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Loudoun County School Board, 4th Tuesday School Board Meeting, Tuesday, February 28, 2023

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- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/803135370?rel=0>
- BoardDocs (School Board): <https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public>

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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-20. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] would like to remotely participate in tonight's meeting Miss Corbo could you please state your location whether you are alone or if anyone is present with you and whether this is a medical or personal matter thank you I am home I'm alone under policy 2420 I'm asking for remote meeting participation due to an ongoing disability in medical condition as also recommended by HRTD under federal ada disability law this time i will entertain a motion that miss corvo's remote participation be granted for health and medical reasons so moved moved by mr morris is there a

[00:00:38] second second seconded by miss polifco is there any discussion i will reference my statement from the may 10th 2022 school board meeting as far as why i will continue to not support this motion all those in favor of the motion please raise your hands and say aye those opposed please raise your hand say nay nay that mo those abstaining thank you that motion will fail two four one two with

[00:01:14] sheridan sorotkin mehedovie and beaty opposed miss okadagby abstaining from the vote and corvo and reaser absent miss corvo would you like to request remote participation due to a personal matter tonight no we have this for issue okay with that we will move on to item two on our agenda approval of the consent agenda is there a motion mr madame i move that this board uh approve the

[00:01:48] consent agenda consent agenda on february 28 2023 is there a second second seconded by mr baity any discussion seeing none all those in favor of the motion please raise your hand say aye aye that

motion will pass unanimously of board members present with Corbo and Rieser absent for the vote with that we will begin our work session starting with item 3.01 the one LCPS 2027 strategic plan

[00:02:23] for excellence goal 4 update now we'll turn it over to Dr. Ellis and team thank you I am going to turn it directly over to the goal 4 team who will introduce themselves we're going to start with dr tanelle pretty principals at the principal at the academies of loudon and she will kick us off this evening good afternoon chair sorotkin and board members we are excited to share our goal

[00:03:02] forward update with the school board our final strategic plan update in this first round my name is tanelle pretty principal at the academies of loudon and this afternoon i am joined by joan salgren director of communications and community engagement and lottie spurlock director of equity We will present goal four strategic plan targets and for each of the three aligned actions we will share updates, successes, upcoming events or initiatives, opportunities and challenges,

[00:03:33] as well as board implications. Our shared vision, mission and core beliefs guide our collective work as one LCPS. We place students at the center of our work helping every student pursue and reach their full potential and empowering them to make meaningful contributions to the world.

[00:03:59] Our discussion this evening is centered around Goal 4, which focuses on an engaged community. It states that parents, families, and our community must be a support, guide, ally, and partner. There is no one more deeply invested in the success of students than their families.

[00:04:18] The presentation this afternoon is focused on a discussion of baseline data, targets, and programs currently in place. We look forward to providing you with an update on the progress at the presentation in June.

[00:04:33] This evening we will be referencing several documents that are uploaded in board docs in addition to this presentation. The data one pager shows a visual of the baseline data. The disaggregated data document shows the disaggregated data.

[00:04:49] The last document that you have, the targets document, shows our baseline data as well as yearly targets through the year 2027. We would also like to acknowledge our Aligned Action Leads and others who will help us answer any questions you may have at the end of the presentation: Charisse Rosario, Director of English Learners; Renee Dawson, Assistant Director for CTE Computer Science and Community Connections; Dr. Doug Fulton, Director of School Administration; Carrie Williams, Ombuds.

[00:05:28] Now I will turn it over to Joan Sahlgren to provide us with an overview of Aligned Action 4.1. Thank you, Dr. Priddy. Good evening, everyone. Thank you for having us today to discuss Goal 4.1.

[00:05:45] The metrics, baseline data, and targets for Goal 4.1 are listed on the slide before you. It states that we will deepen relationships with our families by offering inclusive opportunities for community conversation across the division, especially around topics and practices where perspectives differ.

[00:06:03] As you can see here, some of our strategies include developing listening structures, developing system-wide family engagement best practices, implementing inclusive community dialogues with English language learner families, and improving communication with families who are new to LCPS.

[00:06:25] This slide shows our baseline data for metrics under Aligned Action 4.1. Ninety-one percent of our families responded positively to questions about family engagement on the annual family stakeholder survey. Questions related to family engagement are as follows.

[00:06:42] The administration is responsive to families and children. This school provides multiple opportunities for family engagement in school activities. I have been respected by the staff at my school, child's school when I have interacted with them. And I have a trusted staff member at my child's school that I can reach out to when I have a concern, question or need.

[00:07:05] During the last school year, LCPS Translation Services completed 1,225 translations in 20 different languages and hopes to increase these numbers each year over the next five years.

[00:07:23] You can also see the number of events that the LCPS Family and Community Engagement Office or FACE office has held for our English Learner or EL families. We hope to increase both the quantity and the quality of these events over time.

[00:07:42] We will measure the progress and effectiveness of our strategies for 4.1 using the target metrics set through 2027. Please note that here you will see the baseline on the left, the targets for each year, and in the year 2027 a note regarding each target.

[00:08:02] Metric 4.1A captures overall improvement for all families across the division, resulting from activities in ongoing alignment across schools and the division. Metric 4.1B reports on the school board's goal of meeting translation needs and access for the community, supporting the approved strategy of facilitating family and community dialogue with EL families.

[00:08:30] 4.1c supports the growth of family and community engagement programming with the goal of adopting best practices in family communication and offering listening structures to improve communication. All three metrics here are based on smart goal construct. They are specific, measurable, actionable, realistic, and timely. Next we'll talk through updates and successes, upcoming strategies and activities, opportunities and challenges, and implications for the board.

[00:09:09] We'll follow the same structure for the remainder of the Aligned Actions tonight. First, I'll speak to Aligned Action 4.1. The Family Engagement Workgroup was originally developed as a result of a professional development grant.

[00:09:24] This cross-departmental team is comprised of staff members who meet regularly on family engagement topics and needs. Another success, the Translation Portal. The tool can be used by and accessed by any LCPS staff. Implemented in the last school year of 21-22, the portal currently offers in-house translation for 12 different languages.

[00:09:46] We have streamlined the request process for interpretation services available to families. The ELFACE office has expanded its family feedback circles pilot to additional schools. And family room sessions are being offered to provide English learner families information on topics of interests, like parent view, assessments, pathways to graduation, and programs like gifted education or the Academies of Loudoun.

[00:10:16] We are also working to clarify and define the difference between family and community engagement. For upcoming news, the Family Engagement Work Group is finalizing development of rubrics and best practices to support schools that want to improve, amplify, or start community engagement activities.

[00:10:41] Principal feedback will be the next step as these resources are finalized. The group has also collaborated with the Research, Assessment, and School Improvement Team to align activities and

intended measurement of effectiveness within the School Improvement Plan format.

[00:10:58] This alignment, once in place, will allow for easy data reporting as part of an already existing process. The Welcome Center services will now include registration services, beginning with a pilot program in the Loudoun County High School cluster.

[00:11:14] And the Welcome Center team is also implementing a feedback process to generate data to be used to inform its later expansion. Moving on to the updates on aligned work, considering the opportunities and challenges.

[00:11:31] Since no single office owns the function of community engagement, cross-functional teams have come together to do this work. Once this group gathers feedback, one challenge will be to ensure that family and community engagement can be properly implemented. We will need to continue to support our principals and schools, which are at the forefront of any family experience.

[00:11:53] We will continue to identify gaps and growth opportunities in family engagement. We also have the opportunity to further define and refine our translation language services and our vocabulary practices. As attendance at those FACE virtual session grows, the department will begin to explore virtual formats to accommodate larger numbers of attendees.

[00:12:20] Anecdotal evidence suggests that EL families may regularly use forms of communications that are not already part of the LCPS communication suite. The division will assess whether there are gaps in communications tools and make recommendations on how to fill them.

[00:12:36] We'll also expand many of the practices and events offered to EL families, which may be useful models for the full division and all families across the division. And implications for the board.

[00:12:53] We'll ask that you continue to support resources to establish and maintain centralized ownership of family engagement to address social and emotional needs of families and the LCPS community. Continued support for resources for family and community engagement events and initiatives.

[00:13:11] and broadly continue to seek stakeholder input and engagement. One way we can do this is to further expand brand awareness and drive engagement. We will continue to work through and build on the branding process that was initiated last year in order to accomplish this.

[00:13:27] Staff looks forward to initiating a process to involve student voice and creativity in the conceptualization and design of a logo for the school system. Ideally, we would want to have a new branding to review for staff at ALT in August. and for use in the next school year.

[00:13:45] Now I will turn it over to Dr. Priddy to give us an overview of Aligned Action 4.2. Aligned Action 4.2 is grounded in LCPS strengthening, existing, and creating new business and community partnerships.

[00:14:03] As you can see on this slide, some of our strategies include expanding, recognizing, and promoting business partnerships so that we can provide our students with real-world experiences to advance the LCPS profile of a graduate. This slide shows our baseline data for Aligned Action 4.2.

[00:14:27] Not only do we intend to increase the number of community partners, but we also hope to expand how students are gaining real-world skills, whether that is through job shadowing, internships, mentorships, work-based learning, or apprenticeships.

[00:14:47] We will measure our progress and effectiveness of the strategies using the targets set through 2027. Here you see the annual targets which have been set for Action 4.2. In 4.2a, you can see the metric that increases the number of businesses and community partnerships that have active relationships with LCPS schools.

[00:15:11] An active relationship is defined as engagement with LCPS within the last year. Inactive relationships are businesses that have partnered with us in the past but have not been active within the past year. Part of our efforts will be to re-engage these businesses as LCPS partners.

[00:15:31] In metric 4.2b, you see a metric that increases the percentage of students participating in extended learning opportunities with business partners. Examples may include work-based learning, job shadowing, internships, apprenticeships, or mentorships.

[00:15:50] Data will be reported for both Career and Technical Education, or CTE, required work-based learning, as well as optional extended learning opportunities for other content areas.

[00:16:07] First, I'll speak to Aligned Action 4.2 updates and successes so far. We have integrated the required work-based learning experiences into career and technical education elective credit-bearing courses, for example, the cyber operations course in home high schools.

[00:16:31] We have substantially increased student participation in LCPS job for a day. We have developed the first internship opportunity with the Department of Digital Innovation. We have offered opportunities for students to present about their internship experiences at the Elevate Loudon conference.

[00:16:53] We have leveraged the CTE Advisory Committee to increase business and community partnerships with CTE. We have recruited businesses from the Washington, D.C. metro area to participate in National Computer Science Education Week.

[00:17:10] And we've established a computer science industry expert group to serve as teacher coaches. In terms of our upcoming work, we will continue to recognize exemplary LCPS school-based partnerships annually with awards.

[00:17:32] We will enhance the educational experience for students by offering career and college fairs, internship fairs, and career readiness experiences to connect students with business and industry professionals. We will enhance the process and tools to streamline communication and tracking school business partnership data.

[00:17:56] and we will continue to maximize the function of advisory committees by recruiting and retaining business stakeholders. Now we will move to opportunities and challenges. It has been a challenge to collect and compile data that accurately represents the quantity and status of school business partnerships. We hope to improve communication pathways across administrative

[00:18:28] offices to help better align our efforts. We are searching for a new partnership management system that is both effective and efficient for both LCPS and businesses to utilize, and we plan to increase

[00:18:45] our outreach to Loudoun County businesses. The implications for the school board are to support the division-wide adoption of a partnership management system and knowledge base, and to

[00:19:21] continue to support participation in advisory councils with diversified workforce representation such as the CTEAC or the CTE Advisory Committee and the LCPS School Business Partnership Council.

[00:19:39] Next, Ms. Lottie Spurlock will share updates on Aligned Action 4.3. Thank you, Dr. Priddy. Good evening, board members. Now we will move to our third and final Aligned Action 4.3, which, as you see here, specifically focuses on trust-building dialogue and data.

[00:20:00] Here, we strive to expand opportunities to involve community stakeholders in making key decisions for LCPS, improve access to information via enhanced division-wide openness and trustworthiness and budget and policy as well as increased investment in language services. The strategies listed here specifically focus on community stakeholders and key decisions, enhancing community access to information, and adopting a regular cadence to review key outcomes and metrics.

[00:20:39] As we have not previously focused on gathering data on these specific metrics, we are currently in the baseline year for this aligned action. The net promoter score will serve as a measure of family confidence and satisfaction in LCPS. As you know, this is a rollout year for both the role of the ombuds as well as the new client management system, and we look forward to

[00:21:11] providing data on year one of implementation during next school year. On this slide, we are allowed an opportunity to look at the metrics in the same manner that we have seen our other aligned actions. Yet again, we denote that this is a baseline year. And so please note that of the three metrics, there are two tools, one, the net promoter score, as well as the client

[00:21:43] management system, and one new role, all within the first year of implementation. This slide It highlights updates and successes for this aligned action.

[00:22:00] The new Client Management System will provide a streamlined process for review and response to constituent comments and concerns, as well as an opportunity for compliments from our families served here in LCPS.

[00:22:17] Secondly, as our new Ombuds continues to market this newly established role, the Ombuds Office as well. There is a focus on developing collaborative work with the Office of Communications and Community Engagement. The Ombuds has visuals to create division-wide awareness and she has worked to strategically attend advisory and other committee meetings for introductions as well as an overview of the role of the Ombuds here in LCPS and how important it is to strengthen

[00:22:55] communication and connections across our school division next we focus on policy review and feedback process for greater efficiency this remains in a public space on our lcps home page of our website and we continue to refine and review the process to maximize efficiency in our operations as it relates to policy review and then lastly as shown in our last bullet as a division we have also adopted a regular cadence of reporting on our new strategic plan

[00:23:32] as another example of keeping our LCPS families and community updated on key decisions and actions, as well as our work toward continuous improvement in these areas. Going forward, our focus will be on consistent outreach efforts with internal and external community partners, while creating opportunities to expand our conversations with additional partners. The focus on expanding these conversations should provide a reciprocal exchange with

[00:24:10] stakeholder voice becoming more embedded into key decision making, and the community becomes more aware of our division-wide work underway and work ahead as it relates to all four goals in our strategic plan. Next up, we have an opportunity to look at some opportunities and challenges.

[00:24:34] One challenge for the Ombuds role is that it is not yet widely known by as many constituents and families as we would like, so this presents an opportunity for continued work. Based on inaugural data from other divisions in the region, the Ombuds is on track to engage with a similar number of constituent contacts during the 22-23 school year. Initial feedback received from the Ombuds Feedback Form and anecdotal accounts show that constituents are grateful to have this access

[00:25:10] through this role as a resource to assist with navigating their concerns here in LCPS. And lastly, we will look here at implications for the board. Share availability of the Ombuds as a listening resource. Another opportunity for the board is to offer stakeholder listening sessions.

[00:25:37] We recommend this as a power move, considering stakeholder listening sessions as a low-cost, high-leverage action. The benefit of listening sessions could allow for opportunities for those closest to a problem to have a voice and some potential solutions being offered. And finally, board members, this is also an opportunity to continue to spread the word of our opportunities through the ombuds as well as our new client management system. Ultimately, as an opportunity

[00:26:13] to involve our community stakeholders and seek and utilize student voice as well in making key decisions. As mentioned at the beginning of our presentation, goal four will return to provide an update to you in June, and starting next month, Goal 1 will kick off the updates on the progress since the initial Goal 1 update in November. Thank you for your time, for listening as we engage on Goal 4, and we will gladly answer any questions at this time. Mr. Surratt, can we turn

[00:26:50] it back over to you? Thank you very much for the presentation. Board members, do you have any questions for the goal 14. Ms. Polifko. Thank you Mr. Chair. I have noticed a pattern with these stakeholder surveys and while we're now on goal number four I see that according to the aggregated data it looks as though about 14 percent of the population completed that that stakeholder survey with with their satisfaction with the Loudoun County Public Schools is that correct? I think

[00:27:26] I'll turn that to Dave for the exact math but that that sounds right about 20 almost 30,000 families, right? Right. Yes. Thank you. Yes, I believe it was that. And so what I would like to recommend is that we, rather than look on continuing to increase the percentage of satisfied respondents, we should probably be looking at increasing how many people are taking those surveys. So we have 86% of the population that we really don't know about in terms of whether or not they're satisfied. So one of my questions about the surveys is, do we have any

[00:28:05] data on negative or neutral responses? And if we do, and if we do not, are we seeking that data? I'll turn that over to Mr. Blaylock to answer that question. I believe he's in the room.

[00:28:24] Thank you very much. Dave Licklock, I'm the research and evaluation supervisor. The surveys are administered out of my office. So the answer to that question is yes, we do seek negative feedback the scale is goes from a strongly disagree to a strongly agree structure and when you see if it say it's 90% of positive responses if we have 90% that means 10% were the negative responses so it's basically just taking away you know 100 minus whatever we say is positive will give you the percentage of negative responses okay thank you I would like to request a little bit more

[00:29:04] detailed information on what those negative responses are and I don't need that right now, but if there's been any way that that information could be emailed to me, I would appreciate that. And then my next question is, if this is a baseline year for trust building, which is 4.3, does that mean that we didn't have

any questions on the survey related to trust building in the community? So in terms of the metric for this particular strategic plan for 4.3, the net promoter score is a new concept being introduced to the division this year.

[00:29:34] It's something I've seen used in other divisions, and it's also used quite widely in the business community. Um, so there may have been some questions about trust building in, uh, in the survey. However, the net promoter score is really a very validated direct measurement of that concept. Okay. Thank you. The reason I bring this up is because I think we can all agree here that trust building has been an issue in the community here. And, and it's not just, um, it's not just one thing, but we have curriculum materials, we have books, we have the sexual assaults that occurred and the lack of transparency around those instances. And, and if we're looking at this is a baseline year, I would suggest and I would hope that my fellow board members would

[00:30:14] agree that we continue to seek information on the community feedback related to trust building. I'm happy to see that that's in the strategic plan here, 4.3, but I think I am not satisfied that we're waiting for an entire year before we try and look for that data. And my final question is that if the ombuds is only reporting at a minimum of one time per year, how are we going to know whether or not the services that she is providing have the impact that we desire.

[00:30:44] So we're waiting for one whole year to get baseline data. Why can we not start tracking that sooner? I think it would be more proactive if we were doing that so that we could have that information in front of us to know whether or not the services are having the impact we desire. I'm not a decision maker on that, but I'd be happy to speak to, of course, we know There is definite added value in the things that we monitor frequently. So a great point made miss Palifco We were saying that formally we can expect the annual

[00:31:22] And probably twice a year updates on this goal as this as it relates Specifically to the ombuds role. It does not mean that other updates could not be provided more frequently to the board and the community Thank you for your response additional questions. Mr. Mahedby. Thank you chair So I'll stay with the 4.3 and then kind of work with some of the questions I had.

[00:31:47] So I think, I mean, again, my perspective of someone who supported the Ombudsman's office, Ombuds office, I guess, you know, it's a place for resolving conflict and resolving things that typically normal channel, they couldn't find resolution.

[00:32:08] However, it should not be the first place where parents should reach out to. And so I think from what I heard, and I think there has been this consistent voice that we're going to market more of the ombuds office, which is great.

[00:32:31] I support the marketing. But it's a place where we cannot resolve at the school level, at the administration level, and the parents still feel that they need some independent voice to help resolve that. That's what the ombuds office is for.

[00:32:47] So I think there has to be that clear understanding, because I heard that we need to bring this in forward, and school board members should also share that, and we will, at least from my point of view. But I think it's going to be a place where it's not going to be the first step where parents reach out to resolve issues, but because right now we only have one staff member.

[00:33:09] I mean, there's only one member running it. I can't imagine one person resolving. So I just want to make a comment on that before I jump into it. my questions so my first question along the lines of the cms the client management system i mean think about it mr allgreen what are we working to integrate the data from client management system into click is that an active project right now because we talked about the data is the data is the key so building a client management system is one thing but not having that

[00:33:47] integration to a click at the same time doesn't really help so i don't know if you know the answer i'll just dish it mr mr aaron smith to to to kind of talk to that so let's talk the client management system has a series of integrated assessments reporting dashboards built into that tool as we are a few months into using that tool we're still getting acquainted with what is available and what where those gaps exist so in the future there's a potential we're really trying to see what is available inside of the tool and the platform so the potential is there we kind

[00:34:24] of need to see what the gaps are to kind of build into that so i think sure i mean that's not like i said i wasn't expecting but i think just that con just to be added to our you know our backlog if i could use the agile term it's the item that integration is in the backlog because as we are looking to expand the role of client management whether it's school board communications uh common feedback and perhaps other things bring the data into one place where we can analyze it I think would be helpful so I'll move on from that going back to miss political is one comment about the early report from the Ombudsman office I think one of the things that brought up last time was to have quarterly reports on

[00:35:01] that because if that's a role that will be playing Keeley I think we have the policy for action and tonight so hopefully if there's a consensus I think we could be looking to get some reports on the more much more timely manner the And I'll move on to the next question.

[00:35:17] The partnership management system, I don't know if you can speak to that. I know there's a volunteer management system, but I'm curious to know what a partnership management system is. So right now, the school board receives the number of community connections.

[00:35:33] It is an older database that is not necessarily the most efficient for businesses to use or schools to use. And so several different offices are collaborating, investigating a new management system that would be more user friendly, more efficient for both businesses to use as well as schools to use.

[00:35:55] And it would be used potentially across different offices here. So it would have a multifunctionality that is an involved process and involves a lot of dialogue so that the different departments can make sure that it meets all of their needs.

[00:36:10] So that's something we would like to look into because in order to attract more business partners, we need to make sure that we're using efficient tools because that is their bottom line. Thank you. Definitely look forward to supporting that one if it comes before this year's board.

[00:36:29] The last question, again, not a question but comment, Welcome Center. I think it was in 4.1 where we talked about this is something when we, I think when I was on the Loudoun County Family Services Board how do you take those services and awareness back to where folks are has there been talked about like making welcome center like a mobile welcome center where it goes in the community and versus just they're having to come to the office again not have to solve it but just food for thought to again reaching the families

[00:37:04] where they are versus them coming to us so just a comment and thought for that That's all right, that's all right, thank you. Additional questions? I have a couple on the specific metrics that are in the Gulf War targets.

[00:37:22] So the first one in 4.1b on the number of translations done into different languages, I have a hard, just by counting the raw number of translations, I have a hard time getting a sense of what's good what's bad. You know, are there 2,000 total things that should be translated or are there 10,000 total things that should be translated? Because that would color my opinion on how much progress we're making towards what we want the goal to be. So I was wondering if

[00:37:58] that was something that the team had discussed and kind of what would the ideal be? If we had everything translated, what would that look like and how many documents would that be? That is an excellent question. We are coming at that problem in two different ways so that the translation portal that's available to staff we'd like to see the number of translations go up which means we are responsive to various languages so we have an in-house capability to translate 12 languages but those trans those materials were translated into 20 languages this year so we do outsource some language translations

[00:38:35] where we don't have an in-house translator at the same time we are looking at best practices that relieve the burden of translation. So when you use, for instance, our website, there's a translate button, it instantly translates into 147 languages.

[00:38:51] So people who either have their browser set to their native language, or who wish to view material in their native language, can do so with the click of a button. If we optimize our website best practices to lower the amount of content that is posted that does not instantly translate the click of a button we won't need as many translations because it will be more accessible just by the very nature of the type of content we're putting up there so we're coming at it twofold but we do believe with the el families in the division and the need to make sure that our

[00:39:28] materials are most accessible that that overall number of translations will go up because we'll be focusing on on making sure that everything that is specific and may not translate well Through a general service, you know, it has education speak in it.

[00:39:45] Its very specific language is translated. So, twofold. Thank you. And then the one that's right below that, 4.1C, regarding the, I believe the metric itself is the number of participants in family and community engagement events.

[00:40:02] So there seems to be a huge jump in the target between the baseline year of 5-12 and 1,000 just next year in 2024. So what's the plan for how you're going to see that large of an increase from where we are now?

[00:40:21] That is also a great question. And I will say that the family and community engagement team or FACE team has already made great strides in developing, I call them, because I'm a communicator, mini communications plans. They're really doing a good job of outreach about these specific events.

[00:40:40] And their attendance has grown from an average of, you know, 20 to 50 to 50 to 60 or more. Their most recent event was so large in attendance, they had about 600 people attend their most recent event because of the outreach that they did that it actually crashed the system.

