item proposed revisions to policy 8125 for admission requirements mr dolce absolutely so policy 8125 as you just stated is the admission requirements um throughout the this policy we went through and made some revisions uh basically uh grammatical improvements were made throughout uh there were some additional updates for state and federal codes so specifically there was an update of the mckinney vento homeless

[00:21:23] Assistance Act language and that was to align with the federal code as well as the addition of Section D which is the admission of students who are children of certain federal employees.

[00:21:39] We went ahead and removed tuberculosis testing to align with the code of Virginia's requirements of tuberculosis screening for first time entry in any LCPS school. We also clarified the requirements of students from non-public or international schools and We also made a provision about the admission of non-resident students and now that provision or I guess exclusion aligns with the policy 8155 respective to over enrolled schools.

[00:22:11] So that was just an alignment change that we felt like we needed to do to make sure that all of your hard work on 8155 was reflected in the new policy. And I will certainly entertain any questions that you might have.

[00:22:30] - Thank you, Mr. Dolson, although I will say all of our hard work on special permission. I do have a couple of questions. My first question regards the exemption that allows housing insecure students to be admitted, giving them a grace period before obtaining vaccinations and or TV screenings.

[00:22:56] Do we offer either of those services to any of the student body? or do we have relationships where we refer them to other groups? We do, yes. We are actually implementing immunization clinics currently at our high schools for the required immunizations for next school year, and we work alongside Inova as well as HealthWorks and the Loudoun County Department of Health in order to get students immunized.

[00:23:29] So obviously the students that are experiencing homelessness our duty is to get those students enrolled as quickly as possible and we do execute a grace period as any division in the Commonwealth does and federally we we also are required to make sure that we are not putting up any barriers for said students and said families my other my other question was

[00:23:58] with regard to the requirements we currently require for children being admitted from non-public or international schools we require that they provide several different types of records and we waive that requirement for housing insecure students which I understand like makes sense I'm glad we do that but my question is what happens if we have an international student or someone coming here from an international school who's who is originating from an area

[00:24:37] of where it might be difficult to produce records like this? So we work very closely with our Welcome Center, and they are very good in their knowledge of situations like you just mentioned, Ms. Donahue, as well as interpreters.

[00:24:52] So if the students do come with records and foreign transcripts, we have a great system where we can interpret those foreign transcripts. We are not, we are, I think, pretty experienced in dealing with those situations where we will attempt to connect that family with someone that speaks their language to

ascertain where the student is in their educational journey and put them in the best setting that we are able to and then if records do follow the fam do follow the student sometimes it can take

[00:25:27] up to months other times it's a week or two weeks we then modify that that students schedule or this placement based on the information that we have been provided I just I really want to tout the Welcome Center because they do an extremely hard job about reaching out to schools all over the world to basically ensure that we are being provided with the most accurate information and that we are placing the student as accurately as we can with the information that we do have does that answer your question it does I yes it

[00:26:06] does hold any further thoughts about that for a moment. Thank you Ms. Mansfield. So the first one that I was looking at just a consistency speak on line 22 of the red line instead of if the child should we put if the student is identified I mean because everything else is students so I was just wondering that's I mean it's kind of yeah consistency.

[00:26:36] The other thing was okay so line 70 under the auspices Virginia Council for private education auspices is weird first of all but if we could figure out another word the second thing is what about other accreditation companies like Cognia or those kinds of things my concern is that some of these people come in and they're looking for eligibility afterwards and

[00:27:08] And they're found not eligible because they were not going to a school that was under that. It might have been under Cognia or something else. And so then they're found non-eligible because they didn't go to an accredited school.

[00:27:25] And so then they need more teaching before we will help them. That's a bad way of phrasing that. I didn't mean that. Before they can be found eligible.

[00:27:40] Let's put it that way. So I'm wondering what other, you just have listed Virginia Council for Private Education. What are the other accrediting agencies that we will allow? Cognia is just one that I know of.

[00:27:57] There are like four or five. Have we even looked to see if we would agree to any of those? I think what we would want to do is take this back and just make sure we didn't lift it from code or the Virginia Department of Education. And so truly the process when you're transferring in, and even if it's from a private school or a homeschooling program, we're really looking for the alignment of standards.

[00:28:22] So sure, we look at accreditation, but then we dig deeper to make sure that what your third grade content in some online platform is aligns with our SOLs. If we have evidence of that, then we can substantiate that you've passed the third grade, you can be placed within the fourth grade.

[00:28:40] so i think if staff could be afforded some time to bring back that information at our next meeting to see whether it needs to remain the virginia council for private education or if we gain some more insight from the virginia department of education because if we're just going by policy we would only consider that and so i mean there might be some montessori schools who are have good standards or something else and i don't want to just cut off people um that was my thought and And so that would be the same for admission of students from home instruction.

[00:29:17] High school credits, will it be accepted from home instruction only when the rest? What lines are those, Ms. Mansfield? I'm sorry, 303 through 311, those areas. Really 306 through 307, but it's that area.