[00:40:58] And that's why we put in there that we need to look at a format for large meetings. So when they do have virtual meetings and they have that high interest, we can accommodate that. So they are making great strides with communicating directly targeted communications to the families that may be interested and seeing already great attendance results.

[00:41:17] So we look forward to both quantity and quality exceeding the goals here. So you believe that's an achievable goal? Absolutely, yes. Absolutely. And then my last question is actually just a general question about the strategic plan, so I'll direct it to Dr. Smith. I know there was some funding as part of the strategic plan initiative for rebranding of division logo and colors and resources.

[00:41:44] And I know that got underway and kind of got stalled at a certain point in the process. So I just wanted to see what the status of that was and kind of what the path forward is. Because I know I've seen some cabinet members or other staff members using the strategic plan logo instead of the LCPS logo in their signature.

[00:42:06] And I don't think that was intended as a long-term solution. So just where we are right now, I wanted to see what the path forward was there. Sure. Thank you, Mr. Strachan. So we did work with the company on some initial research, got some really good data from that company on that work to develop some logos.

[00:42:23] We weren't happy with the product that we received, and we're ready to move forward with that. And so, as Ms. Sahlgren mentioned a little bit, we are moving forward to include more student voice in terms of to work with our students to develop some samples that we can look at for potential logos for moving forward.

[00:42:41] Our timeline, we would like to have that in preparation for ALT this summer and for the start of next year, if we could. Thank you. Any additional questions from board members? Mr. Beatty. Thank you, Chair. sorry just something has come to me so about action 4.3 interval in regards to involving community stakeholders is the idea that all the stakeholders will come through the school board members and then they sort of go if someone's interested in particular we direct them to staff or will there be a sort of a formal process where someone can come to LCPS and say I'd like to be involved in

[00:43:17] some particular decision and they can get so they can be practically get the information that we say we're going to share with the stakeholders is will be a formal process for that or is really going to go through the constituent management service and through school board members that's a really great question and i think it is a multi-pronged approach i think there will be times when there are community engagement meetings i think there'll be other times when people ask a simple question through the the crm cms and there may be times when they still come to give public comment so i think it's going to be a multi-pronged approach

[00:43:54] thank you so but I guess the so because people have asked me is there a way like they can get on some list or something and I don't think there is a list per se so um I think that this this is helpful in sort of clarifying like really you should go through your school board member in order to get involved in those those decisions thank you additional questions mr uh dr smith yeah just wanted to add one one more point um kind of to miss polifco's question around our surveys and just wanted you know one to remind uh the board and others that we did talk about surveys as a part of the strategic plan process and we had a number of different surveys in there and we looked at the industry standard in terms of the

[00:44:31] response rate and I you know I know dr. Tyler and dr. Blake clock and our RASI team did share the multi-pronged strategies that we're using to try to address strategies to maximize our participation and I think you'll see in the next round of updates as we go through this further as we take a look at those surveys as we go through these updates again we're hoping to see some some increase in response rates but I just want to remind folks that is something we're looking at we're looking at that we are working on and we're trying to use many different strategies to address it so just want to make that point thank you additional questions seeing none thank you to the goal for

[00:45:09] SPICE team for the presentation today and looking forward to looping back around to goal one starting in March so with that we'll move to the second half of our work session 3.02 from Department of Support Services the Douglas High School renovation project and Douglas High School commemorative committee update mr. Lewis thank you mr. Soraka and I'm good as they approach the microphone I'll ask the chairs of the Douglas High School Committee mr. Charles Avery and Erica Bush to come up and provide you with the update Q mr. Avery

[00:45:48] miss Bush welcome back you hear me there we go good evening so since we've last been here to give you an update the commemorative committee has been very

[00:46:23] very busy finalizing a lot of the commemorative concepts and really putting our our ideas bringing them to life so I'm just gonna run through a couple of the highlights that have occurred in the past few months the committee has reviewed and provided input for various signage both inside and outside of the building reviewed and provided input for photos and other commemorative elements for the 1960 gym area. We've created and installed a

[00:46:58] display of historical information along with a brochure for Douglas High School that was shown at the Thomas Bulch Library in November and then reinstalled in December at the school board administration building. We've completed the oral history project. We interviewed a grand total of 30 alumni and teachers from Douglas High School. We provided input for the local heroes panel, which will be displayed at the new playground on the campus. We've completed the design of the amphitheater.

[00:47:33] We've met with sculptor Jeff Hall to provide input on the sculpture he's working on for the front plaza entry. We finalized the language for the timelines inside the building and the language and information in the amphitheater. And we've reviewed multiple mural submissions and selected artist Jason Tetlak from Florida to paint a sports-themed mural on the outside wall of the 1960 gym. We're awaiting approval from the town of Leesburg, and we hope to have their blessing

[00:48:06] by mid-March. Before I turn it over to Mr. Avery to provide a few other updates, I just wanted to take the time first to thank my other committee members. They're not here, but everyone has worked so tirelessly over almost two years to really bring these elements to life.

[00:48:26] And so I just want to say thank you to everyone that's worked towards this. Also to the Loudoun County Public School staff, too many names to mention, but without their help, we certainly wouldn't have been able to get so much done. And last, but certainly not least, to each one of you members of the Loudoun County Public School Board, just for the opportunity for us to work on such a significant historic project.

[00:48:52] And with that, I'll turn it over to Mr. Avery for a few other updates. - Thank you, Erica, and thank you, Chairman, and members of the board. Again, I just want to ditto everything that Erica just said

in terms of us being able to serve on this historical committee.

[00:49:14] The updates that I have are really about the history that's coming and this activity as you have offered, supported us to continue to work on this project.

[00:49:31] We have continued to work with the Board of Supervisors on the Board of Supervisors staff on the reconciliation subcommittee. You'll be hearing more about that as we continue to work and tell the story of Douglas High School, which is a powerful story.

[00:49:48] And we met recently with Chair Randall, who clarified her position and her thoughts about how we can move forward on the reconciliation. I'll just put out one where we're looking at documentary.

[00:50:04] I know the LPC school board is working on some documentary activity, but we'll collaborate with the public schools in terms of what we can do to put the story of Douglas High School out there.

[00:50:23] Not just for Loudoun County, it's a powerful story. We believe that has national implications and that's where we're looking at currently in terms of the reconciliation activity. And just as late as last night, you'll see some of the pictures on the screen where we visited the renovated Douglas High School.

[00:50:45] All the work there is not complete, But it was enough to give us, certainly those who walked those hallways before and matriculated at the Douglas High School, a wow experience to see that facility that has been renovated and is at a point of really welcoming the community and to see what has been done there.

[00:51:14] I think that's my picture there. and I just point myself out as locking the time capsule. We spent the last night after visiting the facility, touring the facility, to actually put the items that are going to the time capsule, which we were planning on opening.

[00:51:34] Did I say we're going to open it up in 50 years? Someone will be opening it up in 50 years. Some of us believe that we're going to be around for 50 years, but I have my doubts about myself. But we did lock the capsule, and we thank you for your submission.

[00:51:53] We have submissions from each of the committee members as well as all of those who supported the work that we've done over the last 21 months. And to talk about future history, we plan to have a rededication ceremony on May 21st.

[00:52:15] We are looking and anxious about having you all come and attend that activity. It is a Sunday afternoon is the plan and the activity will focus on alumni, the Douglas High School, the commemorative features that the committee has worked on for the last 21 months and the future educational component of the facility.

[00:52:43] As you know, space has been allotted for the Loudoun Douglas Alumni Association, the Edmund Washington Society, and the Loudoun County branch of the NAACP. So we're looking for those folks to be actively involved in touring and providing an educational component for the community.

[00:53:08] The ceremony that we're planning on in May will include remarks from, again, those who have supported us on this journey. That includes you, the school board, and the board of supervisors, the town mayor, and the superintendent.

[00:53:29] We're reaching out to alumni. As you should know, they're scattered across this nation. We're looking to invite them and encourage them to come back for the rededication. This is, it is a historical

moment. I wasn't there for the first dedication, but, and some others were not, as a matter of fact, but we're looking forward to representation across Loudoun County at this dedication.

[00:53:59] And with that said, I just want to thank again the school board for appointing this committee. There was some hesitation on my part to even reach out and become a member, but it's, if I had not done that, I would have missed a great opportunity to participate with a cross section of Loudoun County and to work on what is a historical moment.

[00:54:22] As I encourage each member of the committee, we are making history as we are recording history. And again, I think at our first meeting, I thanked you guys for falling on the right side of history. And so I wanna thank you again for doing just that.

[00:54:40] We look forward to, I don't know if there's gonna be another update, but there's more to come. There's more history to be made and more statements to be reviewed as we move along. It does not stop with just the dedication of this facility, but it is more history will unfold as we continue to look at the history and the story of Douglas High School.

[00:55:05] Thank you. - Thank you both for the update. And I think you answered the only question I had going in, which is if we had a date for the dedication ceremony yet. So I hope all board members that are able to will save the date for that and I for one am very much looking forward to that I think just taking a look at the mural that the committee selected I I I can't wait to see it live it I think it's a great decision it looks fantastic and I'm just looking forward to seeing that and and the rest of the work that the committee has done when we get to be there for the ceremony board members

[00:55:41] questions for the committee mr. Morse I just want to thank you for coming back and updating us and what struck me particularly is the documentary and I think that that's going to be an important piece that we're going to be able to carry forward for people that won't necessarily be able to get up to the school if they live in other parts of the county other parts of the state or as you said alumni across the nation so any thoughts on when that would be available is that going to be part of the of the dedication ceremony or is that something that we'll look forward to after that any ideas that's a short

[00:56:15] yes in terms of the murals being being there but there are other major pieces like the statue that we have commissioned to be installed in the front of the building that will not be available but we're hopeful am I giving the right information let me not speak no that's a little bit but specific to the documentary which is separate from the the commemorative committee that's more of the focus of the Reconciliation Committee but that's in the preliminary kind of brainstorming stage right now so no there won't be a documentary per se

[00:56:54] at the dedication ceremony although we are looking and hoping to have we've collected videos along the way and I know that the LCPS videographers have interviewed different people we're hoping to be able to display some of that as part of the dedication ceremony but the the larger documentary that mr.

[00:57:14] Avery's speaking of that's not yet in the works it's still in the planning stages that may work to our advantage because opening up in the dedication ceremony and that entire evolution should be part of the documentary yeah I'm hopeful that they were will capture it in in all its glory and that would become a major underpinning of the of the documentary so I'm very excited for that as well. Great. Thank you. Sounds like Mr. Morse is volunteering to direct the documentary.

[00:57:42] Additional questions? Mr. Mahedby. Thank you, Chair. I just want to say thank you for the committee, for the hard work for the last two years we've been doing, and I'm excited to see joining you guys on May 21st as we inaugurate that. And I think not only that, I think the MLK Day celebration that's been off for the last two years, looking forward to next year as well, should be back in the building as well. So thank you. Yeah, thank you. Yeah. Additional questions seeing none thank you again for the update and we will save the date for may 21st

[00:58:17] okay so board members we have a time certain closed session this this afternoon at 5 30 so given that we have some time before then we will press on as we did last meeting with some of our information items so we'll start right at the top with 12.01 from the department of finance business and financial services school nutrition program plans for spring break and summer miss willoughby

[00:58:45] so wasn't quite expecting to start so early but this is great so school nutrition update i am here today to talk about the school nutrition program back in 2020 when the covid pandemic began the

[00:59:20] usda school nutrition model changed to adapt to the environment and needs at that time the usda's funding and service requirements were modified for the remainder of that school year so school year 2020 as well as for school year 2021 and school year 21-22. USDA though ended all COVID provisions September 30th of 2022 and has returned to their normal program. As such LCPS is also returning to normal pre-COVID operations. Next slide. So we already started this with the return

[00:59:57] of paid meals for this school year in addition as noted on this slide the school nutrition program will not be providing any meal service during spring break or outside of the regular summer school programs knowing that this is a change we are being very proactive in our communications beginning tonight with the school board next slide please just some additional background information and this is a detailed matrix regarding the usda program and the exceptions that they were providing during the COVID pandemic.

[01:00:34] So with a waiver, the USDA allowed school divisions to provide meals that could be consumed off-site. It also allowed for multiple meals to be served at once, and the child's presence did not need to be required.

[01:00:50] These waivers allowed us to deliver meals during the pandemic. It allowed us to bundle meals and have drive-through pickup service. But again, all this flexibility ended September 30th. In addition, there was additional funding that USDA provided that allowed for universal no-cost meals.

[01:01:10] Next slide. So to operate and provide meals outside of the USDA model requires a separate and distinct funding source. So as mentioned on here, the first paragraph is what I was just describing regarding the USDA funding model.

[01:01:28] The next item is regarding excess fund balance. may recall when we talk about the school nutrition fund that they have for the past couple years had an excess fund balance however it is extremely limited in its usage and we have already allocated the excess fund balance towards middle school renovation of cafeterias as well as some of the equipment replacement in the cap program one possibility could be a school operating fund subsidy but i believe this would require at minimum a communication and conversation with

[01:02:05] the county since this type of transfer is not budgeted and this type of activity is not a typical use of school operating funds i would also venture to guess that they may want to have approval regarding

something like this because this is something different beyond the lack of funding the school the school nutrition program along with other lcps operations and desires to return to normal operations next slide recognizing though that there is still a need in the community lcps has already started discussions with multiple non-profits i have six listed here but i didn't

[01:02:43] want to put anyone on a slide yet as we are continuing to work through i don't want to over promise but the conversations are going very well and these are our partners that also helped this during the pandemic where we have partners bringing additional meal boxes to some of our pickup sites to provide additional meals so we're confident that we're going to be able to direct our families to to our community partners during spring break and having them make sure that they have enough supplies on hand and then similarly during summer that to have supplies on hand as

[01:03:18] well as since we will have our regular summer school feeding program that they could again use our sites to have a consolidated distribution. Next slide. Finally with communication as I mentioned we're trying to be very proactive with this knowing that this is different so similar to last year when we began thinking about the fall and that you know families were used to not having to pay for meals and so we really tried to communicate that you know we were returning to a paid meal so we are here today to let inform the school board of what the the change is again

[01:03:56] and it's basically we're back to normal we're pre-covid operations our plan would be to begin communicating this out to families in the public in March which is tomorrow's March 1st regarding spring break and then immediately after spring break to begin communicating about summer I will also just mention, since we like to see what our neighbors are doing, that we have heard back from Fairfax and Arlington, and they also are not doing anything beyond what normal operations as well.

[01:04:28] And that concludes my update, and I'm open for any questions. Board members, questions regarding this item? Mr. Mahedby? Thank you, Chair. So, Ms. Willoughby, I was going to ask, what was or what is the cost for the summer program, approximately? The summer program, I don't have the exact dollars in front of me but it's tens of thousands of dollars is the summer program so it's not millions but tens of thousands correct without a funding source and second question just on quickly so

[01:05:07] we're talking about summer but are do we provide meals during the spring break no that was only an exception that was allowed during covid and again that's what we are here to disclose that we will not be providing any type of meal service during spring break and if the board were to direct like If you were to provide some services during the spring break, there would be obviously a cost, additional cost to it.

[01:05:32] I would like to understand that. I mean, not tonight, but that would be something helpful for me if that's possible. It is. I will just also remind the board that spring break is fast approaching. And so this was brought more as an information item, again, without having a funding source and also just trying to set LCPS back as returning back to true normal operations.

[01:05:57] I think some of staff's concern is as if we were to try to do an exception again this year, that we're also setting up the expectation that this is something that the school division is expected to provide going forward, and that is not what the USDA model is. Additional questions?

[01:06:15] Ms. Ogedekbe. Thank you, Chair. Just a follow-up question. So not being aware of what the pre-COVID operations were, did we previously also partner with community organizations and distribute from

school sites?

[01:06:32] was that what we had done or would that be an enhancement to what was done prior to COVID? - I believe that probably prior to COVID that we've had really good relationships with our community partners. So I would not be surprised that we didn't have something similar set up during the summer.

[01:06:53] I definitely don't believe we did anything during spring break. I think pre COVID spring break for spring break was truly spring break. - Additional questions? Seeing none.

[01:07:08] Thank you. Oh, Mr. Mahavey. - Thank you chair, sorry. I do want to echo, I mean, I think you and I have worked on this thing and championed for a universal meal across the entire thing. So I think just because I think I understand where we're coming from, but at the same time, just because the things were before, I don't want to leave it tonight that that's how we should go back to.

[01:07:34] I understand it's going to be a paradigm shift if we were to start providing support during spring break or even consider providing meals during the summer, too. So I just wanted to make that comment that just because it was status code doesn't mean we continue.

[01:07:50] There's always room for change and to do things differently. So, again, not directed to you, Ms. Willoughby, but generally at LCPS. Thank you. Thank you. Okay. So we will move on to 1202 from the Finance and Operations Committee.

[01:08:10] Supplemental request for the third round of supply chain assistance funding for the school nutrition services fund. Mr. Morse So I'm gonna pass this back over to miss would be so I don't know why she ran back to her chair so quickly I'm a little discombobulated. I thought we were gonna have a break. Um, so This is the third round of Supply chain assistance funding. This is the amount of five hundred eighty five thousand nine hundred dollars that would be

[01:08:47] Appropriated to the school nutrition fund similar to the other appropriations from USDA It's limited in its use that we must use the funds to again purchase unprocessed or minimally processed foods And this is coming out of committee on a vote of two zero one And we request the school board to please approve this mr. Mars. Thank you. Mr. Chair Thank You miss Willoughby the the discussion in the committee was the restricted use of the funds because we talked about using fund excess the

[01:09:23] nutrition fund has excess and we've tried to identify how we could best spend that excess and a lot of the discussion was around pizza ovens and trying to improve the the quality of the food through other mechanisms other mechanisms but this is specific to the the quality of the food and the amount of processed food that the students are being served so because this is a grant I mean it makes sense for us to pursue this to capture those funds and to help our nutrition staff to use those funds for less processed food healthier food

[01:10:03] and that just benefits all of our students so I would encourage the board to fully support this thank you board members any questions regarding this item interest in placing this on consent for our next board meeting see consent so we'll place this on consent for our March 14th meeting that will bring us to 12.03 also from the Finance and Operations Committee revision of policy 8010 fundraising mr. Morris okay I'll start this and then I'll pass it over to staff the the discussion on fundraising as you know that it's

[01:10:39] challenging for us we're trying not to restrict the ability of our students to fundraise for necessary activities but at the same time we need to continue to maintain the safety and security of our students whether they be on campus or off campus in collecting funds so the focus of our discussion in the committee was to ensure that the school support organizations that are not operated by the school were clearly not included in the restrictions on being able to fundraise outside of the school environment for instance the a

[01:11:15] PTA organization or another organization that seeks to raise funding can send students through the community and those are very popular fundraisers throughout many communities typically they'll send and it's only done typically with high school students and they're done in twos or threes they don't they don't solicit door-to-door by themselves so the activity is very successful and it really benefits those organizations and in the end that benefits all the students at the school so we wanted to make sure that that was spelled out clearly that the restrictions for the school organizations were not necessarily

[01:11:51] the same as the restrictions on the student support organizations so I'll pass it over to Ms. Willoughby for further discussion I think the only thing I would add is that when you do look at the policy it can be a little intimidating because there is a lot of redlining but it's really just we took this opportunity to consolidate and clarify and restate basically the same information. And then other than that, Mr. Morse has, has identified the other, the other salient

[01:12:20] changes. Board members, any questions regarding the revisions to this policy? I, so was any of this, there were, it looks like there was a whole lot that was deleted. So was there any of it that was moved to regulation or all of the red lines just completely gone? Because I know there were some sections that talked about, well, I guess there is still some stuff that talks about door to door and what can be done and what can't, but I just want to understand if it changes current practice about anything or if anything was moved to regulation the only thing

[01:12:56] that changed was that the door-to-door solicitation previously we allowed secondary students to I mean high school students I'm sorry high school students to do door-to-door solicitations and in this policy change that has been eliminated entirely so that we do not endorse any door-to-door solicitation other than that the rest of it is just again just changes we are working on a regulation and so I think there are maybe some aspects that may be moving into a regulation okay thank you any additional questions regarding these

[01:13:32] changes seeing none interest in placing this on consent or for our next board meeting I see consent so we'll place this on the consent agenda for the March 14th meeting that will take us to 12.04 from the HRTD committee policy 70 16 employment complaints. Ms. Ogadugbe. Okay, thank you. So this policy, the draft that was initially

[01:14:10] reviewed through committee included references to a number of other policies and indicated that this policy was covering complaints that weren't covered under three other policies. And so we work through this to have more details and more clarity around what the steps and escalation process was if an employee had a complaint so there are a lot of red lines in the document but the gist of it is that the complaints kind of start at the

[01:14:47] most immediate lowest administrative level is the language in the policy so it would start with the immediate supervisor and move forward from there obviously if the complaint was about the

immediate supervisor they wouldn't start with the supervisor but it provides the escalation levels one of the a couple of the other things that were added to this were clarity around or specificity

[01:15:20] around the confidentiality of complaints and also the importance that retaliation under this policy is prohibited so we cannot retaliate against employees who make complaints one of the items that was removed on the red line version line 36 was with the school board being the last level of escalation and I I don't

[01:15:54] recall why we struck that and would actually suggest that we remove the strikeout there so I will pause and ask Miss Boland if there's anything else us about this policy that you wanted to bring up for discussion if you can also address that thank you I think you've covered most of it the rationale behind the removal of the school board is because the school board actually reviews complaints through the grievance process and ultimately if it was a dismissal through the dismissal process so there are other avenues by

[01:16:31] which it ultimately gets to the school board if I suggest then that perhaps we include that but then put in parentheses through established grievance and appeal procedures that's it for that one yeah any additional questions or comments regarding this policy unless is there interest in the board in placing this on consent with Ms. Okadek Bay's suggested

[01:17:07] change unless staff has an objection to adding that in so the only thing I would say is that in lines 41 through 46 it it talks about the grievance process and the procedure all of those additional policies were already added and I think if I recall correctly that was as a result of this discussion during committee in regards to that strikeout I think those references were actually moved down because in the original version all those references were in the top general

[01:17:45] section of the policy so again I think just for clarity as we're talking about the escalations of complaints making sure that it's clear and understood that the school board is ultimately the final stop for complaints if it ends up going through an appeal or a grievance I think in parentheses would address and I saw some concurrence through nodding of heads up here if there's any other comments perhaps from other board members any additional questions or discussion interest in placing this on consent with that change see thumbs up

[01:18:25] so we'll place that on consent of course board members if you take a look at that revised language and see a problem with it or want to discuss it further you can always ask for it to be removed from the consent agenda for further discussion before voting on it next meeting that will take us to 12.05 also from HRTD committee policy 7550 drug and alcohol free workplace Ms. Ogedegbe thank you very much this policy I think is very straightforward in terms of maintaining a

[01:19:00] drug and alcohol free workplace it provides some specificity around the Virginia code that this is in line with as well and I think some of the changes in language were again to be to be clearer about just more specific I mean adding words around using selling distributing possessing transporting etc there is also an added section on the unauthorized or improper use of

[01:19:37] prescription drugs which given trends is important also to include and a new section on job performance that no employee shall report to work or perform assigned duties participate in any school division business while under the influence and again including alcohol other drugs as well as unauthorized prescription drugs so just being very specific about that finally there's in

[01:20:15] section D with employee notification responsibilities so there is a requirement that when an employee has been charged with drug or alcohol misdemeanor the employee is responsible for notifying the superintendent or the superintendent's designee of the charge and just again the ramifications for not reporting that there wasn't a whole lot of discussion again with this policy it's fairly straightforward I don't know if Ms. Bolland if you have any further

[01:20:54] comments that you wanted to add for the board no I would just say as essentially section D was added because of a policy update and you know we did add language about a possible license revocation regardless as is prescribed by the State Board of Education but other than that really just clarifying language was added board members questions or discussion regarding the policy changes

[01:21:28] mr. madby thank you chair so I have a question on I think the section D and I don't know if this is for mr. Falcone with does do I also get this does it also include section D one includes DUI as well or that's not part of how the definition is thank you mr. Maheddie so the question is when any employee has

[01:22:06] been charged by summons warrant indictment or information with the commission of any drug or alcohol related felony or misdemeanor does that relate to a driving under the influence or under yes i believe it does any additional questions seeing none interest in placing this on consent for our next board meeting i see thumbs up so i'll place this on consent for our march 14th board meeting we'll move to item 12.06 also from the hrtcd committee policy 7552 to smoke-free environment.

[01:22:44] Ms. Okadugui. - Chair, this one, the biggest addition is the addition of nicotine vapor products. So vaping is, I think probably since the last time this policy was reviewed, is something new that needed to be addressed.

[01:23:03] And so that was added to this policy related to being a tobacco and smoke-free environment to specify that nicotine vapor products are also prohibited and redefining tobacco products to include cigarettes, cigars, smokeless tobacco, et cetera.

[01:23:29] And again, not a lot of discussion, so I don't know, Ms. Bolland, do you have any other additional updates for the board on this one? - No, I think you covered it, thank you. - Board members, any questions regarding the changes to this policy?

[01:23:46] Seeing none, interest in placing this also on consent next board meeting. Okay, we have consensus, so we'll place this on consent on the March 14th board agenda. At this time, to make sure we have an opportunity to set up and start on time, we're gonna move to item four, our closed meeting.

[01:24:07] Is there a motion? Mr. Mahedmi. - Thank you, Chair. I move the Loudoun County School Board recess this public meeting and enter into a closed meeting pursuant to section 2.2-3712 of Code of Virginia for the following, consultation with staff and legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel as authorized by section 2.2 section-3711 of Code of Virginia, specifically legal requirements and procedures regarding certification for collective bargaining by employees of the Loudoun County School Board.

[01:24:44] Second. Discussion and consideration of prospective candidates for employment is authorized by section 2.2-3711A1 of Code of Virginia. Is there a second? Seconded by Ms. Sheridan. Any discussion? Seeing none, all those in favor of the motion, please raise your hand and say aye.

[01:25:03] Aye. That motion will pass unanimously of board members present with Corbo and Reeser absent for the vote. We are now in closed session, and I anticipate coming out of closed session for our evening session at 6.30 p.m.

[01:52:51] good evening the board is coming out of closed session is there a motion mr

[02:34:20] Mahedvy yes chair I move that the closed meeting be adjourned at the Loudoun County School Board reconvene its public meeting and that the minutes of the public meeting reflect that no formal action was taken in the closed meeting I move to the following resolution certifying the closed meeting be adopted and reflected in the minutes of this public meeting resolution 26 - 22 / 23 whereas the Loudoun County School Board has convened a closed meeting on state pursuant to an affirmative recorded vote in accordance with the provisions of the virginia freedom of information act and whereas section 2.2-3712d of court of virginia requires a certification by the school board that such closed meeting was conducted in conformity with virginia

[02:34:59] law now therefore be it resolved that the louder county school board hereby certifies that to the best of each member's knowledge only public business matters lawfully exempted from open meeting requirements by virginia law were discussed in the closed meeting to which this certification applies and only such business matters as were identified in the motion convening the closed meeting were heard discussed or considered by the london county school board sir a second second seconded by mr morse any discussion seeing none all those in favor of the motion please raise your hand say aye aye that motion will pass unanimously of board members present with ogodegbe and corbo

[02:35:38] absent for the vote with that we will move to item seven on our agenda the pledge of allegiance and the national anthem. Our pledge leaders today are Damian Corker and Ivan Carranza-Chuiz. Damian is the lead SSO at Loudoun County High School. In the five years that he has been part of the county captain family, he has always made safety and security a priority and knows it is the collective responsibility of the entire school community. He understands the importance of building

[02:36:13] relationships through trust and respect, resulting in meaningful connections with staff, students, and families. His leadership approach is one of both empathy and expectations. It comes as no surprise that he has become a mentor and a this man right here to Ivan and so many others. Both LCPS and LCHS are honored to acknowledge SSO Corker and his contributions to the community.

[02:36:41] Ivan started as a freshman at LCHS the same time as Mr. Corker. However, his self-awareness led him to the North Star his junior year, choosing his own success over his love of Loudoun County High School. But in true Ivan form, he came to love both North Star just as much and thrived.

[02:37:02] Both Loudoun County High School and North Star are better places with Ivan in them. In the video that will be shown momentarily, Ivan speaks about how much the school and Mr. Corker have done for him. Mr. Corker would like Ivan to know the positive and lasting impact that he has had.

[02:37:18] Ivan is a student that he will never forget, and he will always be this man right here. So when I started at North Star, I really had an iffy feeling about it, and I didn't want to come.

[02:37:38] I thought it was just going to be a trouble school and all this and that, and I was going to get in trouble and all this. But in reality, I had fun at North Star. I learned a lot. And I just want to thank all the North Star staff for real, because without you guys, like, I wouldn't be holding this today.

[02:38:01] And I do want to thank another person, and it's the man right here. And his name is Mr. Corker. Let me tell you all about this man. This man, freshman year I met this man, and this man pushed me to the fullest. I used to get in so much trouble, and Mr. Corker would just help me through my struggles.

[02:38:23] He would just help me to be a better person, and I just want to thank you for that, Mr. Corker. I want to thank you so much. North Star, I love y'all. I'm going to miss y'all so much. I'm going to come back.

[02:38:52] I'm going to come back. I'm going to come back. Immediately after the Pledge of Allegiance, tonight's national anthem will be performed by the Loudoun Valley Viking Chamber Choir and Chamber Orchestra, led by Kelly Holowiecki, director of chorus and orchestra. These students are members of Loudoun Valley's top auditioned ensembles in their departments. Musicians in these ensembles maintain high standards

[02:39:28] in music, academics, and leadership, while also participating in football, field hockey, tennis, theater, cross country, track and field, cheer, marching band, jazz band, dance team, volunteer rescue, part-time jobs, and music gigs throughout the community, although I'm assuming not all at the same time. So with that, I will invite Mr. Corker and Ivan up to the podium for the Pledge of Allegiance. I will ask everyone to please rise and remain standing

[02:39:58] for the national anthem afterwards. I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

[02:42:11] That was wonderful. Thank you all for being here so much tonight and performing. We'll bring us to item eight on the agenda, student school board representative comments.

[02:42:35] We are pleased to welcome our three student school board representatives for February back to the podium with us. This evening, we will begin with Ashley Coates from William Obadiah Roby High School. Ashley Coates, I'm attending William Obadiah Roby High School.

[02:42:57] Thank you very much to the chair of the school board, Mr. Sorotkin, and all its members for giving me the opportunity to speak here today. As I say early, Roby is a school that offers many opportunities for students.

[02:43:13] Most of the students chose Roby because of the flexible schedule. They have the opportunity to graduate faster because Robby allows us to earn our credits faster. For us, one of the best things that Robby offers is the opportunity to finish our studies even if we are of older age.

[02:43:38] Many of Robby's students are working many hours to support their own living or to help their family offer living expenses. Some of Robbie students have come from countries that were or experienced drama, living in countries where safety is a concern.

[02:44:02] Because of this, we are fortunate to have access to great counseling at Robbie. We are able to speak to someone if there is a need and our teacher understand which sometimes I have those days as a student with adult responsibilities.

[02:44:23] This year, 10 Robbie students graduated in January. One of the greatest things about Robbie is the ability to take five classes in a semester. It's allowed us to finish our studies faster, which helps when working jobs or parenting.

[02:44:46] In our math class, our teacher, Mr. Herring, worked directly with us during our class. He helps us through video. He gives us a lot of support to help be successful.

[02:45:04] Our English teacher helps us with reading and writing, but it's fun and dynamic. Our learning is full of fun activity that keeps us focused. I actually enjoy learning at Robbie.

[02:45:22] In science, our teacher has fish, and we are getting chicken eggs to wash, then hug and grow. The teachers are always trying to make the environment better with plants and animals.

[02:45:40] I have done a lot of experiments, and we built birdhouses and grew earth to plant at the school. In social science, our teacher, Mr. Kramer, is the best because we play educational games, to help us prepare for our tests.

[02:46:00] When we play these games, it helps to remember what we learned. Many Osorabia students have a difficult experience learning a different school system from their country.

[02:46:15] For us, one of the most difficult experiences is having to arrive in a new country with different cultures and a totally different language from ours. It is one of the most difficult situations to have to adapt to a new culture in order to have the opportunity to grow.

[02:46:37] Roby has helped so many students that may have dropped out of school without it. For us, Roby is one of the best opportunities of our life. Thank you to the school board for the opportunity to speak tonight.

[02:46:57] My classmates are grateful for support and giving us the opportunity to graduate. Thank you.

[02:47:16] Next, we will have comments from Rashmi Admala from Freedom High School. Good evening, members of the school board. My name is Rashmi Admala, and I'm the student body president and representative to the school board from Freedom High School. Thank you for once again giving me the opportunity to speak to you all.

[02:47:34] I would like to express my appreciation for my student council advisors, Mr. King and Ms. Blufeld, who have been my greatest mentors throughout high school. I would also like to thank my principal, Ms. Chaudry, and the faculty at Freedom for their contributions to making our students the best versions of themselves.

[02:47:51] At the last school board meeting, I was honored to share how Freedom High School embodies its motto of where there is unity, there is freedom. Freedom has recently established student-led focus groups to foster open dialogue on inclusivity and equity. These groups are a platform for Freedom students to share their stories and create initiatives to promote diversity in our school.

[02:48:12] For instance, they have partnered with Freedom's podcast Unhinged to produce a segment featuring our Black History Month field trips and African American history elective. In March, for Women's History Month, our student groups plan to collaborate with Freedom's Women's Empowerment Club to release a podcast on women's history.

[02:48:30] Looking forward to April, Freedom High School is thrilled about the rebirth of our international festival. For a school with a diverse population totaling 58%, it is important for our students to share their culture and history with others. After a five-year absence this year, Freedom plans to host a program to showcase dances, songs, dress, and musical instruments from our students' ethnic cultures.

[02:48:54] Moreover, Freedom fosters future changemakers that support our community through philanthropic projects. We are strong advocates for St. Jude's Childhood Cancer Research as we donated \$25,000 last year through our charity prom. Additionally, we support Loudoun County's Mobile Hope Nonprofit with monthly drives and fundraisers, collecting over 120 winter items and fundraising over \$500 through our DECA's coin war. Our senior class officers are true advocates of service in the greater community as they host school-wide blood drives three times a year. As one pint of blood saves three lives, Freedom High School is proud to aid over 400 individuals in need of blood every

[02:49:32] year. Service at Freedom also means brightening the days of those around us, including our Liberty Elementary School students across the street. On the last day of school before winter break, our phenomenal chorus program put on a caroling performance at Liberty to excite our local elementary schoolers for the upcoming holiday season. Also, every Freedom Peer student meets bi-weekly with the counselor-selected Liberty Elementary School student as our support system.

[02:49:56] Beyond our local elementary school, our Freedom SCA officers are thrilled to be visiting our feeder middle school, J. Michael Lunsford, in the coming weeks. We will be presenting to all 8th grade civics classes on student leadership and the countless ways to become involved at Freedom.

[02:50:11] On March 31st, our Freedom Ambassadors will be hosting a freshman expo to greet our class of 2027. Our incoming freshmen, our Freedom's future, and our current student body strives to ease their transition to high school. When I entered Freedom High School nearly four years ago, I was unsure of my potential career path and chose Introduction to Marketing as my freshman elective.

[02:50:33] This was truly the best decision I could have made as it shaped my high school experience and launched my career interests as I'll be studying business economics at UPenn this fall. However, without any previous exposure to business, I had to overcome the learning curve of improving my public speaking and creativity skills.

[02:50:49] Many other CTE courses, like coding, robotics, and tech ed, are available to middle school students, but there is an educational gap in business that should be addressed. I encourage LCPS to examine the implementation of an introductory business class as a middle school elective to expose students to this field earlier in their education.

[02:51:08] I've been an LCPS student for the past 10 years, yet the past four at Freedom have been transformational. In my freshman year, I walked into Freedom as a fairly reserved student who feared class presentations. Now, as a senior, I'm ready to walk out of Freedom as an advocate for equity in education and one who can now speak confidently to the school board.

[02:51:27] Freedom High School is a school that is welcoming, a school that encourages students to step outside of their comfort zone, and a school that has a positive, lifelong impact on its students. Truly, once you become a Freedom Eagle, you are always an eagle. Again, I appreciate the school board for providing me with the opportunity to speak here tonight.

[02:51:43] Thank you. Thank you. and finally tonight we have Zach Dantzler Ward from Loudoun Valley High School. Good evening everyone again my name is Zachary Dantzler Ward and I am the student representative from Loudoun Valley High School. Once again I would like to take this opportunity to thank Dr. Jones, Dr. Smith and Dr. Ross along with Chair Sorotkin and all the board members for the privilege of

speaking here this evening. Loudoun Valley has been busy in the past few months. Our varsity girls and boys

[02:52:20] basketball teams ended their seasons at the district semifinals. One of our student gymnasts advanced to the state meet. Our swim team sent an individual and a relay team to the state meet, as well as our indoor track teams sending both boys and girls to the state meet as well.

[02:52:36] Earlier this month, the Loudoun Valley Athletic Boosters partnered with LVHS sports teams and the Loudoun Valley National Honor Society to work with Storybook Treasures, a non-profit organization whose main goal is providing books and reading materials to promote literacy and education to all children. The collective effort from the Loudoun Valley community resulted in the packing of nearly 4,000 books for children in the area.

[02:53:00] In our music department, we had an 11th grade cellist accepted to the Music Educators Conference VMEA Composition Festival. This student submitted four compositions, earning her a spot as one of the 16 students across the state of Virginia to receive this honor.

[02:53:16] In being accepted, this student and her family traveled to the VMEA conference in Richmond to attend a composition workshop and a showcase of her work. Our DECA program has been highly successful. In district competition, two-thirds of our competing students placed for role plays and 20 students will be moving on to compete in the state competition in both role play and written events.

[02:53:37] Over the past few months, our career center has hosted several well-attended meet and eat lunches, bringing to Loudoun Valley a professional chef, a landscaping and outdoor construction business, with the goal of allowing students the opportunity to hear directly from professionals about what these career selections involve.

[02:53:56] our Viking community is collecting comfort for kids in connection with the American Red Cross and our Red Cross Club here at Valley. Our goal is to collect hygiene products and comfort items that will be distributed to kids and their families in times of need after disaster strikes until these families are able to find long-term living solutions. In less than two weeks, our Viking theater program will be presenting The Lightning Thief, the Percy Jackson musical featuring an original rock score by Brad Burkiki. This show, based on the best-selling novel by Rick Riordan will prove to be an action-packed adventure as we follow Poseidon's son on a quest

[02:54:32] in search of Zeus's lightning bolt to prevent a war between the Greek gods. Looking further ahead, Valley is excited to be one of the first schools in Loudoun County to be undergoing the process of becoming an IB world school. Once we are authorized as an IB school, students starting with the classes of 2026, current ninth grade students, and 2027, current eighth grade students, will have access to unique international baccalaureate IB classes starting their junior and senior years and will have the ability to pursue a full IB diploma. IB World Schools share a global perspective backed by a common philosophy, a commitment to high quality, challenging

[02:55:10] international education and the development of a curious minded, knowledgeable and compassionate students. The educational values at the core of the IB program are values that Valley embraces wholeheartedly and is eager to fully further embody as it works towards becoming an officially authorized IB school. Loudoun Valley is a community that will continue to empower students to grow

academically and personally in its supportive and encouraging environment. It is a place where students actively engage and become strong independent thinkers as

[02:55:40] lifelong students of the world. Thank you again for listening. Thank you and thank you to all three of you for your service this month and for being here up on the dais with us during school board meetings. With that, we'll move on to item nine on our agenda, which is public comment. Thank you for engaging with the school board during the public comment process. The school board welcomes comments from Loudoun County residents and believes that strong community engagement and

[02:56:14] outreach are important components of a successful school system. Speakers must limit comments to the time allotted. Based on the number of speakers and the agenda this evening, all speakers have been allotted one minute each for public comment. Please be advised that speakers who miss their time slot will not be called at a later time.

[02:56:33] All audience members shall maintain the civility, decorum, and respect for the functioning and dignity of the school board at all times. Please remain seated unless arriving, departing, speaking at the podium, or during a break. Violations of civility, decorum, and respect include shouting, heckling, jeering, applause, or other noise which disrupts or delays the meeting, obstructing speakers from being able to see the school board and vice versa, interrupting speakers, attempting to speak when not called to do so by the chair and approaching a speaker or otherwise attempting to intimidate, disparage, or distract a speaker,

[02:57:12] staff member, or other meeting attendees. Speakers should refrain from vulgarity, obscenities, profanity, or other like breaches of respect, nor may speakers target, criticize, or attack individual students during public comment.

[02:57:27] Speakers should communicate those concerns to their school principal or an appropriate school official. Additionally, complaints regarding division employees should be directed to the school principal or an appropriate school division official. Speakers should face the dais and direct their comments to the school board.

[02:57:44] Per LCPS policy, members of the school board will not answer questions or respond directly to the public during the public comment period. Violations of decorum or civility by any meeting attendee may result in the chair directing staff to remove the attendee from the remainder of the meeting.

[02:58:02] Repeated or persistent violations of decorum or civility by the audience may result in, on the decision of the chair, public comment being tabled into a later point in the meeting's agenda, limiting the number of attendees in the meeting room during public comment for safety reasons, or the public comment period ending for the evening.

[02:58:22] Copies of materials for board members should be given to the public information officer in the media box at the back of the boardroom prior to the start of the meeting. Please provide 12 copies of materials. Under no circumstances may a speaker approach the dais. The public is reminded that access to school board meetings is available through LCPS-TV on Comcast Channel 18 and Verizon Fios Channel 43.

[02:58:45] The live stream of the meeting may be viewed on the website. Tonight we're going to begin with our virtual speakers, and the first virtual speaker is Meredith Ray. Dr. Martin Luther King Jr. saw the civil rights movement and the union movement as natural allies.

[02:59:04] He denounced right-to-work laws as a scam, saying its purpose is to destroy labor unions and the freedom of collective bargaining by which unions have improved wages and working conditions of everyone. Dr. King warned that enemies of racial justice were also enemies of unions, saying the labor hater and labor baiter is virtually always a twin-headed creature spewing anti-Negro epithets from one mouth and anti-labor propaganda from the other mouth.

[02:59:32] Collective bargaining has been a critical tool in securing fair pay and safe working conditions for millions of people around the world. Black workers were at the forefront of this movement. They faced incredible obstacles in their quest for fair treatment but refused to be silenced. They organized and protested, sometimes at great personal risk, and fought tirelessly for their right to collective bargaining, and they succeeded.

[02:59:52] We must commit to continuing that legacy of fighting for workers' rights and standing together, so let us honor the legacy of black workers and support collective bargaining. Thank you. Taran Srikanda. I don't see an attendee by that name.

[03:00:12] Sarah Freeman. Virtual in elementary. As a parent whose child has experienced all forms of education, from homeschooling, in-person, and virtual learning, I am here to say the level of education, socialization, and safety is best with Loudoun County's virtual learning program.

[03:00:31] I've heard members of the school board voice concerns about the ability of virtual learning to provide for our students. And to that I say, please visit our students. You will see firsthand the teachers are skilled at instructing virtually, the students participate synchronously, and children share real connections.

[03:00:48] Please continue virtual learning as the only equitable education option. Thank you for your time. Thank you. Nicole Coleman. In recognition of this last day of Black History Month, February 2023, I am sharing another Black History fact.

[03:01:09] In the early 1950s, HeLa cells became the first human cell line that could grow and divide endlessly in the laboratory, leading scientists to label these cells immortals. These HeLa cells were named after Henry Adelaide, an African-American woman who suffers from cervical cancer.

[03:01:27] Her extraordinary cells were taken for research and continue to impact the medical research community today. Black history is American history. Thank you. Johnny Cho. Currently, I have two elementary students attending the virtual program.

[03:01:47] The virtual program was able to provide equitable education to my kids without having the mental stress of being picked on by bullying classmates. Many times I spoke with my son's school about my son not wanting to go to school because a classmate was either smashing his food during lunchtime or making inappropriate comments about his appearance.

[03:02:10] I had the opportunity, with virtual program, they have the opportunity to gain confidence in learning and educational support. They attend many of the virtual clubs like Drawing, Prodigy, Lego, after school tutoring, which allows them to connect with peers and further support their learning experience in school. The thought of virtual learning not being an option next year would be very difficult for both children since they have made great academic progress. Please support virtual learning and their teachers. Thank you. Tanya Bledsoe. I do not see an attendee

[03:02:48] by the name. Ruth Kiefer. Why is the innovative full-day elementary distance learning program worth saving, we have zero threats of physical violence. We teachers and students are bonding and collaborating in a completely safe and supportive learning environment every day.

[03:03:12] Perhaps our platform could be used as a more equitable option of homebound for students who need it short term. Perhaps it could be an avenue for an alternative to suspension when administrators need options. Let's envision the amazing possibilities that the program offers in equity. My colleague Hope Frazier also asked me to read her statement. I believe in the distance learning elementary program. Please put it in the budget to be equitable K-12. We all know by now that education is not a one-size-fits-all and some students do learn better online than in person. Let us be leaders in this new era of learning and teach our children how to be self-starters

[03:03:49] instead of just doers. Give them all the chance to succeed. Thank you for your consideration. Thank you. Michelle Warner. There's yet another proclamation on the agenda, action item 11.13 SEL Day.

[03:04:08] All of your endless proclamations are self-serving noise to make yourselves feel better about your social activism and do nothing to help the LCPS students build a successful future. The parade of proclamations trivializes the importance of any genuine issues you're trying to bring awareness to. You should really stay out of the morality of other people's children.

[03:04:26] It does not matter if you agree or disagree with my morality or that of any other parent speaking tonight. You have no right to put your SEL agenda before parental rights. The focus in LPS has been a social agenda instead of academics and learning. I know some of you have stated you will not run again, and for that I am thankful.

[03:04:42] If you have not declared yet, I ask you to ask yourself, can you put your politics and political aspirations aside and leave from a more centered place? If you cannot, do not run. We do not need your political activists on this board. Thank you. Thank you.

[03:04:59] Tim McClintock. Thank you for taking the time to listen. I would like to see virtual elementary programs continued. I know there are many kids who benefit from the program that don't have a practical alternative.

[03:05:17] You've heard many of the benefits already from others. I know there are even more who would take advantage of the program should it be advertised widely, as I feel it should. This is a program that should be a source of pride for Loudoun County. It's an example of doing education right.

[03:05:35] Please continue virtual elementary. Thank you. Thank you. Mary McClintock. Virtual Lone Elementary has made a huge impact on our children. The program teachers and staff are amazing.

[03:05:51] Our older daughter with dyslexia has excelled to the program and is more confident, mature, and has gone up several reading levels. She was able to get a lot of extra help due to the program as she is able to quickly work with a resource teacher by simply clicking a button. She started the secondary program this year and is continuing to do well.

[03:06:08] Our second daughter also enjoys virtual Lone Elementary. She is starting to slowly advocate for herself for her medical needs. She isn't missing class time to go to the nurse for medicine or help. Her second grade teacher is kind and supportive and empowered throughout the hard days. The kids always have fun in their classes and enjoy learning.

[03:06:25] Virtual Loudon Elementary is an engaging learning environment, and the teachers make learning fun and creative and interactive. The program and its teachers embrace so many children, it makes an impact. Please continue Virtual Loudon Elementary next year as this program benefits so many children.

[03:06:43] Thank you. Heather Hughes. Virtual lab in elementary has been such a wonderful experience for my children. My children have immune deficiencies, and they tend to get sick a lot and miss a lot of school when they're in the building. Since being in virtual, they have been thriving and not at the doctors or in the hospital.

[03:07:02] Their teachers have been nothing but amazing. The teachers are going above and beyond. My kids love their classes and all their peers. I wish that everyone would see how great of a school it actually is. Our teachers make the class fun and exciting every day. They mail the kids encouraging notes and cards, fun packages for holidays.

[03:07:19] They play games to help the kids remember facts. They stay after school to give them extra help. They meet parents to supply books and supplies. They keep our children engaged all day. I worry that when we send these fragile children back, they will fall behind or will be sick frequently and miss a lot of school.