[00:29:37] And could you just, so home instruction, and what was your ask? So it says high school credits will be accepted from home instruction only when documentation is provided for a school or program recognized by an accredited organization recognized by LCPS but we don't have any of those listed do we we do not so I'm forgetting the

[00:30:13] acronym but there is a directory on the Virginia Department of Education website for accredited programs or and or institutions that is in direct alignment with it's not alignment with the standards of learning but it's accredited institutions that are approved and so when we get parents that request homeschool instruction or are considering homeschool instruction we refer them to that website for those approved programs that are considered accredited by the Virginia Department of Education so if they decide to homeschool in ninth grade that

[00:30:51] transition from ninth to tenth grade will be seamless because it's an approved accredited institution and then we are able to align what the student has completed in ninth grade with our coursework and so they would then provided those credits that they earned in homeschool instruction does that make sense yeah sometimes what people do and we have a unique situation in Loudoun County in Fairfax there's a school called Fusion right and so what a lot of people do is they homeschool that a little bit and then they take some courses at Fusion. And so I just, and I can't remember if Fusion has Cognia. It probably is

[00:31:27] Virginia Council of Private Education too. But I just want to make sure that we're allowing those credits if they come back to us. Right. So it's called the MOPS. It's the multi-division online provider site. And Fusion is one of those entities, one of those schools that is accredited. And so that's where we refer parents and people that are interested in exploring that option and so again we we would counsel them to pick from that list because that is accredited via the Virginia Department of Education and so we then

[00:32:06] are required to accept the credits from those institutions once the students if they decide to come back into public school maybe we could put that website here or something like that here where it says accredited organization recognized by LCPS and something there from VDOE or something like great suggestion good clarity.

[00:32:31] Sorry those are just those that's all I have sorry.

[00:32:47] Going back to my question about admission of students from non-public and international schools. So right now the proposal says students transferring from non-public or international schools must present all school transcripts records exam scores or end of year report cards for review blah blah blah.

[00:33:12] I guess my request would be if you would consider making some small change to that language to either should provide or is preferable to provide or must provide all available or something.

[00:33:28] Because that's kind of what it sounds like you're saying to me is our practice, that if there are difficulties providing the documents, like we work with the families. I don't want there to be a situation where someone is like, I moved here from Afghanistan and I don't have transcripts.

[00:33:43] someone says well you can't enroll see our policy you must have these things so here here's where I also going to speak from experience we do have situations where we have students who have already graduated from a school in their former country and are trying to enter into a an LCPS school and

we are not supposed to do that because they've already graduated from a school in their country And they've already earned a, either, in some cases it's a diploma, in other cases it's a certificate.

[00:34:19] So that's why we ask for the specificity here. We ask for exams. We ask for transcripts. And, again, I can't express my appreciation for the Welcome Center enough because they know all of the requirements and what that looks like. And it looks different in each country.

[00:34:35] It looks different in each region of each country on what is required to, say, you've completed school. Many of you are familiar probably with the UK and they have O levels and A levels and all of those things. And we do have students that do start school and then once those transcripts or once that that paperwork follows them.

[00:34:56] We find out that Miss LaBelle is actually graduated in her country and we we have to say Miss LaBelle you can't attend Broad Run High School anymore because you've already graduated. And I want to I want you all to hear me say that many of these students are in the right place because they want to learn English but we have to counsel them to our adult ed program or to our EL programs for that purpose right so to answer your question I am obviously you all know me well enough I'm open for lots of suggestions but I do think that must needs to remain because we already are working hard to

[00:35:34] ensure that the students that need access to education are getting it and we do not say you can't unless we have verification that you can't and in some cases we've seen a little bit more of an uptick this year where the lag with students that are enrolling and then the documentation that is following and they actually have graduated high school or it's equivalent in their native country does that clarify it does would you be opposed to adding all available students must provide all available blah blah blah no and I don't think that

[00:36:10] limits the spirit of what we are trying to convey in that section that's all of our questions about that thank you Mr. Dolson with that we will move on to item number six new business I am I would like to take this moment to follow up on some discussions we've had previously

[00:36:45] in this committee about a couple of things first with regard to policy 8040 because at our last meeting near the end for those of you who weren't here there was a fire alarm and we all had to leave and we didn't come back in for 30-ish minutes. So we had been discussing 80-40 and whether or not we would be taking any action on it. I said that I would take it under advisement

[00:37:16] and I'm bringing it up now only because I have had several discussions with a number with the superintendent and division council and other individuals and because there are currently pending ongoing legal things that directly involve LCPS and directly involve this policy I do not think that we should take any action while those matters are pending and so I am not

[00:37:53] going to bring this back before the committee at this time. The second thing I wanted to kind of follow up on was when we were working on the revisions to the restraint and seclusion policy

[00:38:08] We discussed the possibility of formulating a policy that we were colloquially referring to as isolation and exclusion to put some concrete guidance around the instances that sometimes occur in our schools when students are in crisis that do not rise to the level of the definition of exclusion.