[03:07:36] If these children miss a lot of school, then they're not learning like they need. Homebound is not the same. homebound teachers have limited time to teach them and children have no interaction with other children. Please keep virtual elementary. Thank you. Renee Kemp. Lord Jesus, we thank you for the outpouring of your spirit on our sons and daughters. Indeed, the Lord says, I will contend with those who contend with you and I will save your children. You are calling the prodigals home and are bringing revival to our school. We presented the school board to the courts of heaven and you judge faithfully on our behalf. As they bring peace in schools, families, and communities, and enter

[03:08:15] kingdom age revival, we ask that you're protecting with a fiery hedge of protection, according to Zechariah 2.5. Heal their hearts and protect their minds as they dream dreams, see visions, and heal the sick and prophesy, according to Joel 2 and Acts 2. For those who promoted demon ideologies that twisted our children's identity, promoting self-mutilation and encouraging sodomy, sexual perversion, we saw us for mercy as judgment falls, and those in the DOJ labelling parents as domestic terrorists led the banner of treason to fall. For the righteous teachers who are standing in the schools and for the few righteous on the school boards, we pray for

[03:08:54] promotion, protection, and inclusion. Valerie Smith. The decision to end the virtual loud and distance learning elementary school program would negatively impact the quality of life for the population of children with significant special medical or mental health needs and to the medically-risk, at-risk families at LCPS.

[03:09:16] My son is unable to attend school in the building safely at this time due to him having serious medical issues. This school opened up a whole world for my son because it gave him an educational means to interact with his teachers in real time, be a part of a classroom community, and make caring friendships with his classmates.

[03:09:33] Discontinuing this program will translate in real life to these children losing their school community and experiencing emotional suffering. Ending this at elementary school will create a

dangerous and discriminating reality. Dangerous because the decision to terminate funding will put children with complicated medical and mental health needs in an environment that is unsafe for them.

[03:09:52] And discriminatory because LCPS is not providing this population of students with the funding for an equitable education comparable to their peers in the brick-and-mortar buildings. Thank you. Cheryl Guzman. Do not see an attendee by that name.

[03:10:10] And that was our last virtual speaker, so we will transition to our in-person speakers. Our first in-person speaker is Cheryl Ondertain, to be followed by Sandy Sullivan.

[03:10:39] Good evening. Erica, flip-flopping on the vote to release the report just proves you're a lying politician who will say anything to get elected. I really look forward to watching you get voted out in November and seeing someone with integrity take your spot up there.

[03:10:55] You don't deserve that seat, and your credibility is truly shot at this point. For the rest of you who voted against releasing the report, you all lack integrity as well. You chose self-preservation and politics over the safety of children, and it's a real black eye on all of you.

[03:11:15] This is going to be your legacy, one of lies and a cover-up, cover-ups. I hope all of your political aspirations are smashed into a million pieces. You'll forever be remembered as cowards. Thank you.

[03:11:31] Sandy Sullivan to be followed by Reginald Parker II. Good evening. First, I am pleased to let you know that today with LCPS staff and attorney, LEA's authorization cards were successfully verified.

[03:11:51] We now look forward to working with the school board to adopt a resolution to engage in collective bargaining with your employees. In an action item tonight, you will address the policy regarding licensed employee transfers and voluntary reassignments. LEA urges you to keep the specific process for reassignment transparent and part of the policy Not moved to the regulation where the school board may not be a part of any revisions We believe that something that impacts the lives of employees so greatly should be part of school board oversight In an information item tonight, you will discuss the policy overseeing employee complaints

[03:12:26] In the recommended revisions to this, the school board is removed from being a part of or the final step in the resolution process School board members, a manner as important to your employees as this should also be in your hands. Thank you.

[03:12:44] Reginald Parker II to be followed by Brenda Bengston. Hi, my name is Reginald Parker, and I'll be speaking about Dr. Daniel Hale-Williams.

[03:13:01] Dr. Williams was one of the first African Americans to become a physician and successfully perform an open-heart surgery. In 1894, he became the chief surgeon at Freedmen's Hospital, which had a reputation of high mortality rate and had fallen into despair.

[03:13:20] Dr. Williams quickly changed the hospital around with better medical practices and training. Black history is American history. Thank you. Brenda Bengston to be followed by Truphelia Parker.

[03:13:43] Martha Redbone. Strong, resilient, indigenous, black. She sang drums at the Smithsonian Folklife Festival in 2018. You may teach me this land's history, but we taught it to you first.

[03:14:00] We broke your hearts and bent your journeys. Broken treaties left us cursed. Even now you have to cheat us. Even now you think we're tame. In our losing, we found proudness. And in your winning,

you found shame.

[03:14:15] There are drums beyond the mountain getting mighty near. Her voice and determination are more powerful than the inherently divisive Virginia BOE or blatant racist tweets by PACT who try to silence people like her.

[03:14:34] Instead, Virginia SOLs and AP courses should embrace full, true, living, and new history. Thank you. Truphelia Parker to be followed by Christopher Stevenson. Dr. Monica Peake is a black physician and focuses on addressing health disparities impacting African American and marginalized communities.

[03:15:06] She shares that black history is beautifully moving because it is the history of triumph over adversity, determination in the face of uncertainty, and courage and conviction, and standing down hate and violence. Loudoun County, we are at a crossroads in our racial journey. The rise in racial slurs and incidents in our schools have become a threat to the work that many on this board and in this room have made toward the more equitable public school system.

[03:15:31] It is only through a wide-eyed clarity of vision and purpose and commitment to justice and equality that we will rise as a county and begin to make peace with our racial past. That process begins with truth-telling and a commitment to doing so to our children, not only during Black History Month, but every month.

[03:15:47] Black history is American history. Thank you. Christopher Stevenson, to be followed by Renard Parker. Good evening, and thank you each for all your work and sacrifice on our behalf.

[03:16:08] Tonight, I want to voice a concern shared most likely by each of you, but that recently skyrocketed for me when I had a chance to spend six or seven days as a substitute teacher in some of our middle and high schools. Admittedly, this is a very measly sample size.

[03:16:26] The concern is the misuse of technology, including cell phones. Notwithstanding the sample size, I want to share some of my grief and mourning experience when I was in these schools for what it's worth. The loss of conversations, the loss of letting one's mind wander, the loss of concentration, and the loss of being in school with each other and nowhere else.

[03:16:49] It felt, in all honesty, somewhat dystopian. I know we cannot escape history. Nonetheless, I believe that the school system must continually assure itself that technology use is providing the best possible environment for our children, especially those already at a disadvantage. I am not sure, but I am concerned that this may not be the case.

[03:17:08] Thank you. Thank you. to be followed by Reginald Parker. - Hi, I'm Renardo, I'm gonna be talking about the Nicholas Brothers.

[03:17:24] The Nicholas Brothers broke down barriers in 1930 and the 1940s. Their appearance in films include 1934, Kids Millions, and 1936, The Biggest Broadcast. The brothers developed a type of dance which combined jazz, ballet, and tap dancing and became known as classic tap.

[03:17:44] During their careers, they toured and performed on Broadway, nightclubs, and television. During the 1950s and 1960s, they toured with Sammy Davis Jr. and starred in programs such as the Colgate Comedy Black History is American History.

[03:18:00] Thank you. Reginald Parker to be followed by Beth Hess. Good evening. Ventilation, heating system, and air conditioning pioneer David Crossway was one of the first African Americans to excel in science.

[03:18:21] Throughout his illustrious career, he managed to gain 80 international patents. He later taught at Purdue University and was presented with an honorary doctorate from the same university. It is clear that meeting the challenges and opportunities of today and the future requires a highly skilled, diverse, and innovative generation of engineers and experts.

[03:18:41] If any of these inspiring historic tips tonight tell us anything, it is that tomorrow's future hinges upon our collective commitment and passion for believing that all students are capable of becoming engineers. It provides the proper support and encouragement.

[03:18:58] Let us all work together to envision a world where engineering is prevalent in homes and communities of color and all students can envision themselves as engineers. Black history is American history. Thank you. Beth Hess to be followed by Keith Nolan.

[03:19:16] Firstly, I know that John and Tiffany would agree with me on this. We need a few more of you to change their behavior and start moving LCPS in a more positive direction. Some of the worst performers on this board will be gone at the end of 23, and we're really happy about that.

[03:19:37] But until then, do the right thing and release the Blankenship Report. Continuing to hide the report leads to conspiracy theories. And the last time I checked, conspiracy theorists are up about 12 to nothing. Secondly, stop at the proclamations. Your latest SEL proclamation and acknowledgement day is petty.

[03:19:56] This is your way of poking a finger in the eye of the parent groups who have exposed your failures. Just focus on the basics of running the system between now and the end of the year and let go of all the far-left politics, because it hasn't worked for you over the past three years. And lastly, your Engaged Community Strategic Plan has a family engagement workgroup, which apparently has no families or anyone outside of LCPS.

[03:20:20] It's just another echo chamber. Thank you. Thank you. Keith Nolan, to be followed by Catrice Nolan. Good evening. As we conclude this, the last day of Black History Month, I look back and celebrate on the life and legacy of one of my college professors, Mrs. Yvonne Young-Clark, a woman of firsts.

[03:20:45] Mrs. Clark was a pioneer for African-American and women engineers alike. She was the first woman to obtain a Bachelor of Science degree in Mechanical Engineering from Howard University. She was also a proud member of Delta Sigma Theta Sorority Incorporated. The year after graduating from Howard University, she joined the Society of Women Engineers, becoming the society's first African-American member.

[03:21:07] She was also the first woman to earn a master's degree in engineering management from Vanderbilt University. Mrs. Clark was also the first woman to serve as a faculty member in the College of Engineering and Technology at the Tennessee State University, joined the faculty in 1956.

[03:21:23] She was also the first woman appointed department head of the TSU Mechanical Engineering Department, serving in this role for 11 years. black history is American history. Thank you. Catrice Nolan to be followed by Kendall Nolan. Hi. I'm a 21-year resident of the Broad Run District, but a native of

Oklahoma. Oklahoma was home to more historically all-black towns than any other state. All-black towns grew in Indian territory after the Civil War, when the former slaves of the five civilized tribes

[03:22:00] settled together for mutual protection and economic security. My grandmother, Velma McLean, was born in Taft, Oklahoma, one of the 13 black towns that still exist today. She married my grandfather, Frank McLean Sr., a descendant of African Americans who lived within the five civilized tribes who were registered on the Dawes Rolls and called black freedmen.

[03:22:25] In 2007, the Cherokee Nation expelled African Americans from the Cherokee Nation and only recently readmitted us back into the tribe. My family has lived history. It's a unique Black American history, and Black history is American history.

[03:22:42] Thank you. Kendall Nolan to be followed by Keith Nolan Jr. Good evening. Today during lunch, my friends and I conversed about the month of February, more specifically the concept of Black History Month, a time of celebration honoring the legacy of our fellow brethren, a means of supporting the advancement of the Black community amidst the racial injustices that continue to occur throughout the U.S. today.

[03:23:13] We pondered why our fascinating history was only discussed during the month of February. There is no law prohibiting the discussion of black history, and it is not limited to only being discussed during Black History Month. As such, we do not know enough about figures such as George Washington Carver or Barrett Rustin, and we forget others like Thurgood Marshall and Frederick Douglass.

[03:23:32] I would like to ask that our history is not to be washed out, but instead used as a means to strengthen our knowledge and the foundations of our country because black history is American history. Thank you. Thank you. Keith Nolan Jr. to be followed by Christine Condi.

[03:23:50] So today I'll be talking about Henry Box Brown. Henry Box Brown was a 19th century Virginia slave who in 1849 arranged himself to be mailed in a very, very small wooden crate for about 27 hours to abolitionists in Philadelphia, Pennsylvania to become free from slavery.

[03:24:07] Black history is American history. Thank you. Christine Condi, to be followed by Chloe Duncan. Chloe Duncan, to be followed by Julie Windsor. Good evening. I'm here to talk about collective bargaining.

[03:24:33] I believe the Loudoun County school system needs to employ collective bargaining for public school employees. According to the National Labor Relations Act, it is the policy of the United States to encourage collective bargaining for private sector employees and is a fundamental right of the employees to seek better working conditions and representation. The National Labor Relations Act states, experience has proved that protection by law of the rights of employees to organize and bargain collectively safeguards commerce from injury impairment or interruption and promotes the flow of commerce by removing certain recognized sources of industrial strife and unrest. This call to experience shows that to allow the Loudoun County employees to collectively bargain will result in better retainment of jobs for public school employees along with eradicating problems in

[03:25:11] the workplace which may affect them and how they teach. Thank you. Thank you. Julie Windsor to be followed by Mike Hudak. Mike Hudak to be followed by Abby Platt. I have read additional members of this board will not seek re-election due to threats of death or bodily harm by people hiding

[03:25:47] behind keystrokes. A healthy habit of democracy requires open discourse. Threats of death or bodily harm are not a part of healthy open discourse. It's an embarrassment. Those who see violence towards public servants and elected officials as a solution must grow up. Violence is never a solution. My children have never had one class discussion on critical race theory or a transgender topic. Loudoun educators teach to the facts wherever they may fall. This education

[03:26:22] agenda starts with a great board of supervisors like you. I thank you all. Please keep your spirits high, stay strong, and stay united. Thank you. Abby Platt, to be followed by Susan Cox. I recently got a text from my daughter describing the scene of a child on the ground, foaming at the mouth,

[03:26:55] shaking uncontrollably. She said that the air was thick and dense and very smoky. She was terrified. She said that kids were running, screaming, crying for help. She was not at a raging party, instead she was at school. You see once a week for the last consecutive three weeks a child has overdosed while at school during the day at Loudoun Valley High School and yet for some reason today this board has an agenda item with a proclamation for social-emotional learning day which is laced with words

[03:27:30] like equity which force equal outcomes while our schools are laced with drugs and fentanyl. Instead of teaching kids the dangers of drugs my daughter's recent health class talked about Narcan. If you see something say something. Get back to the business of academics and safety please. Thank you. Susan Cox to be followed by Daniel Brubaker. You've heard it before and you'll hear it again release the report. Do something that will restore trust so that healing may begin. The independent investigation was presented as a way to get to the bottom

[03:28:08] of what happened and so that it would never happen again. We were under the impression there would be transparency and our fears would be alleviated. We were misled. School board members said they would vote to release the report and then went back on their word. We were misled. So many missteps. What are you continually hiding? I've reached out many times to my board member in Sterling with no response. Nothing but ignorance as I was ignored over and over. The school board members who want to keep the community in the dark look very guilty and make the school board look tainted. Some members are even planning to step down. When the shameful members are replaced with ethical

[03:28:46] not equitable, ethical accountability people with a focus on safety and education, it will be a win for the community. Keeping parents left out of important decisions is never a good thing. Daniel Brubaker to be followed by Aaron Dunbar.

[03:29:13] You don't really have much formal to say tonight except three things first of all of course you all voted not to release the report we all saw that and I think many of us understand why but I would like to urge you again you can still release the report to bring that up and to do it second I would like to encourage all of you not to vote not to install a new superintendent until I believe that that is the job for the next board considering it all that has happened that should wait until next January and And thirdly, I'd like to just speak again in opposition to collective bargaining.

[03:29:51] I just believe that it places an adversarial relationship between everybody in management and the employees. If you want to have good working conditions and good salary and good pay and everything for everybody, you can do it. You can do what you need to do to attract good teachers and create a good environment, and that's a much more healthy environment for everybody.

[03:30:11] Thank you. Thank you. Erin Dunbar to be followed by Deanna Sosa. I saw clips of the comments made by this board in regards to the vote to release the report last week, and it was pathetic.

[03:30:29] The three stooges pretended to care about student privacy, but if a grand jury can produce a redacted report, then you could have done the same. We all know you just voted to cover your tracks, showing us all once again that you're self-serving liars. I was overjoyed to hear the school board will be rid of you next year, Ian and Brenda. Atusa, your hopes to have a political career after what you've done to families in LCPS is just laughable.

[03:30:49] Feel free to waste your time like you've wasted ours the last three years. As for Jeff and Erica, you have proven yourselves to be no better than them. Having both stated that you want the report released and voting the opposite, Erica, your vote was even more appalling, seeing as how you campaigned on that lie. Any hope voters had of you actually putting transparency and honesty before politics, unlike the majority of this board, were obliterated with that one vote, and they won't forget that come November.

[03:31:14] Thank you. Diana Sosa, to be followed by Andrew Pajonek. Andrew Pajonek, to be followed by Naima Kunkel. Good evening.

[03:31:33] For those unaware, Ms. Tiffany Polifko is the community outreach leader of PACT. This group has said many vile things against gay people, black people, and Muslim people. Last week, they posted an article titled, "What are black people superior at?" During Black History Month, an article with that title could have been empowering.

[03:31:49] Let's find out what PAC thinks they're good at: lying, cheating, stealing, moonwalking, dunking basketballs, violence, cultural appropriation, victimhood, gangs, hair extensions, passing blame, breakdancing. Now, Ms. Polifco, you may not be affiliated with PAC anymore, but since you were a leader for the group in the past it's entirely in your hands to denounce them or you are compliant and should step down from serving the children of broad-run and loudon county public schools immediately those are your options denounce the pact or resign thank you naima kunkle to be

[03:32:27] followed by jacqueline kunkle was born around the year 1820 at that time black people were enslaved at the age of 13 harriet received a horrible head injury that caused dizzy spells for the rest of her life. In 1849, Harry escaped slavery through the Underground Railroad. It was

[03:32:58] a network of secret safe homes that were used to escape to the north where slavery was outlawed. She became a counselor in the Underground Railroad and led 19 escapes and helped 300 slaves to freedom. She became known as Moses because she led her people to freedom. In the 1860s, she opened her home to freed and slaves slaves. Hannah Thomas died in 1913. Black history is

[03:33:34] American history. Thank you. Declan Kunkel to be followed by Aaliyah Kunkel. Thurgood Marshall was born in 1908. His father was a waiter and his mother was a teacher. He grew up when segregation was legal in the United States. In high school, his principal would sometimes make him read the whole constitution as a punishment. After high school, he went to Howard University. His goal

[03:34:08] was to become a lawyer and help end segregation. He argued the case Brown versus the Board of education before the Supreme Court and won. This is why kids of different skin color can go to the same school. In 1967, he became the first black Supreme Court justice as a justice. Thurgood fought for women's

rights, Native Americans, and freedom of speech. Thurgood Marshall died in 1993, but his legacy is unforgettable to this day. Black history is American history. Thank you. Aaliyah Kunkel to

[03:34:45] be followed by Erin Kunkel. Erin Kunkel to be followed by Catherine Cody. Good evening. As a mother of three students in LCPS, I believe it is imperative to teach and learn about black history.

[03:35:03] While we have leaned into celebrating and learning about the contributions of black Americans from the founding of our nation to the present day, we do a great disservice when we edit and condense the history into only 28 days. Black history is more than 28 days. It's every day of the year.

[03:35:19] I implore LCPS and this body to continue to teach black history and to expand its curriculum. The story of black Americans is the story of America. Black history is American history. Thank you. Thank you. Catherine Cody to be followed by Patty Savick.

[03:35:41] Hello. I am a high school librarian, Loudon resident, and a parent of two high school students. I want to start by thanking the board for the efforts that many of you have already made to protect our students' right to read. Each of you brings a different perspective to this board, a different voice. Each of you has different opinions about what is and isn't appropriate for our students.

[03:36:00] I know this because several of you have publicly spoken about specific books that you personally find inappropriate, even going so far as to apologize to the community for their presence in our schools. One of these books is Seeing Gender by Ira Scott Live, which has received multiple starred reviews and is recommended for grades 9 to 12.

[03:36:17] It must also be noted that when Seeing Gender was reviewed by a committee of teachers, administrators, and parents from LEAF, this committee voted unanimously to keep it on our shelves. We may not all share the same opinions about books, but that's okay, because libraries are a place of choice for everyone. All of you are welcome in our libraries, and I guarantee that I have plenty of options available that will align with your family values.

[03:36:39] Please continue to work to protect intellectual freedom for all. Thank you. Patti Sabik, to be followed by Talia Bush. Good evening. I am Patti Sabik, a middle school librarian.

[03:36:55] I want to start tonight by thanking the board for continuing to protect our students' right to read freely. Decades of research have shown that a primary indicator of student reading proficiency and fluency is self-directed reading, when our students are given voice and choice in what they read. I am also here to ask for your help.

[03:37:12] Unfortunately, this crucial voice and choice is under real threat here in Loudoun. A recent article from the Washington Post suggests that increasing red tape impacting school libraries and books is leading to, quote, out-of-date collections that do not match school curricula and are less likely to spark student enthusiasm for reading, end quote.

[03:37:29] Here in Loudon, the restriction of our students' right to read freely has already negatively impacted their ability to select independent reading books, participate in book clubs, build empathy for others, and feel affirmed and safe at school. Our libraries are and must remain a place of choice for readers.

[03:37:46] We live in a vibrant, diverse, multifaceted community, and our librarians are trained professionals who consciously work to build collections that reflect our community. Thank you. Thank

you. Talia Bush, to be followed by Anne Donoghue. Good evening.

[03:38:10] Today I'm speaking on two fronts. First I'll speak as MSAC chair and as a mom. As MSAC chair, I simply call your attention tonight's agenda on policy 8215 that covers discipline. Earlier this month, MSAC reflected on statistics that show the frequency and severity of discipline for children of color far outweigh the numbers in any other group.

[03:38:31] So tonight I ask that you vote with these disparities in mind and remember that your job is to tend to the interest of each and every student. Now, as a mom, I just want to share the sentiments of my daughter, who told me that black history in her school is a time of caution, confusion, and political correctness.

[03:38:48] And that should not be. African Americans are a resilient people who have made massive, tangible contributions to this country and this world. So in the spirit of Black History Month, I just want to read a few lines of this article. It says, on New Year's Eve, 1962, a 13-year-old named Valerie Sudamov took the stage with ban at a party in Latvia's political party, capital city in Riga. Thank you. Thank you. And Donahue

[03:39:17] to be followed by Mary Cartwright. Good evening. I'm speaking tonight on behalf of myself alone about Dr. May Carol Jemison. She was born on October 17th, 1956 in Decatur, Alabama. She was the youngest of three. Her father was a maintenance worker and her mother an elementary school teacher.

[03:39:40] From the time that she was a young child, she wanted to travel into space and her white teachers told her over and over again that it was never going to happen but may didn't give up she entered stanford at the age of 16. she obtained two undergraduate degrees and then a medical degree from cornell she served in the peace corps in liberia and sierra leone joined nasa in the 1980s in 1992 she became the first black woman to travel in space when she joined a mission on the space shuttle endeavor after her time in nasa she established her own non-profit educational foundation and since then has done extensive work with non-profit educational founded with other foundations and she's also worked as a professor consultant and author there are a number of books

[03:40:18] about and by her in her life including may among the stars which is a favorite of my six-year-old daughter black history is american history and support collective bargaining for our teachers thank you thank you mary cartwright to be followed by elizabeth perrin elizabeth perrin to be followed by c scott williamson c scott williamson to be followed by edward pizzarello thank you i'm

[03:40:57] I'm here today to ask you to please approve Mr. Beatty's plan to grandfather CLO6 for Loudoun County High School. These kids have already been through rezoning in elementary school. They've been through COVID. They finally have continuity. Let's give them the continuity they deserve. You're already grandfathering a vast majority of the school with the juniors, the seniors, the siblings, the ROTC.

[03:41:16] You're really just leaving out the rising sophomores. Staff currently estimates that at just 12 children. Twelve. A very small number. Especially if you look at the impact of the 57 graduating seniors next year. So out 57, in 12, not a big change at all.

[03:41:32] Staff's current plan estimates a reduction over two years with the juniors and seniors. I'm just saying do it over three, sophomores, juniors, seniors. You get to the same headcount numbers by the time Loudoun County needs them. I think it's important to understand as well that there's been precedent. In the rezoning meetings, Mr. Mahedby proposed DN09.

[03:41:51] It passed as one of the early zoning options. And so we're just asking for the same consideration. These are really small numbers. Little impact to the school, big impact to the kids. Thank you. Thank you. Edward Pizzarello to be followed by Catherine Pizzarello. Good evening.

[03:42:10] My name is Edward Pizzarello. I am the parent of two children in the Loudoun County Public School System. I've appeared before you on a number of occasions to share our family's views on the rezoning process. I wanted to thank the board members for conversations that you've been willing to have with us regarding the motion to grandfather existing middle school children through high school graduation in CL06.

[03:42:29] I understand there are many competing views, and there's no way I could address all of them in one minute, and I won't try. As Scott noted, LCPS staff has noted that the number of affected children is incredibly small. When asked why you should vote for a motion to grandfather CLL 6 middle schoolers, I would just say that this is the second time these specific children have been rezoned, in our son's case, twice before he's reached high school.

[03:42:52] That's a high price to pay, and I ask for your vote tonight to lessen the burden on those children. Thank you. Thank you. Catherine Pizzarello, to be followed by Elizabeth Boyko. Hi, my name is Cat Pizzarello, and I'm a junior at Loudoun County High School, and I'm here to advocate on behalf of my younger brother, a sixth grader at Simpson Middle School.

[03:43:17] As a student, I participate in cross-country and track and field. I'm also a huge part of my school's newspaper. As a part of these activities, I have built relationships that I hold dear to my heart and that support me each and every day at County. These relationships with peers, teachers, counselors, and coaches that I have spent time and energy building for myself are so important to me.

[03:43:38] In 2016, my younger brother and I were rezoned, and I was terrified, to say the least. Now in 2023, my cluster, CL06, has been rezoned once again. And although it will not directly affect me as a rising senior, I want the best for my younger brother in keeping his equally valuable relationships that I know he has spent just as long building.

[03:43:57] Please allow my brother the same opportunity that so many other kids get. Thank you. Thank you. Elizabeth Boyko, to be followed by Suzanne Satterfield. Okay, I'm speaking tonight on behalf of a friend who has children in LCPS and is trying to protect their privacy.

[03:44:18] She's reached out to you, Ian, several times, but has gotten no response, just a generic one from your assistant. She has two daughters in an LCPS high school, and each one has dealt with a very large boy using the girls' bathroom while her daughters are in there. An administrator at the school responded to this mother's concerns by telling her her daughters could contact the Unified Mental Health Team or use the single-sex bathroom.

[03:44:48] Got that? The girls can receive mental health help or use a single-sex bathroom because they don't want to go to the bathroom with a large male with a penis. Strange that the boy was not told he could get mental health help or use a single-sex bathroom.

[03:45:06] so for any of you on this board who support policy 8040 congratulations on making female second-class citizens I'm sure your wives sisters mothers and daughters are proud thank you Suzanne Satterfield to be followed by Jessica Smith parents want transparency and what their children are learning in school parents want school staff to not keep secrets from them parents want their children to feel safe at

school and not be judged by the color of their skin LCPS which hails in exclusiveness showed high school students a black lives

[03:45:40] Matter video in advisory featuring Lala Anthony who says all European colonies were founded on white supremacy and painted white people as racists. Why is a high school Spanish teacher showing TikTok videos of Vico Ortiz who is a non-binary drag king.

[03:45:57] In one of his videos he's wearing a sexual harness. The teacher went on to teach the students new non-binary pronouns in Spanish. There were students, they felt uncomfortable. Why are girls that feel unsafe with boys in their bathrooms given a number to access mental health?

[03:46:16] It's time to remove the ideologies, get back to school, get the sexually graphic books out of school. No collective bargaining. Thank you. Thank you. Jessica Smith to be followed by Christopher Edmonds.

[03:46:35] Christopher Edmonds to be followed by Corey Brunet. Evening board members. I'm here also on behalf of the CLO 6 zone to discuss the grandfathering of our middle and high schoolers. yesterday i emailed each of you with details regarding our community's proximity to loudon county versus tuscarora as you evaluate the option to grandfather these students i think it's important to understand why we feel clo6 is unique compared to some of the others across the across the district that are included in this rezoning as i highlighted in my email to each of you our

[03:47:12] community entrance to our neighborhood is less than two minutes by car and four minutes by bike from Loudoun County High School. And for those on the other side of Dry Mill, also in CLO6, they're even closer as they drive directly past Loudoun County to get to Tuscarora.

[03:47:29] If we're forced to move our students to Tuscarora, this will increase that drive to 20 minutes by car and no longer be accessible by bike whatsoever. I would ask that you pass the motion tonight to grandfather these students that remain currently enrolled in their schools. Thank you.

[03:47:45] Thank you. Corey Brunet, to be followed by Brian Davison. - Good evening, my name is Corrie Brunet and I'm an English learner teacher at Broad Run. As of 5:30 this evening, there are 69 school-based educator positions open that were left mid-year.

[03:48:04] This does not count the dozens of other unfilled support positions like cafeteria workers, bus drivers, and custodians, all of whom are essential for schools to work for students. Collective bargaining is the solution staring us in the face. Collective bargaining will not cost the county millions of dollars, as some have said.

[03:48:23] Collective bargaining will actually save the county money. Your vote for collective bargaining shows all of us educators that you respect us, that you want us to thrive, and that you believe that LCPS can and should be the leader in public education.

[03:48:39] LCPS will never outperform its educators. Listen carefully. LCPS will never outperform its educators. Thank you. - Thank you. Brian Davison to be followed by James Miller.

[03:49:00] Good evening. For the teacher union advocate praising you for teaching facts, I just want to point out this is the school board, not the board of supervisors. Facts are important. And tonight I would like to talk about some more facts, including our SOL scores and math. For the last four years, if you look

at seventh graders, those taking the eighth grade SOL have seen their test scores drop by 25 points and down to an 83% passing rate.

[03:49:28] For those taking the 7th grade SOL, their average score is 388, which is failing. Only 52% passed. For black students, we've been teaching equity and SEL. How have they done? Their average score is 382 with a 39% passing rate. That's the loss of equity.

[03:49:45] You teaching nonsense and failing our skids out here. Now, Ian Sorokton, I know you said you studied the attorney-client privilege in terms of your vote. But you got multiple things wrong. Personal attorneys have absolute privilege and they can waive it. Did your attorneys tell them that it was the school board's attorney that can be waived and not their own?

[03:50:01] If you go to a civil suit, anybody can be questioned. So all of your reasons are nonsense. Thank you. James Miller to be followed by Carrie Michon. Carrie Michon to be followed by Andrea Weiskopf.

[03:50:25] Andrea Weiskopf is our final speaker.

[03:50:41] Opponents of equity often quote Dr. King's dream about being judged by the content of one's character. But you don't get that Dr. King without this Dr. King. Jesus is not an impractical idealist, he is the practical realist.

[03:51:04] Equity, I'm sorry, equality is an idea, but equality cannot become reality without the practice of equity. equity is hard work. Equity is practical. Equity is real. Equity is not about a dream. Equity is bringing that dream to reality. To our lesbian, gay, bisexual, transgender, queer students,

[03:51:36] I see you. You belong here. Black Lives Matter. Thank you. And that was our final speaker. So that will conclude public comment for this evening. With that, we'll move to item 10 on the agenda, the acting superintendent's report. Dr. Smith. All right, good evening. It's my pleasure to start off tonight with some great news from around our school division. LCPS students made their marks on the Scholastic Arts Art and Writing Awards. 28 LCPS students were named National

[03:52:11] Scholastic Writing Program winners and 79 students earned Scholastic Art Awards. The Scholastic Art and Writing Awards are the nation's longest running and most prestigious scholarship and recognition program for creative teens grades 7 through 12. This year's regional winners and their teachers and families will receive invitations to the DC Metro writing region 2023 award ceremony in early March. Congratulations to these art and writing winners. Loudon Laurels, a local nonprofit that provides mentoring support and scholarships to LCPS students from historically underserved populations, hosted an information night earlier this month to share

[03:52:50] guidance about their annual scholarship and offer advice to recent LCPS alums. Each year Loudon Laurels sponsors an award of \$10,000 scholarship that is renewable for four years to two students who have participated in the campus or AVID program. LCPS is grateful to community organizations such as Loudon Laurels and to our alums who support LCPS students and our community through generous and engaging programs such as this one. Brownhill Elementary School students and their parents enjoyed an evening of storytelling in the school's annual for the love

[03:53:25] of reading family night prior to the event students created posters recommending a book they enjoyed the event also featured school staff reading their favorite books thank you to round hill staff and parents for creating a fun and memorable evening for their students congratulations to the light ridge

academic team who won the title of the vhs1 scholastic bowl state champions the scholastic bowl pits four-person teams in a test of knowledge about topics and literature, math, science, and history. Way to go, Lightning. The Office of Outreach Services was recently awarded a community

[03:54:01] schools grant to establish a mobile clinic that will offer immunizations, physicals, and other medical services to LCPS students. Over the next several months, the Outreach Services team will work with LCPS partners, including Inova and the Loudoun Education Foundation, to finalize plans to make the mobile clinic a reality. Kudos to the Outreach Services team for their holistic approach to supporting the LCPS community. Heritage High School and the Academies of Loudoun biology teacher Amy Goodyear was selected to participate in the Liftoff Summer Institute at NASA's Johnson Space Center in Houston, Texas. This week-long professional development training for K-12 teachers

[03:54:39] emphasizes STEM learning and incorporates a NASA-supported state space science element. Each state sends only one participant. Ms. Goodyear will represent Virginia at the Summer Institute. Congrats to Ms. Goodyear on this accomplishment. In recognition of winning first place at the VHSL State Theater Championships on December 3rd for its production of the play *The Trench*, Senator John Bell presented Rockridge's performing arts students with a commending resolution.

[03:55:07] In addition to this honor, the students in their production also won first place at the Virginia Thesbian Festival in Winchester. Assistant Director Rebecca Hess won the Virginia Thesbian Festival Teacher of the Year Award. Rock Ridge Performing Arts will advance to the International Thesbian Festival in Indiana in June.

[03:55:26] Congrats to Rock Ridge's performing arts students for their achievement. Congratulations to Justin Martin on his promotion to the position of Workplace Relations Director. Justin began his career with LCPS as a history teacher at Farmwell Station Middle in 2005. He's also held the position of history teacher at Heritage High in Tuscarora, advancing to the assistant principalship at Tuscarora.

[03:55:49] He transitioned to the Office of Human Resources and Talent Development in 2021. Congratulations again to Justin, and thank you for your dedication to LCPS. Congratulations to Dr. Kim Wirth of Dominion High School on being named Educator of the Year and Mr. Neil Slevin for being named Administrator of the Year by the Blue Ridge Cappies of Northern Virginia.

[03:56:10] The Cappies, or the Critics and Awards Program, is a writing and awards program that trains high school theater and journalism students to be expert writers, critical thinkers, and leaders. Congratulations. And now for an operational update. The schedule for the community listening sessions is shaping up.

[03:56:28] We are awaiting two final dates that we will add to this list. Flyers, a news release, and other announcements will follow with a complete list of times and locations. As I visit these cluster locations with our school board representatives to hear from our parents and our community members. The Virginia Department of Education has partnered with the Graduation Alliance to provide an extra layer of support for K-12 students and their families to help them to be their best in and out of today's classrooms.

[03:56:56] Families who choose to participate in the program will be assigned an academic success coach who will help them to navigate academic and life challenges. Parents and guardians can opt-in to this free service at any time, and LCPS is exploring the opt-in possibility for our division. Families who wish to explore these resources will find them on the LCPS Mental Health and Community Resources page.

[03:57:16] On the agenda this evening, the school will be the construction of the infrastructure, specifically a 400-foot-long, 16-foot-high concrete retaining wall that forms the first of the four floors of the building. On the right, you'll see the electrical conduits coming out of the ground to serve the many systems of the building.

[03:57:37] In the back of the photo, you'll see just one of the many 300,000 cubic yards of rock deposits that have to be removed or crushed on site to be reused in the construction process as a part of the efficiencies on site. School divisions from around our area in the nation have identified the issue of student safety in the restrooms as challenging.

[03:57:57] This is a multi-faceted problem and will require multi-faceted solutions. We've heard remarks about this and this issue is being covered in recent media reports. I do wanna address these questions to the extent that we can and share the active steps we're taking to increase and ensure student safety in bathrooms on campuses.

[03:58:16] Our support services, which is our facilities and operations department, collaborates with both the Department of Instruction and the Office of Safety and Security to identify operational challenges that may contribute to potential risks. In addition, division leaders and I have undertaken a listening tour to solicit feedback from groups from the principal's safety task force, student groups, and others to gain insights on what they're seeing and workable potential solutions.

[03:58:42] Our staff has conducted visits to neighboring school districts to evaluate their architecture and practices that could contribute to solutions for LCPS. Staff is also evaluating technology solutions to enhance safety in these spaces. We're also looking to partner with our parents and our community to address behavioral expectations for students in these private spaces.

[03:59:01] This evaluation and ensuing recommendations will continue as we determine how to make the best improvements to keep our students safe. Staff will bring a detailed update to the school board as an information item on March 14th. We have implemented the following process improvements designed to enhance student safety and to continue to rebuild community trust.

[03:59:22] First, we've established an e-notification process for our crimes in the community, and that has been a part of our partnership with the Loudon Juvenile and Domestic Relations District Court. This process was instituted last week, and we're excited about that process moving forward.

[03:59:38] We have successfully hired an additional and dedicated hearing officers that is set to start tomorrow. The Office of School Administration, which supports principals, assistant principals, and deans by facilitating effective communication, reducing complaints, and supporting a positive learning environment, is also updating its website for ease of access to information we're also in the process of updating several our policies and i'll speak to those in just a moment the office of school administration is updating its current website to improve the access for students families and staff changes will be coming in early march and we'll incorporate the following

[04:00:13] supportive information for students families and staff it will include a reconfiguration of current resources on the website to provide easier access to useful information we'll provide an updated Parent-Guardian FAQ Guide on Student Discipline, information about our out-of-school supports like virtual academic supports for short-term suspended secondary students or student support advisors for

the 23-24 school year, and easy to find links to our Office of Student Services and MTSS team resources for families and other relevant offices to show that our wraparound support

[04:00:48] by LCPS for students who receive disciplinary dispositions. We've also made progress on revising policies that help address student safety communication and technology among the many policies being revised in this school year include seven that were identified late last year for updates by the school board as a part of the recommendations from the special grand jury the board agreed on a moderately expedited process for these policies which led with an extended public feedback period these items are now in the final stages of committee review or coming back to the school board for information and then action today representatives from the

[04:01:26] Loudon Education Association and LCPS met to verify signatures collected by the LEA in support of collective bargaining. The process was conducted by a joint staff of LCPS administration and LEA VEA staff. After a careful review of the cards, the LEA and LCPS have verified a majority of the union authorization cards from school-based teachers in LCPS. In accordance with Virginia law, the school board has until May 31st, 2023 to take a vote on whether to permit collective bargaining and LCPS. Thank you for your attention, and that concludes my report. Thank you, Dr. Smith.

[04:02:03] With that, we will start on our many action items for tonight, beginning with 1101 from the Discipline Committee, Policy 8215, In-School Disciplinary Measures. Ms. Okadekbe. Thank you, Chair. The Policy 8215 for In-School Disciplinary Measures and its accompanying regulation focused primarily on intervention strategies and disciplinary measures that are implemented by the

[04:02:39] principal or designee at the school site and with a focus on fair in a fair and equitable manner to contribute to the quality of the students educational experience the key theme in all of the disciplinary practices and LCPS is indicated in the start of the policy which states that the principal or designee should employ practices that are positive and restorative in nature and a continuum of progressive discipline intervention supports and consequences that are consistent with prevention and early intervention strategies.

[04:03:14] This policy was updated in general to incorporate a number of items. I just wanted to step through these. And then there's a couple of discussion items. So this will be my lengthiest item, if that's okay.

[04:03:31] Ms. Ogedegbe, before you get into a detailed discussion of the item itself, could you make the motion? Thank you. Thank you. My apologies. I make the motion for the school board to adopt the adjustments to policy 8215.

[04:03:49] Seconded by Mr. Mehedegbe. Now, Ms. Ogedegbe, would you like to speak to your motion? Yes. My apologies for the missed order of things. The policy was updated to incorporate language around engaging the unified mental health team, to incorporate the combination of restorative practice measures with other dispositions, clearer language regarding the notification of parents or guardians for in-school disciplinary

[04:04:23] measures, and specifically in relation to removal from classes and detention. had been some earlier language that referenced parents being notified if there if a student was outside of class for a certain number of minutes that was resolved to indicate that parents would be informed if a student was

removed for class for disciplinary specifically disciplinary reasons maintenance of unstructured time per policy 5011 in regards to the denial of school

[04:05:00] privileges the option for parents and guardians to request an administrative review of any in-school disciplinary measure by the school principal the option for parents and guardians to petition for a review for bus suspensions I'm gonna and then there was I already mentioned that so there were a couple of items that although this was discussed in committee that I wanted to bring back to the full board and I had a couple of questions for board members

[04:05:37] if that's okay I do think in the general section that it would be beneficial to include language about notification of parents prior to discipline actions taking place so they have the opportunity to engage with school administrators that's the first item and I will pause board members any discussion regarding that item or the policy in general mr. Morse so good egg can you tell us what line specifically you're talking about are you talking about adding the language I so the suggestion is adding it into the

[04:06:17] introductory section of the policy because I know within the policy that and I don't have my finger on the line number but within the policy it already states that that the parents will be notified if the student is kept like for instance after school parents have to be notified one day prior to at least one day prior to so I think notifications are in here but you're just looking for a

[04:06:47] single location I yeah I think in going through the policy there were I don't believe that it was in every single section and so the suggestion was to add

[04:07:24] it as a global that parents will be notified but also on line 83 parents or guardians of any student shall be notified of the students removed from instruction for any disciplinary action I you're right so that covers it because this is related to to ends in school okay I will I will I will retract that I

[04:07:58] unless there's further discussion further discussion mr. Mahademi thank you chair I have an amendment that I to propose I I make made a move to amend the line 129 to 132 with the sentence and I sent a copy of the sentence to all school board member should have the sentence there it reads school administration would track and document patterns of classroom remor when they

[04:08:33] occur full stop the superintendent or designee will provide quarterly reports to the school board regarding the disproportionality categorized by demographics and compared with the quarter previous year so it's a strike and replace of the entire last paragraph.

[04:08:51] Is there a second? Second. Seconded by Ms. Polifko. Mr. Mejedebe, would you like to speak to your amendment? Thank you, Chair, and thank you. Thank you, Ms. Otebe. So I think one of the asks, I think, from this is something we've been talking about as far as how often do we get reported.

[04:09:11] You know, there was a discussion last time around, whether it's yearly or biannually report. I believe that we need to be, again, regarding this particular policy and the disciplinary data, I think we should be, as a board, should get a quarterly basis.

[04:09:28] And I believe even the MSAC had requested the similar ask in their ask for this particular changes, too. The second, I wanted to expand that not only we get the data, but we get data categorized by demographics so we can see that.

[04:09:43] I know the staff already provides that, but I just want to codify that. At the same time, it sort of goes to compare with the previous quarter, so we want to see a trend as well. So trend, I mean, typically we

get data and we can look at the data where we are, but comparing the previous quarter I think would really help us understand, you know, whether we're doing better, whether we're doing worse, et cetera.

[04:10:06] So it will be more quarter-to-quarter base. I mean, obviously we'll have a much more comprehensive view of the data as well, But I think having the data categorized and the data being able to compare to previous quarter, I think, will help us all. So that's the reason I made the amendment. Further discussion?

[04:10:22] Mr. Morse. I tend to support the amendment. However, I have two concerns with it. First, when we look at quarterly data, it's tricky because quarter by quarter, things change significantly. What you find is that in the spring quarter in particular, a lot more activity, a lot more action, a lot more discipline tends to take place.

[04:10:47] So I don't think a quarter to quarter is the best comparison. I think year over year might be a better one. Please. Mr. Morris, you've made an excellent point. So my amendment is a quarter previous year to exactly the point. So we're looking at quarter one of 2022 with quarter one of 2023 versus looking at quarter one with quarter two.

[04:11:09] I think, and thank you for clarifying. I think that makes complete sense. And the other question is, I'd also like to be able to compare it to other divisions because, you know, it's easy for us to say that we're doing great. But if we look to the counties that are adjacent to us and they're doing better, then, you know, where do we stand?

[04:11:25] So it really helps scope it out when we're looking just beyond ourselves at discipline disproportionality. So, I would add, in fact, I'll, I move to amend the amendment by including the phrase other divisions within that, where would you, where are you at?

[04:11:48] Yeah, I'm in the last line, in the biannual reports, could you read yours one more time and we'll put it right in there? Yeah, so the last line read, the superintendent or designee will provide quarterly reports to the school board regarding disproportionality categorized by demographics and compared with the quarter previous year.

[04:12:08] And I would add, amend the amendment to Reed and in comparison with other regional divisions. Second that. Motion to amend the amendment made by Mr. Morris, seconded by Mr. Mahedby. Do you want to speak to your amendment? No, I think that's all I wanted to say about it.

[04:12:24] Further discussion, Ms. Reeser. So I normally think that comparing to other divisions gives us more information thinking about this. I think it's a little bit different with this one. I don't think it matters if we're doing better or worse than another division.

[04:12:40] I think there should be no disproportionality in discipline that's based on any characteristic of a student. I think it's only important how we're doing compared to ourselves. I don't think it's like other things where we look to other divisions to get ideas.

[04:12:56] Let's say Fairfax is doing fantastic and we feel even worse about what we're doing. If Fairfax is doing worse, is that going to make us feel better about what we're doing? While I understand the First Amendment comparing ourselves to how we're doing, I think our goal here should be that there should be no disproportionality based on any kind of demographic or outside characteristic, and it should.

[04:13:22] - Sir, please be quiet. This isn't public comment, thank you. - It's really irrelevant how much better or worse a different school division is doing, in my opinion. - Further discussion? Ms. Polipko.

[04:13:38] - Thank you, Mr. Chair. I agree with Ms. Reiser. I think that in a policy like this, especially when we're looking at, We're looking at discipline amongst our own students. And there are many variables that surround that discipline. And we need to look at what happens before a behavior, the antecedent, we need to look at what happens after the behavior, the consequence, we need to look at what the behavior is and we need to look at how it's handled.

[04:13:59] And in this particular situation, it's really not gonna help us in any manner to be comparing the behavior of our students to the behavior of other students and how that discipline is handled. But I would also further like to amend the amendment To include a line after on line 115 in Section K, school administration will track and document patterns of classroom removal when they occur on more than two occasions.

[04:14:21] After that line, pardon me. Ms. Polifco, a further amendment is going to be out of order at this time. You can only have an amendment and then an amendment to an amendment. That has to be resolved before further amendments can be made. My apologies, Mr. Chair, I will hold. Thank you. Thank you.

[04:14:37] Further discussion on the amendment to the amendment. Mr. Morse. This is easy because I agree with both of my colleagues on this. But the point is not are we doing better than them is are we doing something different? Are they more effective than we are?

[04:14:53] It's giving us an opportunity to see if there are other divisions that have a better success story than we do. It's one more data point that doesn't allow us to beat our chest and say our disproportionality is less than others. but it allows us to look at it and say, why is it that Arlington County has zero disproportionality?

[04:15:16] Should we reach out to them and find out what they're doing differently? So the data is not just about internally what we are doing. That is one measure, but the more data that we're able to provide and the more broadly we can look at this, the easier it is to find potential solutions because I'm not a believer that everything has to be invented in Loudoun.

[04:15:36] So that's why I would propose to continue to carry that disproportionality discussion within the other divisions as well, because I don't think we can, having more information is a bad thing. - Dr. Smith? - Yeah, thanks for the opportunity.

[04:15:53] Just wanted to share, one of my concerns with this is that we can't control what other divisions share with us and we can't control about the frequency by what they share it, by which demographics they report out on. And so I worry about something like this being a policy when we can't get the data from them, that we could be violating policy.

[04:16:10] And so that would be a concern of mine and how we can get that data because I know we said, I think the comment was around regional divisions. And so that would be a concern of mine and staff in terms of collecting that data from other divisions. So just want to share that. - Thank you. And I agree with Mr. Morse on this.

[04:16:27] I don't think more data is ever bad. And just because the objection that you raised, that could be true of a million different things, whether it's attrition data or compensation data or any number of things that surrounding school districts may not choose to share with us, but that doesn't mean we shouldn't try, and just because if they won't share with us, I don't think that says that we're non-compliant with policy if we made our best effort to get that information.

[04:16:54] And yes, irrespective of what other school divisions are doing, we always want discipline disproportionality or bad behavior to be zero or as low as possible, but just because that's the internal goal doesn't mean that we can't see you know if our numbers are spiking and no one else's are then that's that's something that that can help drive a discussion of what we're doing wrong or what we're doing right if the reverse is that is true so you know yes I think we have to have goals that are independent of that

[04:17:30] but I that that doesn't mean we shouldn't try to get the information and use it to the extent that we can miss Rieser I think I would just need to hear the language again so that I would like to support mr. Morse's idea I also agree that more data is always good but I wasn't clear what were what language were including since it's not in writing and we're just talking about it out loud that would ensure that the data is used in that manner that it's data that

[04:18:07] gives us ideas about how to do things differently or better and as well as how it would not be improperly used to pat ourselves on the back so I guess if I could just hear the language again that would be helpful mr. Mars okay so mr.