[00:38:35] obviously we the board passed the recent revisions to the restraint seclusion policy I still am of the opinion that formulating a policy on isolation and exclusion or whatever we might end up calling it at

the end of the day is would be a good thing and so I would ask mr. Richardson if your staff can formulate a proposal for us some point in the near ish future certainly I anticipate we

[00:39:12] could probably have a draft committee by May no later than June 2025 thank you miss Richardson thank you chair Donahue I am wondering if in that proposed policy you may also have and I don't know if this how it would look but like vignettes for lack of a better word of like real description of events that

[00:39:48] happen that do or do not you know that that are more of the exclusionary as opposed to seclusion as well as a report of what of afterwards like an after report kind of a thing Ms. LaBelle good I had gotten letters over the past week or

[00:40:28] so from parents asking questions about special permissions and I know you're laughing I had gotten to speaking with mr. Dolson about some of the particularly these two parents that I'd heard about and he told me how well things are going could you share that information with the rest of the committee here oh well

[00:40:58] it's going in a sense so I I do miss a little think it is going well I think we are so here's what I will say change is hard for adults and what you all what you all have have what we worked on together very collaboratively and you all made it very public you I believe held two public work sessions you held many meetings here where you took public comment you heard from school-based

[00:41:35] staff and employees that supported the changes that you put forward we were before the entire board twice I believe miss Richardson and I and we answered questions and so I think that all of the public comment and feedback that was received was considered and this board in this committee as well as the board as a as a whole are being very consistent with the responsiveness and with the messaging that is being given around special permission that being said there

[00:42:14] are some people that are unhappy I think that's that's fair to say because it's changed and I think they have made assumptions and that's I'm not disparaging them for making those assumptions but because this change is difficult they still want it to be the same what I will say is that every principal that I have seen and I have seen many that I when I walk in this building and in principal meetings they are thanking us for these changes because it's it's just easier for them it's easy to explain it's easy for them to understand and I do think that the especially elementary schools are liking

[00:42:54] the holistic view versus the grade-by-grade view of of how this process is working out that is not to say that it again it's easy because change is hard but I've been able to explain the process I've been able to point people to the policy I've had multiple meetings with with parents and they understand the policy they understand the process do they love it not all of them no they don't but I I do feel like it's a it's a very solid

[00:43:30] policy and it's a solid approach and it's I want to say it's a collaborative approach from this side as well as from the board could you tell us about the numbers of applications that we're getting due to our new policy around figure more or less we can follow up with the specifics I I don't I don't know off the top of my head I don't feel like it's as many of the appeals that are

[00:44:10] coming my way but that could just be because I'm not as experienced this is my second second round of these so and if you recall I started in March last year so it was already on underway or we were about ready to get underway and So yeah, we'll get those numbers to you.

[00:44:28] - Okay, thank you. - So to follow up on that, Ms. Labelle, I had been planning to also mention special permission because we did a lot of work on it last year. I was very excited with the results, but we had also discussed while we were working through it that we would like an update some point this year on how the revisions are panning out and that we had also had some discussion about making additional amendments and in particular perhaps coming up with some proposed categories

[00:45:07] as bases for granting special permission because that was the part that we did not tackle previously. So again not looking for anything immediate but just wanted to now that we have pushed the special permission revisions through wanted to reiterate we would like an update at some point and to consider maybe making more changes.

[00:45:32] So Ms. Richards and I had had a conversation about proposing that, and I appreciate you giving us the opportunity to suggest either in April or May, dependent upon your committee meeting agenda for either April or May. I, too, have been able to express that desire of this committee and have suggested that if parents are not loving the policy as it stands right now, they would have the ability to provide public comment during this meeting and or of course a regular school board and they appreciated that they I was able to articulate

[00:46:09] exactly what I just said about this is change and certainly this committee as well as the full board would listen to any you know feedback but I think we certainly I would say you know Miss Mahoney this Carpenter and myself would certainly be able to provide you with the process that's that's happened and I would probably lean more tightly on Miss Carpenter and Miss Mahoney because they've had the history and talk to us are you about how it's changed how it's better how it's different and then looking at you know some things that we are hearing from the public about

[00:46:48] processes that we might consider I do think that what you said Miss Donahue was a good idea to talk about this board's desire to talk about certain areas that we might consider for reasons and I know that's something you would desire to do but again time ran out so I think we would be ready for that either in April or May testing thank you mr. Wilson miss Mansfield thank you chair Donahue the big elephant in the room is VHSL and something to look towards that

[00:47:23] if if this committee so desires I would have it does an interest in looking at vhs and some and some things are coming down the pike that would affect that so that was something that was left on the table the last time too i think that's a very prudent remark and i think we would definitely need to explore how that's going to impact or not um policy 8155 that's all

[00:47:59] i have is there any other new business seeing none we will move on to item number seven which is adjournment our next meeting will be on april 25th 2025 thank you everyone and drive home safely April 24th, 2025.



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