[04:18:29] Mahedovee correct me if I'm wrong the superintendent or designee will provide quarterly reports to the school board regarding discipline disproportionality disproportionality categorized by demographics and compared with the quarter previous of previous year and other divisions and for friendly amendment where possible well I don't think there's anything in there that talks about methods it's only talking about demographics so I don't neither one of us is going to be here next year so how do we make sure that what your

[04:19:07] purpose is actually happens going forward I don't think that language achieved it I think the discussion is there I'm sorry mr. chair I think the discussion is there when the when the facts are before you I think that when you look at the facts if we were to look at if we were to look at pay scales and notice that everybody else you know raised their pay by \$20,000 a year we didn't that starts the discussion I think the data allows you to have that discussion to reach out to the other divisions go ahead and then mr. Falcone

[04:19:44] did you have your hand out back there or no never mind okay again I agree I think we need to be more specific about what data you're asking for beyond just the word demographic there's nothing in that amendment to say that we want data about methods or processes or so I would just say I think mr. Mahedevi's got to say someone I'm not gonna amend it I'm just saying that's what it would need for me to support it.

[04:20:13] Mr. Mejedevi. Yeah, thank you, Ms. Reeser. I think it's from a policy perspective, we're asking the what, how is not the part of it. So, I mean, that's not, I mean, that's what the whole, the means, the end is going to drive the means of how it gets there.

[04:20:30] So if we're looking for a report based on these, then the criteria will be set behind in the regulations in terms of how and the process of collecting that, et cetera. So we're giving directions to the

staff that this is what we'd like to see and how it happens and what is collected, I don't want to get into that part.

[04:20:50] Mr. Beatty. Thank you. I appreciate what Dr. Smith said about being able to compare ourselves to other divisions. Like I'm looking at the Virginia Department of Education's school climate reports, and I would assume that this would be a major source of this, but that's only reported every year.

[04:21:08] So for us to get quarterly breakdowns by other divisions, I think we kind of have to rely on their word, and hopefully they wouldn't misrepresent the facts. But I just think we may not get a full picture. And then I would kind of disagree that if the fact, the premise that more data is better, I would say if it's bad data, then it's going to lead us in the wrong direction.

[04:21:30] So I'm not going to support the amendment to the amendment, but I think having more reporting just internally on LCPS for the public would be better. So I will support the original amendment as it is. Thank you. Further discussion on the amendment to the amendment?

[04:21:45] Ms. Polipko. Thank you, Mr. Chair. I agree with Mr. Beatty. I do not think that -- I don't think this policy is the place to be seeking that type of data. If we want to look for that kind of data, we can look for that kind of data outside of the policy. I think that, number one, it creates an incredible burden on the district to be looking at information that's outside of the -- really outside of the scope of what this policy is in place to do.

[04:22:12] This is about disciplinary measures. This policy is about behavior, and it's about how that behavior is handled. can look at all the the data surrounding that outside of the policy i don't i would not support that being added to the policy and so i will not support the amendment to the amendment further discussion seeing none we'll vote on the amendment to the amendment to add uh the comparison with other school districts from the to the requirement for quarterly reporting all those in favor of the amendment please raise your hand say aye aye those opposed please raise your hand say nay

[04:22:48] That motion will fail 3-5 with Sheridan, wait, no, 4-4. So that amendment will fail 4-4 with Sheridan, Beatty, Ogadeby, and Polifco opposed.

[04:23:11] So now we're back to Mr. Falcone. I know where you're going. Go ahead. Thank you. Excuse me. Thank you, Mr. Sorokin. So when a motion fails four, four, and there's a member of the board that's absent and needs to be passed to the next meeting to be voted on again, that's personal.

[04:23:32] - So my question is, how does that apply when it's not the base motion, but it's an amendment, which, and then the base, presumably the policy is going to pass in some format tonight. So then do we go back to it next meeting to consider just that amendment to the amendment at that point, or how would that work?

[04:23:53] - Let me have a few minutes to ponder that. - Thank you. That should not dissuade us from continuing, so we'll be back to Mr. Mejedevi's amendment as he originally made it, 'cause the amendment to it failed, at least for now.

[04:24:10] Is there any further discussion on the amendment? Ms. Polifko. - Thank you, Mr. Chair, I will return to my-- - Is your amendment in that section? - Yes, it is. - In the tracking section? - Yes, it is, it is in the tracking section.

[04:24:25] - Okay, go ahead, Ms. Polifko. - We are so lucky now. I would like to move to amend the line after 1:15 where it says school administration will track and document patterns of classroom removal when they occur on more than two occasions. And I would like to add the line immediately after that that states this shall include documentation of the length of time a student is excluded from instruction.

[04:24:50] - So you're adding a sentence because the part that you read first what it would be after isn't part of Mr. Mahedovey changed that language in his amendment but I think you can still add the sentence after his first sentence so it would read school administration will track and document patterns of classroom removal when they occur and then the sentence you want to add that is correct we are still in section k thank you okay so can you can you say your your sentence that you want to add after that one yes yes I can this shall include documentation of the length of time a student is excluded from instruction is there a

[04:25:30] second seconded by mr. Beatty miss Palico would you like to speak to your amendment thank you mr. chair this was actually one of the recommendations from SIAC from the Special Education Advisory Committee I think it makes perfect sense it helps us to track how long a student is missing class and in this also just goes hand in hand with how important it is for us to be transparent if we're going to be notifying parents of their children being taken out of class we should also be notifying them for how long their child is missing instruction and it will also help us to understand behaviorally why you know if a student is being taken out of class or removed from class

[04:26:09] why are they out of class for that long further discussion miss Rieser so I think I have a question that staff would have to answer what time would they be removed from class that would not be considered instructional? And who would be keeping track of what's instructional and what is not? So I'll start off and see if Dr. Ellis has anything to add in terms of this. But I will say in terms of this, I don't believe we currently track that now unless it's in full day increments

[04:26:47] or half day increments. If someone was removed for a shorter period of time, we would have to come up with another tracking method and would have to work through that in terms of what that means. But most of the time it would be during instructional time unless it was like an after school detention, let's say, something like that.

[04:27:02] So that would be an additional tracking that principals and schools would have to come up with and we would have to have a reporting measure. So it's something we can definitely work on, but I don't think that we have that readily available. Dr. Ellis, anything you'd add? Nope. Thank you. Further discussion on the amendment?

[04:27:23] So do we... Ms. Reeser. Sorry. I thought I was just continuing. My apologies. So do we currently, basically, we would conclude that all of the time is considered instructional if it's during the day? Yes, I would say so, yes.

[04:27:40] Thank you. Further discussion? Seeing none, all in favor of the amendment to the amendment. Could you read the sentence one more time just so that board members are clear? This shall include documentation of the length of time a student is excluded from instruction.

[04:27:59] Thank you. all in favor of adding that after the first sentence of Mr. Mejedevi's amendment, please raise your hand and say aye. Aye. Those opposed, please raise your hand and say nay. Those abstaining, that motion will pass 7-1-1 with, I'm sorry, 6-1-1.

[04:28:32] So with Reza opposed, Mejedevi abstaining, and Ms. Corvo absent for the vote. So now we are back to the Mejedevi amendment as amended. is there any further discussion? Ms. Ogedegbe. So I'm caught up on the amended amendments. We are past that one. May I introduce a separate amendment? Is it related to the tracking paragraph? No. Okay.

[04:29:01] Then you'll have to wait. Okay. We're waiting. Yep. Further discussion on the amendment. Seeing none, all in favor of the Mehedegbe amendment to the tracking section as amended, please raise your hand and say aye. Aye. That will pass unanimously of board members present with Ms. Corvo absent for the vote. So now we are back to the base policy as amended. Ms. Okadegbe. I would like to move to strike section E, work assignments from the policy. This is something that came up. Is

[04:29:36] there a second? Oh, I'm sorry. Yes. Second. Seconded by Ms. Reaser. Ms. Okadegbe, would you like to speak to your amendment? Thank you, Chair Suratkin. Yes. The phrasing for this section leaves room for interpretation as to what work assignments are and given the ambiguity for the potential for ambiguity and in the spirit of ensuring we aren't using students as free labor which is one way in which this could be interpreted I I

[04:30:12] don't understand and even through feedback for from staff about the use of this type of response as a disciplinary action I I'd like to move that this is removed from policy mr. Morris yeah I'd like to get staff's feedback on this I think what I envision is a a student throws their lunch all over the ground and the principal says you need to clean it up you need to mop up the floor you

[04:30:48] know that kind of situation but I'd like to hear what staff's thoughts were on the inclusion of this because it's within the discipline committee so it must be in response to some kind of action yes mr. mr. Morris your example is a good one and I really would just reiterate what you said the work assignment as it states in the policy would need to relate to the original infraction and it would also need to relate to the introductory paragraph of

[04:31:24] the policy and it also states that no student would be required to perform a work assignment that parents object to so that conversation would have to happen before the work is assigned miss Rieser so I think I have three questions or points to make the first one is is how is there a consistent practice with which parents are notified with regard to work assignments and specifically in the example of mr. Morris gave are we saying that the parent would have to be

[04:32:02] notified and before the kid picks up their lunch off the floor if it were I guess it would depend on the circumstance if the student were removed from instruction and discipline were were given because of an infraction then the parent is notified and a conversation would would happen with the parent before work is assigned in that specific example I'm not sure a student wouldn't immediately be asked to pick up the lunch they threw on the floor I

[04:32:38] I don't see any references in this section to the work assignment relating to the infraction. I also don't see any reference in this section to instructional time.

[04:32:57] So I'm going to support Ms. Ogadegbe's motion. I do see reference to operating machinery or tools. And I think the reason that, I think what this section is about is not cleaning your lunch up off the floor. I think it's about things like making kids sharpen pencils or do other manual labor, which is why there's a specific exception about tools that could inflict injury to students or others.

[04:33:24] And I agree with my colleague that consequences should be natural, such as cleaning up your lunch, or there may be intentional consequences, but that manual labor is probably not one of them.

[04:33:42] Thank you. Mr. Mahedby. Thank you, Chair. As much as I agree with my fellow colleagues about probably the reasons for removing the Section E, but I think I feel that's making a wholesale changes on the dais, and this policy went through, as part of the committee, it went through, you know, normal process, it got feedback from everyone, including MSAC and SEAC, and for us to make it a wholesale change, just removing the entire paragraph, I think would not be constructive.

[04:34:13] I think where we as a board made changes to what section reporting, where school board members wanted to see the reports, and I think that was, from my point of view, it was our prerogative to make the changes to that. But I think just removing a section completely on the dais when this policy has gone through a number of review, a number of feedback process, and just coming on the dais to block it off, I would not be supporting this motion.

[04:34:39] Ms. Okadakbe. I understand that perspective. I think I struggled with this one, and I did have an alternate motion that would have adjusted the language to have it be, and again, I didn't see the language, Dr. Ellis, that you'd mentioned that this was related to the infraction, and I think that if that wording were there and there were some other adjustments, I could support keeping it, but not as it's written right now, where I think it's, there's just some ambiguity, and I do realize, yes, this

[04:35:16] did go through committee i realize where we are but um i have received some feedback and i think there was some feedback that wasn't captured through committee from the community that that i'm trying to be responsive to as well further discussion ms reaser i'll just add briefly that since i don't sit on the committee i would never have had an opportunity to work on making that change until it was brought to us tonight so um while committee members may have had a chance to do it I think the the rest of the board is it's our responsibility to do that at

[04:35:51] this point thank you further discussion I share mr. ahead of his concerns about making this change without having had a discussion about it before today and I feel like I need more information about what current practices and the way what's done now in LCPS to determine whether I feel that you know all work assignments are inappropriate or whether this should live on either as it or in some format so I would be open to future discussions about it but I would not support removing this paragraph in a motion today further discussion miss

[04:36:29] reserve would it be in order for me to make a motion at this point to send it back to committee pending what mr. Falcone is potentially going to say it it would be in order to make a motion I'm gonna go ahead and make that motion so that the committee can discuss section e as well as the as well as the changes that we were trying to make to Section K.

[04:36:51] Potentially there can be further discussion of what Mr. Morse was trying to implement as well. - Is there a second? Seconded by Ms. Sheridan. Would you like to speak to your motion to refer? - I think I just did, thank you. - Further discussion?

[04:37:07] Seeing none, all in favor of the motion to refer this back to the discipline committee, please raise your hand and say aye. - Aye. - Those opposed? That motion will pass 7-1-1 with Mejedevi opposed and Ms. Carbo absent for the vote.

[04:37:23] It is referred back to committee, which I think makes the other question moot 'cause it's going back to committee. And it potentially could be voted on again when it comes back to the board, but it may be moot if that paragraph has changed anyway. Now that we've completed one of our 13 action items, we're going to take a 10 minute break.

[04:37:45] Let's try to keep it to actual 10 minutes given the amount of things that we have tonight. So please be back on the dais at 8:50. Thank you, board members. We are now in recess.

[04:48:02] The board is coming out of recess, and we will pick up with 1102, also from the Discipline Committee, Policy 8260, Reporting of Student Conduct. Ms. Okadeke. Thank you, Chair Sorotkin. I would move that the Loudoun County School Board approve staff-recommended changes to Policy 8260, Reporting of Student Conduct.

[04:48:27] Is there a second? Seconded by Mr. Mejedevi. Ms. Okadeke, would you like to speak to your motion? yes just briefly that this policy which was first adopted in 2002 and was most recently updated in 2011 so we are many years since the last revision the updates to this policy are largely in alignment with Virginia code and for clarity specific references to code section numbers have been added to the policy other than that I don't have any additional comment on this one further

[04:49:02] discussion? Ms. Polifko. Thank you Mr. Chair. I'd like to make an amendment to this policy if I may in section D where it states regular reporting requirements and I believe that is I'm sorry let me just make sure that I'm in the right area. Under regular reporting requirements I move that

[04:49:39] we add a new section that states when preparing reports identified in D2 and 3 above the superintendent will prepare an aggregate report that identifies the number of these incidents that involve students with disabilities and will make such information available to the public.

[04:50:08] Is there a second? Second. Seconded by Mr. Beatty. Ms. Polifko, would you like to speak to your motion? Yes, thank you, Mr. Chair. Yes, this is yet another recommendation from the Special Education Advisory Committee. I think it is worthy of adding to this policy because it just further it helps us to identify any students with disabilities that are being reported in this data and it makes that information available to the public it fosters greater transparency and it

[04:50:39] lets us know more of what's going on with our students further discussion seeing none all those in favor of the amendment please raise your hand say aye aye that motion will those opposed okay That motion will pass 7011 with Mr. Mejedevi abstaining and Ms. Corbo absent for the vote.

[04:51:08] So we are now back to the base motion as amended. Is there further discussion? Seeing none, all in favor of adopting the changes to policy 8260, reporting of student conduct as amended.

[04:51:25] Please raise your hand and say aye. - Aye. - That motion will pass unanimously of board members present with Ms. Corbo absent for the vote. That will bring us to 1103 from the Finance and Operations Committee. Request to name the Lovettsville Elementary School baseball field, the Coach Larry Wenner Senior Memorial Field.

[04:51:47] Mr. Morse. - Thank you, Mr. Chair. I move to the Loudoun County School Board approve the name to name the Lovettsville Elementary School baseball field after Mr. Wenner. Therefore named the Coach Larry Wenner Senior Memorial Field for a period of 10 years with the following proclamation.

[04:52:08] Whereas Mr. Wenner served as a coach for the Lovettsville Little League for more than 30 years. And whereas Mr. Wenner was a local player as a young man. Whereas Mr. Wenner served as a manager and volunteer for the local team and was passionate about the sport and sharing it with others.

[04:52:25] And whereas Mr. Wenner had multiple children and grandchildren who attended Lovettsville Elementary School. And whereas 668 individuals have signed a change.org petition in favor of naming the field after Mr. Wenner. Now, therefore, be it resolved that in honor of the contribution to the Lovettsville Elementary School and broader Loudoun County communities, the Lovettsville Elementary School baseball field be named the Coach Larry Wenner Senior Memorial Field for a period of 10 years.

[04:52:53] - Is there a second? - Second. - Seconded by Mr. Beatty. Mr. Morse, would you like to speak to your motion? - Just briefly, you know, a 30-year commitment to the community of Lovettsville as the manager, as the coach, and as a volunteer. I think when you look at that and you consider the probably two to three generations that he impacted, that Mr. Winner had a tremendous impact on the community, and I certainly hope all board members will support.

[04:53:17] Thank you. Further discussion? Seeing none, all those in favor of the motion to name the Levittsville Elementary School baseball field with a coach, Larry Winner, Senior Memorial Field. Please raise your hand and say aye. Aye.

[04:53:33] That motion will pass unanimously with board members present, with Ms. Corbo absent for the vote. We're now on 1104 from the HRTD committee policy 7304 licensed employee transfers and involuntary reassignment.

[04:53:49] Ms. Ogadegbe. - Thank you, Chair Sirotkin. I move that the Loudoun County School Board approve the revisions to policy 7304 licensed employee transfers and involuntary reassignment. - Is there a second? - Second. - Seconded by Mr. Beatty.

[04:54:04] Ms. Ogadegbe, can you speak to your motion? - Thank you so much. So this policy went through some significant adjustments, and I would like to make a motion, but if it is too lengthy, I might refer this back to committee.

[04:54:24] So I have a question for staff related to this. So we had, when we first considered the policy, there was a regulation change that was also in progress at the time.

[04:54:39] so when we were first considering it we said we really couldn't consider the policy without the updated regulations being completed and what resulted was that the other question that we had was around the specificity for the procedures for when around employee transfers and the involuntary reassignments and the The end result was that all of that specificity is in the regulation, but I do believe that

[04:55:18] based upon the impact of this policy and the fact that the specifics in the regulation really serve as policy as to how decisions are made for involuntary reassignments, I would suggest that those details should be in the policy rather than in a separate regulation.

[04:55:41] would like some feedback on that so my understanding as far as the regulation versus policy is we typically put processes and procedures what we call the sausage making for lack of better terms in regulations versus in policy I will say I do have concerns about sending this back to committee only because this specific policy has date constraints in it that apply to the

[04:56:14] current involuntary transfer process and the licensed employee transfer process in regards to this June. Further discussion? Ms. Reeser. So I'm wondering on that note when is your committee meeting again? Hold on one moment. And while you're looking if I could follow up so if

[04:56:51] I'm understanding correctly what you wanted to see wasn't ready yet now you've seen it so there's something you want to change? So in the next HRTD meeting is to answer your first question is March 23rd. So it's the fourth Thursday of the month. I think the issue is just looking at the final redline version with the updates. There's really not much substance in the policy itself. I think

[04:57:27] the other concern is I think the way that these I understand procedure is more or the process is more in regulations but these are the order in which employees are considered for involuntary transfer although that's a procedure it's also directly impacting how the decision is made and that way I would argue that that is more policy so this is I mean I understand

[04:58:04] we've had some extensive conversation about this but looking at the resulting policy it's really slim it also means that adjustments to practices are can be made through the regulation without input from the board may I continue mr.

[04:58:22] chair I I do think I have the same concerns and I think I am reminded of some of the admonitions we've had recently about perceptions by employees about retaliation and the culture that was highlighted in the grand jury report so I think it's incumbent on us as a board to remain engaged and responsible

[04:58:57] so that the employees and the staff do not fear. Things can happen without us knowing. So I support what you want to do and we'll vote in favor of referring it back to committee if you don't want to dissect it here from the dais.

[04:59:16] Further discussion on the policy? Ms. Oka-Degabe. So I do understand the time constraints with the June deadline and I do respect that.

[04:59:33] I at the same time I'm not comfortable with where it stands right now just with all of the specifics being moved to the regulation and not really just not having having visibility into something that is so impactful to our teachers in their employment yes thank you so I would I would like it to go back to committee are you making a motion I'm making a motion to have it come back to committee is there a second second seconded by miss Reiser do you want to speak further to your motion to refer I think I've

[05:00:09] expressed mr. madame there was already a motion that was second before that there was not there was she said she was considering a motion to refer but there wasn't a motion to do so until now miss Sheridan just given the time constraints if this goes back to committee that the committee perhaps meet earlier in the month as soon as you can to address this even if it's just this one policy so that it can come back before the board at the second meeting in March rather than afterwards, if that helps with the time frame.

[05:00:42] I'm open to that suggestion and I'll work with Ms. Boland to see if that's a possibility to get together sooner. Thank you. Further discussion on the motion to refer? Mr. Morse. I'm going to support the motion to refer, but I do want to caution fellow board members that we cannot possibly put into policy everything that's in regulation that we want to see or that we want to follow.

[05:01:07] So I would recommend that we look at ways of capturing changes to the accompanying regulation need to be, you know, the board needs to be made aware of changes to the accompanying regulation, something like that, instead of us trying to write policy that's incorporating all of the regulation in it.

[05:01:24] Because changing a regulation should be the superintendent's prerogative, and if we've dumped everything in there into here now every time that anything needs to be changed, we have to take it through the policy process. So that's one of the reasons why we have the regulations separated from the policy is strategic versus the day-to-day tactical operations.

[05:01:45] So like I said, I will support this, but I am concerned if we start down that road of bringing everything out of regulation into policy that we've got to... a lot of work ahead of us. Further discussion on the motion to refer? Seeing none, all those in favor, please raise your hand and say aye. Those opposed? Nay. That motion will pass 6-2-1 with Sorotkin and Mejedevi opposed and Corbo absent for the vote. So this is referred back to

[05:02:15] the HRTD committee. We'll now move to 11-05. Also from the HRTD committee, policy 7530, duty to report child or student abuse and neglect. Ms. Okadeke. Thank you, Chair Sorotkin. I move that the Loudoun County School Board approve the revisions to policy 7530 duty to report child or student abuse and neglect second seconded by mr. Morris miss Ogedekbe would you like to speak to your motion thank you I think just as a reminder and I know that this came forward as an information item previously but just to highlight that this policy provides some clarification

[05:02:54] on the reporting requirements who is doing the reporting and updates the language to make sure that the policy is inclusive for both minors and students who are 18 and older and provides specific procedures for reporting. I don't have any other comments.

[05:03:10] Further discussion? Ms. Polipko. Thank you, Mr. Chair. I'd just like to bring up briefly that while this policy does address both sexual and physical abuse, it does omit addressing mental abuse as defined in 22VAC 40-705-30.

[05:03:30] And I'm bringing this up because this came through, this obviously is the Virginia Code, But I'm bringing this up because this is another recommendation that came through from Special Education Advisory Committee, and I think it's definitely worthy of a discussion and something that we might want to add into this policy because, as some of you may be aware, students with disabilities are often, unfortunately, victims of mental abuse or neglect.

[05:03:56] And so in light of what SEAC has recommended, I would like to see about amending the line where it states, I think it's on the clean version, it looks like 77. So it states that allegations of an employee using physical force are making a threat of physical harm to a student.

[05:04:17] I'm just looking at that line, and please forgive me, I'm doing this somewhat on the fly here, so if anybody has a different suggestion, my recommendation would be that we clean the language up to state that allegations of an employee inflicting or maybe what we want to do is just add an additional line that states allegations of an employee inflicting mental abuse or neglect on a student or making a threat of mental abuse or neglect to a student so that we are also including that language to be consistent with Virginia code and again I do apologize because I am doing this on the fly so if someone

[05:04:51] has a suggestion as to where we should place that line i would appreciate your input so are you are you making that as an amendment or you just want to have a discussion on that first we can have a discussion on it first and then move forward okay thank you further discussion on the policy mr morse i support the the premise behind it uh what i'd like to know from staff is do we capture that in any other in any other policy is it already captured or is it is it a hole in our policy

[05:05:29] So, I don't think it's captured in a personnel policy in regards to the mental abuse of a student or child, and I'm happy to review the code language, and if it's in code, it's in code. But the thing that I do have potential concerns about is how to define that, how we are going to define that when we attempt to hold an employee accountable.

[05:05:58] And so I guess I would be interested, Ms. Polifco, if there's a definition in code as to what that looks like. Many of these students can't explain or communicate some of the abuses that we're referring to here.

[05:06:16] And a lot of times it is observed or there's physical proof of it. So I think that's my hesitation in putting it into policy. How do we hold someone accountable for something that we can't define? Ms. Polipka.

[05:06:34] Thank you. Ms. Bolin, I do agree with you, and I do agree with you on your definition of that term, and that was actually one of my thoughts as well, and I wanted to discuss that with the rest of the board members because while I do agree with the sentiment, I also believe that it would be very difficult for anyone to measure what that means.

[05:06:56] So what does mental abuse mean? Well, we can define that. It would require this needing to go back to committee. But again, I think we also have to look at what the output is. So we can say that mental abuse is X, Y, Z.

[05:07:13] But as you were stating, if it can't be defined on the other end, how are we measuring that and how are we receiving data with fidelity there? So I'm only bringing it up because I want to be cautious about putting a policy into place that doesn't include all of Virginia Code's definition for what abuse is.

[05:07:34] That's my concern here. And I'm taking what SEAC had reported seriously here because it is our duty to ensure that we have policies in place that address everything in Virginia Code when it comes to abuse and neglect.

[05:07:52] So it's a bit of a sticky situation, but I think it's worthy of making sure that we get it right, that we measure not measure twice and cut once, but measure twice and cut once.

[05:08:09] Measure once, and let's not just cut anymore. Let's just go. - Further discussion? So I think this is, I think I understand the notion. I think I agree with it. It is something I cannot support doing from the dais without understanding what the code obligations are, what the perhaps unintended consequences are, and how we would be defining that.

[05:08:32] So if we need to send this back to committee, I understand or given the fact that like, this is already an existing policy, it's already the way it is right now. So I would also support just moving forward and then perhaps bringing it back for review to figure out whether we need to add something like this to this policy or a different policy.

[05:08:51] Ms. Ogedegbe. - Just a question about the process. So if we were to move forward with this, what would be the policy? So if Ms. Polifco wanted to bring this back for review, having it just approved, is that just something at any time you can bring a policy back for review?

[05:09:13] - The chair of the committee could bring a policy back at any time for review, whether it was reviewed 10 years ago or two meetings ago. So it could be referred back. There's any number of ways to do it. Further discussion on the policy? Mr. Morse.

[05:09:30] - I do think that we need to see how this overlaps with the policies, the discipline policies, with harassment, sexual assault, and neglect. think that because some of the some of the phrases that we're using right now ring sound familiar and I know that we just we've just been through those policies the sexual harassment sexual assault and and all of those policies so I would like to take a look at that and see if it captures the language because I know that mental abuse you know as far as sexual assault goes that can be verbal that's mental abuse so I know that we we are identifying it we just

[05:10:07] need to make sure that we're identifying it once only once and complete completely so and I think that's what Ms. Polithko saying so I'll support sending it back to committee I move to send it back to committee is there a second seconded by Ms. Sheridan further discussion on the motion to refer seeing none all in favor of the motion please raise your sorry Ms. Okadugbe just to ask staff for some research and looking at what the definitions are what is in the code and making sure that we're prepared for that discussion and committee when we get

[05:10:44] there further discussion on the motion to refer seeing none all those in favor please raise your hand say aye aye that motion will pass unanimously a board members present with carvel absent for the vote we'll now move to 11:06 from the legislative and policy committee revision of policy 2430 school board agenda ms Rieser thank you mr. chair I move that the Loudoun County School board approved the staff revisions to policy 2430 school board agenda is

[05:11:21] amended by the LMP committee sir a second second seconded by mr. Morse miss Rieser would you like to speak your motion yes thank you so this policy came to LMP in December and was part of the school board work session on December 13th it went back to LMP in February where we took action to send it to the school board and it is there there's some minor changes to this policy section E rules for agenda items just breaks out the different things

[05:11:57] that can happen when a when an item is placed on the agenda initially is an information item the steps that can take place next such as returning something to committee which we are now familiar with yes and then there's also some clarification about what voting to suspend the rules means since that was not codified in any of our policies with exactly that term before and finally in section G there is some clarification about what things can go to consent and what things need to be sent to the board separately in writing when there's a negative employment action that the superintendent is suggesting which was

[05:12:36] one of the suggestions of the grand jury report that summarizes the changes to policy 2430. I don't know if staff has anything to add. Further discussion? Seeing none. All those in favor of adopting the staff and committee revisions to policy 2430 school board agenda as amended by the LMP committee please raise your hand and say aye. Aye. That motion will pass unanimously of board members present with Corvo absent. We'll now move to 1107 also from the

[05:13:15] legislative and policy committee adoption of policy 3210 office of the ombuds. Ms. Reeser. thank you mr chair i move that the Loudoun County School Board approved the adoption of policy 3210 office of the ombuds as amended by the Lmp committee all second miss reiser would you like to speak to your motion yes thank you again this is a new policy as we discussed last time when it was an information item establishing the office of ombuds and this policy came to lmp back in december and lmp took

[05:13:50] action on it in february sending it to the board um it is a totally new policy and kerry was here last time to answer questions and present it i will turn it over to staff to see if there's anything for them to add or any questions they can answer for the board staff has nothing to add thank you open it up to board member questions or discussion seeing none all those in favor of adopting new policy 3210 office of the ombuds as amended well as created by the lmp committee

[05:14:30] please raise your hand say aye aye okay that uh that motion will pass seven unanimously of board members present with mehedevi and corvo absent for the vote that will bring us to 1108 from the specialized programs and centers committee practical nursing update ms sheridan thank you i move that given the continued challenges with staffing and compliance with all required regulations through the virginia board of nursing the school board and the adult education practical

[05:15:10] nursing program and support current adult students in either refunding tuition or working with the board of nursing to find alternative programs for students to continue their education sir second seconded by miss reaser miss sheridan would you like to speak to your motion i'll just remind board members in the public that we had a lengthy presentation on this by staff last at the last meeting Thank You dr. Ellis and that the committee supported this motion 3-0 to be brought to the board for consideration this evening and what it comes down to is and if staff hasn't if dr. Ellis has an update on the

[05:15:47] staffing problem we were having with the coordinator can is there a change in that dr. Ellis there's no change in the status of that I just will add briefly if you don't mind miss Sheridan I did have a chance to have a conversation with the head of the nursing program at NOVA she's the associate director for allied health programs and workforce development at NOVA they are beginning a practical nursing program and are experiencing some of the same challenges she also shared an annual report with me that was from the

[05:16:24] Virginia Board of Nursing that shared that the attrition rates are low and and for students, and hiring is a challenge across the board, across the state, and has been for several years.

[05:16:39] So this problem is not unique to Loudon, and it's not just based on salary. - So Dr. Ellis, if you could make sure I don't state this incorrectly, but that regardless of board action this evening, which is us taking our own action with our program, that the board will, I wanna make sure the nursing board, the board of nursing will shut our program down because we don't have staff in place.

[05:17:06] So, but also that if we shut ourselves down, we are taking away that the legacy that it carries with us for all the students that could take the test and then we'd be starting fresh if in the future we deemed it appropriate to reopen the program.

[05:17:25] - That is correct. Your word choice in your motion of ending the program versus pausing the program would allow us essentially erase the history of our conditional approval for the past several years and would let us start with a clean slate if and when we're ready to do so thank you further discussion miss Blipko thank you mr.

[05:17:49] chair does it is it worthy of a discussion to continue the search since we are still within the 90-day timeframe and that we are not I guess it looks like we wouldn't be technically out of compliance until April 9th is it worth continuing to attempt to find someone to fill that position while we still have time I'm asking simply because we're not we haven't reached that deadline yet and and I hate to give up on it and if it's possible that we could fill that position before that 90-day period is up

[05:18:22] as much as I want to say it is worth it I also want to remind the board that one challenge is staffing the other challenge is the pass rate on the NCLEX that has historically been a problem and continues to be a problem this year.

[05:18:42] So even if we were to miraculously fill the staff positions by April 9th and those stay filled, we would still continue to have the NCLEX challenge. And with low enrollment in the program, that will unfortunately always be a problem for us.

[05:19:03] Further discussion? Seeing none, all in favor of the motion to end the adult education practical nursing program. and support current adult students in either refunding tuition or working with the Board of Nursing to find alternative programs for students to continue their education. Please raise your hands and say aye. Aye. Those opposed? Abstaining. That motion will pass 7011 with Mr. Mejedevi

[05:19:34] abstaining and Ms. Corbo absent for the vote. That will bring us to 1109 from the Department of support services school naming committee for new school in Dulles South area elementary school ES 32 is there a motion mr. Morse I move that the Loudon County School Board direct the acting superintendent or his designee to begin the process to form a committee to suggest names for the new elementary school ES 32 being constructed adjacent to Hovatter elementary school sir a

[05:20:09] second seconded by heard mr. had to be first mr. Morse would you like to speak your motion just briefly again this is going to be adjacent to to hovatter and one of the discussions was calling it hovatter primary but sensing in the community that the the confusion that you create by having two schools of the same name even as one could be primary and one elementary is still going to create a lot of confusion so for that reason specifically we believe that a new name is appropriate further discussion seeing none all in favor of

[05:20:46] of the motion to form a naming committee for es32 please raise your hand and say aye aye that motion will pass unanimously of board members present with miss corvo absent for the vote that will bring us to miss reason it's a quick question on that um will there be follow-up with what by what date committee school board members need to make their appointment yes thank you that will bring us to 1110 from department of support services name recommendation for new middle school

[05:21:21] ms14 uh it's in blue ridge so i'll go ahead and make this motion uh i move that the loudon county school board named the new school located at 41480 steeplechase loop drive in leesburg the watson mountain middle school is there a second seconded by mr mehedevy so well first and foremost i feel like one time during this term we should actually take the primary recommendation of the naming committee uh but you know there's a first time for everything but i i do feel like uh watson mountain middle school is an appropriate name for the school uh it accurately reflects the

[05:22:00] the history of the region as well as a nearby road that's one of the the major roads in the area if even if not the most fun road to drive up and down uh it reflects the the history of watson as a community in the area as well as individuals who who lived in that area with the name watson who the community

may have been named after and i think it's got a nice ring to it and would be a great name for our new middle school further discussion seeing none all those in favor of

[05:22:37] naming ms14 as watson mountain middle school please raise your hand say aye aye that motion will pass unanimously of board members present with miss corbo absent for the vote that will bring us to 1111 from the Department of Support Services current school this current students affected by attendance zone changes policy 8160 survey results for certain rising grade 8 students rising juniors and high school siblings of rising seniors is there a motion mr. baby thank you chair I'm going to take

[05:23:15] the alternate recommendation by miss Ogedegby I move that the Loudoun County School Board approve the exception request received for certain current grade seven students turn remain at their 2022-2023 middle school for grade eight requests submitted to the lc bus planning and gis service office for another j lubton for other j lubton simpson middle school students currently residing in lcps planning zone cl06 received outside of the identified survey process will also be approved to allow the students to remain at j lupton simpson middle school for the 2023-2024 and the 2024-2025 academic years

[05:23:51] as applicable there will be no lcps bus transportation provided transportation to and from school for these accepted students will be the responsibility of their parent guardian for their students final years of middle school additionally nej lupton simpson middle school students currently resigning in lcps planning zone cl06 are also approved to advance to and graduate from louden county high school the student exception approval is made with the understanding that transportation to and from the louden county high school for these accepted students will be the responsibility of their parent guardians for all four years the students time at loudon county high school further that the loudon county school board approved the exception

[05:24:30] request received for certain current high school siblings of current grade 11 students rising seniors as well as for certain current grade 10 students rising juniors to remain at and graduate from their 2022-2023 high school request submitted to the lcps planning and gis services office for for other Loudoun County High School students currently residing in LCPS Planning Zone CL06, received outside the identified survey process, will also be approved to allow those students to remain at and graduate from Loudoun County High School.

[05:24:59] While bus transportation will be provided for the 2023-2024 academic year for rising seniors, potential bus transportation for other high school students granted a school exception will be available for the 2023-2024 academic year only on a space available basis only.

[05:25:16] In all other instances, transportation to and from school for all the other accepted high school students will be the responsibility of their parent and guardian Sarah second second seconded by Miss Polifco mr. Beatty would you like to speak to your motion thank you we've had a number of discussions about this this was a number of amendments during the zoning process I think the key principle that's driving this change again it's listening to the parents in this area but the fact that CL 06 in particular literally drives past Loudoun County High School just I think it's it's allowing for continuity for those students in a difficult time

[05:25:54] as we're all getting back from the pandemic and I think it makes sense from a space perspective in terms of where they are in the county and where they would have to go and again it's only a small number of students and so it shouldn't have a tremendous impact on Loudoun County High School

as all the transitions happen. Thank you. Further discussion on the motion? Ms. Okadugbe. Thank you Chair Sorokin. So I won't be supporting this motion which I know has my name on it and I had clarified

[05:26:29] both publicly and just I had let individual board members know as well as reaching out to parents and I know we've had some ongoing conversations and I truly appreciate speaking with you and hearing your perspectives and meeting you in person the other day as well but I can't support a motion that impacts just one zoning area and didn't support the the motion that passed in the fall either that was specific to one one zone

[05:27:06] so I won't be supporting this motion further discussion mr. Mahedovee thank the staff I think I see on the board docs the numbers I guess just trying to get an understanding on if this based on this motion how many students are affected or potentially grandfathered in just a number we only in the item we only provided the numbers for next school year for the 23 24 school years so

[05:27:45] with at the middle school level it will be an addition of I can't even do math at this hour I'm so sorry I believe it's 18 students and then at the high school level it would be an additional 17 if I'm doing my math correctly and I'm comparing 2h to 4h at the high school level and 2m to 3m at the middle school

[05:28:25] level I apologize I really should have this for you sorry so how many in the middle school I was looking more specific to middle school versus the school numbers for next school year we are saying that if this motion were approved it would be 872 students and if the motion were approved as initially offered it would be 854 so 18 and so I guess I know is a I'm trying to read through this one so are we just making sure that the current students that are in the middle school are grandfathered in so it is this motion I guess in the

[05:29:04] question would be for mr. Beatty - this motion is not for the students that are coming from elementary in the middle school and so on and so forth so any student that's currently in the middle school they are grandfathered into the high school is that how we understanding this yes I believe mr.

[05:29:22] Beatty do you agree yes since you know I did make the motion I tend to support in the past one for DN zero nine I do plan to support this motion tonight further discussion mr. Polivko thank you mr. chair I will also be supporting this motion because when you when you really think about this and you break this down this is a handful of students this is a this is an extremely small number of students and this change would provide them with continuity it would

[05:29:59] provide them with consistency it simply makes sense based on the location and it's not going to negatively impact it's not going to negatively impact the capacity of the school I mean obviously yes are we over by a teeny tiny percentage yes we are in the grand scheme of things if we're going to be student-centered and follow our our mission here in the new strategic plan that we have I'll support this motion because this is about the kids and it's

[05:30:36] about in my in my personal opinion it's about doing what's best for them and providing continuity in a position where we are able to do that it is my belief that we should do so is are the only differences between the base motion and this alternative motion related to CLO6 or does this open up additional grades of grandfathering for everyone or is it just CLO6? It's only CLO6, sir.

[05:31:06] Okay, thank you. Additional discussion? Seeing none, all those in favor of the alternative motion that Mr. Beatty made, please raise your hand and say aye. Aye. Those opposed? Those abstaining?

[05:31:27] That motion will pass 5-3-1 with Sheridan Morse and Ogadegbe opposed and Corvo absent for the vote. We'll now move to 11-12 from the Department of Student Services, National Professional Social Work Month Proclamation.

[05:31:53] Mr. Mehedbe. I am moved that the Loudoun County School Board, thank you, Chair. I move to the Lanark County School Board adapts the proclamation recognizing March 2023, the National Professional Social Work Month with proclamation.

[05:32:13] Whereas school social workers are employed in schools to enhance the academic mission by providing services to address barriers to learning and help students reach their full potential. And whereas school social workers are actively committed to helping students explore individual and collective abilities, strengths, interests, and talents utilizing research-based interventions and promoting education equity, and whereas school social workers help parents focus on ways to further the educational, personal, and social growth of the children by studying the link between school, family, and the community, and whereas school social worker being unique,

[05:32:52] professional knowledge, and mental health perspective to social personnel and families to aid in identifying students experiencing academic challenges due to social, emotional, and behavioral difficulties and whereas school social workers contribute to prevention and intervention services by providing comprehensive assessments and screening program development individual and small group counseling services crisis intervention consultation collaboration and restorative practice to reduce barriers to learning for students and whereas the social social whereas school social workers should be recognized for the vital role they play

[05:33:29] as catalyst in helping to create an environment that is conducive to effective problem-solving and learning for the whole child. Now, therefore, we'd resolve that the Loudoun County School Board proclaims that March 2023 is declared as National Professional Social Work Month.

[05:33:48] Is there a second? Seconded by Ms. Ogadugbe. Mr. Mehedovie, would you like to speak further to your motion? No, Chair, I think the proclamation speaks for itself. Thank you. Is there any further discussion? Seeing none, all those in favor, of the school board adopting the proclamation recognizing march 2023 as national professional social work month please raise your hand and say aye aye that motion will pass unanimously of board members present with miss corvo absent for the vote then we'll move to 11 13 from department of

[05:34:23] student services proclamation for social emotional learning day miss reaser thank you mr chair i move that the loudon county school board adopt the proclamation recognizing march 10 2023 as sel day as follows whereas the social emotional learning sel is the process through which all young people and adults acquire and apply the knowledge skills and attitudes to develop healthy identities manage emotions and achieve personal and collective goals feel and show empathy for others establish and maintain supportive relationships and make responsible and caring decisions whereas sel

[05:35:03] competencies develop throughout our lives and are essential to our successes to two successes in our schools workplaces homes and communities and allow individuals to contribute meaningfully to society whereas SEL can be taught and developed throughout childhood adolescence and beyond whereas schools families and the wider community must be engaged to enhance the strength depth and pace of acquisition of LCL competencies whereas supporting SEL is a wise use of public resources because there can be long-term social and economic benefits to society from the implementation of evidence-based SEL

[05:35:39] whereas Loudoun County Public Schools continues to support one students in their acquisition of core SEL competencies of self-awareness self management social awareness relationship skills and responsible decision-making to community building and connections across the school environment to support student learning and three learning environments that foster welcoming affirming and inclusive opportunities to promote equitable opportunities for academic and social successes in school and in life now therefore be it resolved that the Loudoun County Public School Board proclaims the second Friday of March as SEL day in Loudoun County Public Schools and encourages all community members to learn about and share their knowledge

[05:36:17] of the importance and impact of integrating evidence-based SEL into our schools organizations and community seconded by miss Sheridan miss research would you like to speak further to your motion? - I'm just gonna speak to it briefly.

[05:36:32] We heard some public comment about people having a problem with SEL, and as I'm reading this proclamation, I hear it's talking about equitable opportunities. Opportunity, in my opinion, is not a limited resource. Giving it to someone doesn't mean you've taken it away from anyone else, opportunity exists for all of our students.

[05:36:51] And talking about building community and connections and awareness and relationships and responsible decision-making are things that all of us support. And I think it's long past due that we speak out about public comment being used to create taboo three-letter words in LCPS.

[05:37:13] And I'm going to start by doing that right now. Thank you. - Further discussion, Ms. Polifco. - Thank you, Mr. Chair. I will not be supporting this proclamation. And it's not because I don't want children to learn about how to make good decisions and that I don't want them to be self-aware and that I don't want them to have empathy for others, it is because social-emotional learning has become hijacked by companies that are making an extreme amount of money off of the product they are selling.

[05:37:52] And it's a very unfortunate thing that people have to come to these meetings, and I was actually one of those people last year. I came to a school board meeting, I came to two school board meetings, I came to three school board meetings to talk about social-emotional learning. I reached out to my board representative to talk about the problem that we have with social emotional learning, being that the product that we are using right now in Loudoun County, which is called Second Step Social Emotional Learning, is affiliated with Learning for Justice.

[05:38:18] The problem with Learning for Justice is that it actually states that their mission, which is formerly known as the Southern Poverty Law Center, is to be a catalyst for racial justice in the South and beyond, working in partnership with communities to dismantle white supremacy, strengthen intersectional movements, and advance the human rights of all people. And people might say, well, what's wrong with dismantling white supremacy? We don't want white supremacy. But by saying that, you're inferring that there is white supremacy, which is actually in violation of Title VI of the Civil Rights Act of 1964, which states that if you are

[05:38:58] going to refer to one race as inherently superior or inferior to another, you are breaking the law. And why would we want to do that to our students? Why would we want to buy a product and insert that product into classrooms that is affiliated with a company that is seeking to disrupt and dismantle white supremacy when that goes against the governor's executive order number one?

[05:39:23] We should not be implementing instruction in our classrooms that divides our students or that teaches them about critical race theory like Second Step does when it is affiliated with Learning for Justice here.

[05:39:38] It teaches about intersectionality. And we could say that teachers aren't using that intersectionality, privilege, and oppression. We could say teachers aren't using those resources, but they are, in fact, affiliated with Learning for Justice, which is a free resource for teachers to utilize in the classroom.

[05:39:55] I spoke about this last year with a family in the administrative building because this family did not want that child to be a part of social-emotional learning. And this is a family's choice. It is a family's responsibility to guide morality in their children.

[05:40:13] Now, furthermore, do we need to have character education in our schools according to the state of Virginia? Yes, we do. But part of the criteria for character education is that we shall not be including any religious or political indoctrination. In 2020, the Collaborative for Academic Social and Emotional Learning readjusted their framework. CASEL is the governing body of all social emotional learning in this country. They own it all, everyone. They own it all. And do you know what their vice president said? Their vice president said that they seek to socio-politically

[05:40:47] influence youth. So that person who spoke this evening in that virtual comment, she was right. Social emotional learning is taking politics and it's bringing it into the classroom and it's doing it in an extremely subtle way. Yes, it is, Ms. Reeser, because this is another article that is from Learning for Justice that is affiliated with Second Step, which, by the way, point of order, Chair, Ms. Polifko is attacking another board member, and that is against our policy.

[05:41:17] Yes, she is. She addressed me, and I'm speaking to the chair, which you are not anymore. Ms. Reeser, I believe she's debating the motion. I don't believe she's attacking your character or attacking you personally.

[05:41:33] She addressed me individually, and our debate is not supposed to be an argument between board members. It's supposed to be about the motion. Ms. Polifko, you're free to debate the merits of the motion, but Ms. Reeser is correct that you shouldn't be addressing your comments to board members.

[05:41:55] You should be directing them to the chair when you debate the motion. Mr. Chair, I would like to make you aware that within Learning for Justice, which is affiliated with Second Step, which teachers are encouraged to use in their lessons according to the lesson alignment chart in Second Step, there is an article about Black Lives Matter, about police brutality, that states at the very end, all lives do not matter and never have. Why would we teach that to our children? That is dividing

[05:42:35] them. It is poisonous, and it is not something that we should be funding, and it is not something that we should be teaching our students. I think that beyond this proclamation, the board needs to have a discussion about doing a deep dive into second step because as far as I can see that probably didn't happen when this when this product was purchased it violates title six of the civil rights act of 1964 we can teach history we can teach all of history but what we should not be

[05:43:12] doing is bringing American Marxism into our schools so I will not be supporting this proclamation and we can move this discussion to another day thank you chair for further discussion on

the motion Seeing none, all those in favor of the motion to adopt the proclamation recognizing March 10th, 2023 as SEL Day, please raise your hand and say aye.

[05:43:40] Aye. Those opposed and those abstaining, that motion will pass 5211 with Beatty and Polifco opposed, Morse abstaining, and Ms. Corvo absent for the vote.

[05:43:56] That will bring us to our information items. We, items 12.01 through 12.06 were heard during our work session. So we will pick it up with 12.07 from the HRTD committee policy 7554, employee responsibility concerning student alcohol and drug usage.

[05:44:23] Ms. Ogadegbe. Thank you, Chair Sorotkin. I have to readjust my windows. Just one second. I need to pull up the... - Okay, so this policy came through committee and is related to the employee responsibility concerning student alcohol and drug usage.

[05:44:57] Hold on a second, okay. And again, similar to the last couple of information items we addressed before the closed session earlier today, it's straightforward, this is related to employees responsibility in terms of student alcohol and drug usage.

[05:45:24] One of the final amendments that came through committee, I believe Mr. Morse, you made this motion was that in the staff language and conduct that all LCPS employees shall discourage and will not condone illegal alcohol or drug use by students at any time or place.

[05:45:45] I don't really have any other comments. I don't know if there are comments from staff on this one that you wanted to bring forward. I think Section C is new in terms of consequences, indicating the consequences of failure to apply and the principal or supervisor's responsibility in ensuring compliance.

[05:46:10] Ms. Balland, any additional items that you wanted to raise related to this policy? Nope, I think you've hit them. Thank you. Board members, any questions regarding this policy? Interest in placing this on consent for our next board meeting.

[05:46:35] Okay. I see consensus. We'll place this on the consent agenda for our March 14th meeting. That will move to 12.08, also from HRTD Committee, Policy 7614, Supplemental Retirement Plans.

[05:46:51] Ms. Okedekbe. Thank you. Again, so this policy came forward to the committee as an action item. This one goes back really far, back to 1990, last revised in 2016.

[05:47:15] Not huge updates to this. There's a little bit of change in terms of the wording related to the 403b plans, which school board members are not eligible to participate in, although school board members can participate in the 457 plans, but again, some minor adjustments here.

[05:47:40] I don't know if there are staff comments on this one that you wanted to highlight. - So I would just say, as Ms. Ogadegbe mentioned, it's been quite a while since it's been revised, so most of the changes are in regards to updating language, updating language to HRTD since this department or office has moved over to HRTD, adding online access information, updating formatting and language to really just define the types of plans

[05:48:19] and language that matches VRS plan document language. - Board members, any questions regarding the changes to this policy? We have consensus to place this on consent for our next board meeting.

[05:48:39] I see consent or consensus, so we'll place this on the consent agenda for our March 14th meeting. And that will bring us to the last HRTD committee information item for tonight, policy 7652, evaluation related to step increase and one-time payments related to tenure.

[05:49:02] Ms. Okedekvi. - Thank you, Chair Sirotkin. So, just to comment, I think this is the shortest policy I've seen so far. is all of five lines in the red line version if you subtract what was taken out but this is related to clarifying the first line is indicating that the annual step increases in one-time payments related to tenure contingent upon funding approved in the school board's annual budget and then clarifying that an employee who receives an unsatisfactory or ineffective and I'm

[05:49:42] assuming that that addition is in line with more recent language around performance evaluations so again in line with the ratings that would come through through evaluations and I don't have further comment and I'm assuming there aren't additional comments from staff either there aren't there any questions or comments from board members regarding the six lines of this policy seeing none is there interest in placing this on consent for our next

[05:50:16] board meeting I see consensus will place this on consent for the March 14th meeting. That will bring us to an overview of Title IX from the HRTD department. Turn it over

[05:50:37] to Ms. Bowen. Good evening, school board members. I'm pleased to have the opportunity to provide an overview of the Title IX process as it relates to LCPS and what we might expect to change in the near future. The four areas of our LCPS I, LCPS 2027 Strategic Plan for Excellence guide the work

[05:51:16] of all employees within the division. Our goal is to empower students, hire, develop, and retain exemplary staff, operate as a rich division to benefit all students' experiences, and engage our community to benefit our students are the thread that drives our mission to provide a safe and inclusive environment for all students and staff.

[05:51:42] Title IX is a federal civil rights law that pertains to any educational program or activity receiving federal financial assistance. Under the final rules, schools must respond when sexual harassment occurs in the school's education program or activity against a person in the United States.

[05:52:03] Its mission is to reduce or eliminate barriers to educational opportunity caused by sex discrimination and applies to all students, employees, visitors, and third-party contractors. The 2020 regulations associated with this law created a framework in which the obligation for K-12 schools to respond to allegations of a Title IX violation were activated only when certain conditions were met.

[05:52:33] The scope of Title IX on the basis of sex currently includes sex discrimination and sexual harassment, as they are defined in the regulation. In a K-12 school setting, the regulation requires that a school respond to knowledge of a possible Title IX violation by filing a report with the Title IX office.

[05:53:00] A report can be made by a school administrator, such as a principal or assistant principal, the complainant, the complainant's guardian, or a witness to the behavior. Any person may report sexual harassment, regardless of whether the reporting person is the alleged victim of misconduct.

[05:53:21] When a report is received, LCPS must respond promptly in a manner that is not deliberately indifferent. To avoid deliberate indifference, we must offer supportive measures, explain the Title IX process, and offer the option for the complainant to file a formal complaint.

[05:53:39] It is important to note that not every report will result in a formal complaint, and not every formal complaint will result in a formal Title IX investigation. However, a formal complaint is required for a formal Title IX investigation to even be considered.

[05:54:02] If the suspected harassment may constitute a crime, it must be immediately reported to law enforcement. If there is uncertainty, school employees are trained to err on the side of caution and report the allegation. If the suspected harassment might involve child abuse, it must be immediately reported to the Loudoun County Child Protective Services.

[05:54:26] And again, if there is uncertainty and a child is involved, the allegations are reported. Upon receipt of a report of a possible Title IX violation, the Title IX coordinator or designee must promptly contact the complainant to discuss the availability of supportive measures, provide an overview of Title IX and explain to the complainant the process for filing a formal complaint. A complainant is an individual who is alleging to be the victim of conduct that could

[05:55:02] constitute sexual harassment. It is important to note that Title IX requires that complainants and respondents must be treated equally throughout the Title IX process. Therefore, the respondent would also be contacted to discuss any possible supportive measures that may be needed.

[05:55:21] A respondent is an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. If the complainant declines the opportunity to file a formal complaint and the allegation does not rise to the level by which the Title IX coordinator would be required to file on behalf of the complainant, the Title IX coordinator would refer the incident back to the school administrator and the Office of School Administration for a student or HRTD and the Workplace Relations

[05:55:57] Team for an employee for an internal investigation and possible action per policy and or code of conduct violations. Regardless of whether a formal complaint is filed, the first steps of the Title IX process are the same. Upon receipt of a report of a possible Title IX violation, the Title IX coordinator or designee contacts the complainant and the respondent to discuss the availability of supportive measures and provide an overview of Title IX and the process. A formal complaint

[05:56:36] is not necessary or required for supportive measures to be requested or implemented. Once a formal complaint is filed and a Title IX investigation is initiated, disciplinary consequences cannot be imposed on the respondent until the formal Title IX grievance process is complete.

[05:56:58] In response to a formal complaint, the Title IX coordinator or designee must provide written notice of the investigation and allegations to all known parties. The Title IX coordinator or investigator conducts a fair and impartial investigation of formal complaints that fall within the scope of Title IX, resulting in an investigative report that fairly summarizes relevant evidence.

[05:57:28] Complainants and respondents are afforded two separate 10-day review periods. If additional relevant information is provided by either party, the Title IX investigator may be required to conduct additional interviews and or edit the report.

[05:57:47] Extensions to these review periods can be requested by complainants and respondents and ultimately granted by the Title IX coordinator. At the conclusion of the second-day review period, the investigative report and all relevant evidence is transferred to a third-party Title IX decision-maker.

[05:58:08] Upon completion of the review, the outcome, any relevant sanctions, and appeal rights are provided to all parties. If an appeal is submitted and determined to meet the requirements necessary of an appeal within the Title IX regulation, a third-party appeal officer is secured and provided the necessary investigative information.

[05:58:34] This appeal determination is final. There is no further appeal. Excuse me. When alleged sexual misconduct could constitute a violation of Title IX, the Title IX coordinator works with the complainant and the respondent to offer supportive measures considered necessary to protect the safety of one or more students or other persons and or to maintain access to LCPS educational programs and activities.

[05:59:08] Supportive measures are individualized services that are considered reasonably available, non-disciplinary in nature, and are not unreasonably burdensome for the other party. Some examples include no contact directives between parties, counseling referrals, flash passes, schedule modifications, academic adjustments, and changes in work or school locations.

[05:59:38] Title IX regulations do allow for the removal of a respondent entirely or partially from its education program or activities on an emergency basis if there is an immediate threat to the physical health or safety of any student or other individual arising from allegations of Title IX sexual harassment.

[06:00:04] If after the review of reported allegations, it appears that there is a safety risk in allowing a student respondent to remain in school, the Title IX coordinator then makes a referral to the school-based threat assessment team lead and threat assessment supervisor to initiate a threat assessment.

[06:00:27] This threat assessment is the basis for the individualized safety risk analysis, which is required by law. Considerations of the assessment include the nature, duration, and severity of the threat posed by the student, the probability that the threatening behavior or circumstance will occur or continue to occur, whether the threat to a person's physical health or safety arises from allegations of prohibited conduct as set forth in the LCPS Title IX policy, whether or if there are reasonable alternatives to emergency removal

[06:01:06] that would sufficiently mitigate any risk and consideration of applicable disability laws. If a determination is made to remove the student, the respondent is provided notice of the emergency removal and an opportunity to challenge this removal through a show calls hearing.

[06:01:28] During the course of the removal, the Title IX office is required to ensure that the student respondent is provided with appropriate educational services and opportunities. The same removal procedure requirements do not apply to employee respondents.

[06:01:46] An accused employee may be placed on administrative leave pending the outcome of the grievance procedure in accordance with LCPS policies and practices and in coordination with HRTD's Workplace Relations Team. An individualized safety and risk analysis is not required.

[06:02:05] Looking ahead, revisions to the Title IX regulations were proposed and submitted for public comment prior to issuance of the final regulations, which is anticipated to be announced in May 2023.

[06:02:25] The public comment period ended September 12, 2022, with over 200,000 comments being received. Proposed amendments would change many of the requirements for handling complaints and apply to all sex discrimination, not just sex-based harassment.

[06:02:46] These changes include expansion of the definition of sexual harassment, decreasing the threshold for what schools are required to investigate, protections for transgender and non-binary

students, protections for pregnant and parenting students and employees.

[06:03:03] The proposed rules will give jurisdiction to incidents that occur outside of the United States, off campus, and outside the education program or activity if there is an alleged hostile environment at school or work and the initial incident contributed to the in-school or in-office hostile environment.

[06:03:28] And this proposal would also eliminate the 10-day review periods. LCBS has a Title IX team, which includes individuals who have been trained to be Title IX coordinators, investigators, decision makers, and appeal reviewers through the Association of Title IX Administrators, also known as ATICSA.

[06:03:52] This team was developed in the spring of 2022, and the team's contact information, training, community resources, and the formal complaint form are available and accessible on the LCPS website.

[06:04:13] This information can be easily accessed from the homepage or on the Human Resources and Talent Development Department page. Thank you for the opportunity to review with you this evening, and I'm happy to answer any questions you may have.

[06:04:35] Thank you, Ms. Boland. Board members, questions regarding the Title IX process? Ms. Reeser, then Mr. Morrison. Thank you, Mr. Chair. Thank you, Ms. Boland. I have four questions. I'll start with what I think might be the cleanest and quickest one.

[06:04:51] The May 23rd changes that become effective August 23rd, those are required by federal law? They would be, yes. Okay, and so there's quite an expansion there with the possibility of off-campus situations that impact on-campus relationships.

[06:05:09] Is there going to be a need for additional training? So I would say yes, there will absolutely be need for additional training once we recognize what those stipulations, what we're required to do. We currently provide ongoing training.

[06:05:29] We pivot our processes and procedures, we track trends and areas of opportunity for our school administrators now. And we work with Dr. Ellis and her team to get on principals meetings to update that information and those trainings ongoing.

[06:05:49] - This is going to be a little bit more subjective, something happening off campus, impacting relationships here. I just wondered, am I, you know, I'm seeing an expression on your face, so am I getting something wrong?

[06:06:04] - So it won't be subjective. Those incidents will still be required to meet the standard in order for them to fall under Title IX. The difference really is currently, we don't have any jurisdiction over if a sexual assault were to happen off campus in regards to students.

[06:06:25] The only thing we would have jurisdiction over investigating would be anything that happened once it came into the school. This would give us jurisdiction to also investigate that sexual assault that caused that incident within the school.

[06:06:40] - Okay, so if there was a sexual assault that happens outside of school and two students attend the same school, I am understanding what you're saying, and you correct me if I'm wrong, that there would be a need to address the fact that those two students are at the same school now.

[06:06:59] It would be, if I'm understanding correctly, it would still be the same standards that would have applied regardless of where the original assault took place. But the analysis would be the same after that.

So I'm not sure I completely understand what you're saying, so let me try to give you an example.

[06:07:20] If a sexual assault occurred, or we'll refer to dating violence. Dating violence is used in the sexual harassment definition. If an incident occurred as an act of dating of violence outside of school over the summer, say, and those incidents, there were rumors in regards to certain incidents that occurred or threats that were made to where the complainant within the school system was feeling harassed based on the rumors or comments or insinuations.

[06:07:59] The Title IX office currently under current regulations would be looking into whether or not those comments and things that are occurring now in the education system were a violation of Title IX, but not whether or not the dating violence that happened off campus were a violation of Title IX.

[06:08:19] After these new regulations, we would be responsible for looking at both, whether the dating violence was a violation of Title IX regardless of where it occurred. - Okay, that clarifies a lot, thank you. The other question I was gonna, the second question was you said that there are instances in which the division would have to file on behalf of the complainant.

[06:08:40] And I was gonna ask you, you said if it rises to a certain level, what level is that, if you can answer that briefly? - So we haven't had to do it as of yet. This would be a conversation with the Title IX office and with the superintendent to have and potentially safety and security and law enforcement to have a more in-depth conversation.

[06:09:03] Because of the intrusiveness of the Title IX requirements, we tend to rely on how the complainant would like to move forward in regards to these types of situations.

[06:09:24] However, if there was significant safety concern for that student or other students or staff and we felt we needed to address it, then we would file on behalf. - Thank you. My third question is you said a report doesn't necessarily equate with a formal complaint, which doesn't necessarily equate with a formal investigation.

[06:09:47] Is that the reason why sometimes you may, if a student or a staff member makes a report but then does not want to make a formal complaint. That could be an instance in which there is a situation that would have risen to a Title IX complaint, but if you have basically a complainant who doesn't want to be a complainant, doesn't want to participate, then there's nothing more you can do.

[06:10:14] - That's correct. Unless we have someone that can explain to us the allegations or provide information, it would be really difficult to meet the standard required to investigate under Title IX. So when we hear about, if we hear about someone who's being accused of doing something a second or third time, and perhaps someone came forward before, but then decided they did not want to continue with the process, and it became something you couldn't, it wasn't actionable anymore, would that be an explanation for why?

[06:10:45] Yes, and there is no timeline for Title IX, so if that original party ever decided they wanted to come forward, we would absolutely look into that, but without them coming forward and sharing information, we have nothing to rise to that standard.

[06:11:00] Unless it was something that had imminent threat, like you were explaining before. That's correct. My last question kind of builds on the idea of timeline. Can you explain why in a hypothetical

situation in which there would be a scenario where a complaint took months and months and months to adjudicate?

[06:11:18] So I would say that the standard process from start to finish, If we're talking about the review periods and potential extensions and could typically last five to six months as the norm.

[06:11:37] And if we add any significant delays, additional complainants, additional witnesses, additional interviews that need to take place, extension requests, it would be very easy for that to extend several months past that and then these reports and investigations are quite substantial hundreds of pages of information and so even when they are transferred to a decision maker it could take weeks if not over a month for them

[06:12:13] to get through all the information to them provide a finding you actually do a really thorough job it makes the decision maker a longer time to get through the materials that's correct okay thank you mr. Morris thank you mr. chair looking at the title nine cover page that we have on the website it has the formal complaint link but it doesn't have a report link is there a reason why we wouldn't include that so the formal the report link is for employees it's

[06:12:45] It's for school administrators, and for—the report feature comes from a school employee in regards to the reporting requirements. If we have a complainant or a witness that wants to put something forward, it would go through the formal complaint process.

[06:13:07] But why would we not have the report? I mean, this is our Title IX landing page. This is where if someone has a concern, this is where they would go. And the first step, if you want to get into remediation or you want to have that discussion, you start at the report, and then you decide if you want to go to formal complaint.

[06:13:26] Why would we not put a link for a report so that someone could be helped to assemble a report and understand the nuances of the report instead of just going straight to the formal complaint? So let me try to clarify, because I'm not sure I completely understand your question.

[06:13:46] The difference between a report and a formal complaint is the report is typically, if you think about it like our requirement to report to Child Protective Services, the report comes typically from a school administrator or an employee in regards to an incident that has been reported or that they have been notified of.

[06:14:11] And that notice and knowledge requires us as staff members to report it to the Title IX coordinator. Although reports can come directly from complainants and witnesses to the Title IX coordinator, historically they do not.

[06:14:30] And so to simplify the process, we direct them to the Title IX office. Most individuals are not fully aware of what Title IX even is. And so most of those initial conversations happen with the school counselor, the principal, the AP, which is why we provide that family fact sheet to start to talk them through that.

[06:14:55] And then they are connected to the Title IX coordinator. And so those conversations typically happen via phone. They're initiated via email, but the report requirement, the report requirement comes from a school employee. That's the requirement in regards to the regulation.

[06:15:14] So the report can actually come from third-party employee or the student, but that doesn't answer the question of why we don't have the report link available, so they can click on it and it'll take them through the steps and what it means to file the report. All that information that you have, you know, you said you've got the link to the complaint.

[06:15:36] It just doesn't make sense that if we have a landing page and someone went through a situation and they said, yeah, I think this is Title IX, but I don't know anything about Title IX. I'm going to go to the Title IX page, and, you know, their first step should be to click on a report.

[06:15:54] Yes, there are people that will go straight to the complaint, to the formal complaint, but there should be a spot for them to start the process on that page. I'm just saying that if we have a one-stop shopping for any issues related to Title IX, that there should be a report tab that they can click on that will take them through that process and explain it to them and tell them what's going to happen with that report, who it's going to get forwarded to, or who they should forward it to.

[06:16:21] But, you know, capture whatever information should be captured in the report. So all of that information is there in regards to the Title IX process, in regards to what's required, if a formal Title IX complaint does come through, what the investigation looked like, that both parties, all parties, get the information.

[06:16:41] The entire Title IX process is available on that page. I think you're thinking of a formal report function or a formal report button, which I'm happy to look into. But there isn't necessarily a requirement of information when someone's reporting an allegation.

[06:16:59] Does that make sense? And because individuals don't necessarily aren't aware what rises to the level of Title IX or what Title IX is, they don't necessarily know to even go to seek out the Title IX page to report it. I understand what you're saying.

[06:17:17] I just feel that that is part of the process, and it's missing. I don't know if other board members — And I don't disagree, and I'm happy. I just don't know if it will solve what it is—I'm trying to get to what you— All I want is I want to see LCPS be successful at handling any kind of accusations of Title IX, any kind of concerns they should be able to go to that site and if they they may be smart enough to know that they want to file a report they should be able to go on there click file a report and file the report and it should go you know they can put in their supervisor

[06:17:54] they can put in their principal whoever it needs to go to and then the process is documented just like the the formal complaint process would be documented if we were to go in and hit that formal complaint tab and go in there. So I just see it as another tool, as another link on that page to keep us, you know, fully in the know of what's going on.

[06:18:16] And much, much easier to track a report that's going into a system than a report that may be sent on an email, an informal report, or, you know, someone reports it verbally to somebody else. Those are things that we lose.

[06:18:32] Those are things that have he said, she said. They have, you know, conflict. documenting this process could be a very easy way for us to better understand what's going on and I that's that's all I want to say I'm on it mr. madam thank you not to beat up this report versus complaint I'm just looking at your flow chart miss Bowen and I think I think I know it's I guess the essence of mr. Morris was coming from is just to have a a report form to start with and

[06:19:10] then you know everything happens behind it so I think based on the flow chart it seems like it receives an incident reported I think that's what he's referring to him and I don't want to get into it what he was trying to say or convey my my questions are different I guess what based on what you shared was May 23 in August it seems like and given that the the scope is expanding and I think you you kind of described that how are we and this is the contention we always get between staffing in the building versus staffing in the schools

[06:19:45] besides training how much are you anticipating and do we have the staff to to address probably you know maybe more of these complaints not complaints but more of the reports and complaints and and then we'll be receiving our end how much are you projecting are you staff enough or what's the plan of action for

[06:20:10] that? So the short answer is I don't know. If all of these changes do go through the requirement for what could be investigated will increase. Whether or not individuals will want to file formal complaints I don't know. The transparency is still going to be there. The difference is we're not

[06:20:46] required to give the two 10-day reviews, but there is a stipulation that we're still required to allow parties a reasonable amount of time to review the information. So the complainant is still going to be concerned with the fact that the respondent still gets to see all the information. So I just don't know how extensive it's going to be. As far as training is concerned, the team has already started working on what it would look like if all of these changes do go through and we do have a

[06:21:23] partnership with ATICSA and TNG which is a Title IX organization that does extensive training that we would we would try to utilize and capitalize on for assistance. Thank you. I hope I mean, as you learn more that you and Dr. Smith take appropriate action from a staffing perspective, I don't want this to be, you know, I'm sure you will, but I just wanted to make that an observation point.

[06:21:57] My sort of second question comes back to, excuse me, I lost my chain of thoughts, so forgive me.

[06:22:16] Maybe I'll come back, Chair. Good afternoon. thank you just to echo what others have already said and not go on too long but I think you know potentially having the ability to report an incident from the website simplifies it if the form had you know I am a staff member versus I am this student where students specifically had the option to report something to initiate a conversation and you can have just a prominent I'm ready to file a formal complaint as this as a second option on the page and then echoing what

[06:22:55] mr. Mahed be just mentioned just you know as soon as you recognize the need for more staff to handle what we all anticipate being an influx of more volume as the scope of what is considered in scope for investigative activity you know we need to support that and the other piece of it is that with the lack of those two 10-day waiting periods it also means that I I'm assuming that the speed of these increases because you don't have those

[06:23:33] 10 days so if you have concurrent investigations that you're working on right now you have 20 days built into your schedule that lend perhaps some time for you to be working on other cases without those 10-day waiting periods you have a condensed period of time in which staff presumably have the activity that's going on for these investigations so just to keep that in mind thank you additional comments mr. Madhavi thank you chair so forgive me I

[06:24:10] lost early lost my chain of thought so one of the question this is something I keep bringing back so there's changes coming what are we as a division doing about educating parents and students about this as well I mean again you know that's always a you know we talked about training but the education is a big part because we want we want to prevent it before rather than happen I mean again easier said than done but I think we don't perhaps we should spend more energy on educating about all these things and because perhaps they don't I mean again

[06:24:48] nobody should do any of these things that warrant title line complete investigations etc but educating them may be the first start that's what we hear so I don't know if you hear any thoughts about that or so we've we've started to have conversations about what's appropriate and how you try to educate students and families about Title IX when the nature of the violations that result in such a case such possible investigation aren't

[06:25:23] something that most parents want you educating their students on there are school divisions that have you know made videos and made resources available and so there are ongoing conversations about what that might look like and part of the goal this summer is to see what what can be done and what can be rolled out before the beginning of the new school year thank you so dr. Smith I mean I think there's something to look into to be proactive about because it's always

[06:26:00] after the fact that we find out and and I think again I'm sure we're doing it but it's it's always good to ahead and educate the parents and educate the students about all these things before the child you know gets into trouble and then the rest is history so and then my sorry one more last point I think I want to make so so you're telling me I know it's a it's sort of fictitious question I guess I'm or so there's a due process to follow not everybody is just because you file a complaint doesn't mean the other party is already guilty so there's there's a process to go through how do we how do we

[06:26:40] communicate that aspect of it because you know we we heard in a couple times about the the investigation happening and and God forbid if it's on on in unfounded and the person let's say in this case of staff has to go through being on administrative leave and and there's more to it I mean socially and everything else so how do we communicate that I'm not getting into the process itself but to educate the community that there's a due process like thing you you shared with the with this particular flowchart that everybody has a due

[06:27:15] process and you got to go through the whole process before they're found guilty or whatever that might be the term what can we do about that so I would say I'm not sure it's necessarily all about education it's more about the understanding of the the requirement of the regulation and not liking it. The difference is under Title IX, we are required to treat every respondent during the

[06:27:55] Title IX grievance process as if they are completely innocent of whatever the allegation is the entire time. We cannot discipline. We can't put any supportive measures or consequence that could be considered punitive.

[06:28:14] These are all things that we communicate to the complainant and or the complainant's guardian throughout the process. We also communicate it to the respondent. It's also included in the notice of an investigation when we provide them all the information in regards to the allegations and the fact that we cannot provide disciplinary measures at any point until the process is completed.

[06:28:44] So from an education perspective, I think it's just continuing to communicate what our requirements are and continuing to educate on what Title IX means.

[06:28:59] - Well, just following along to that and some of the other questions and comments, I think the part that maybe isn't what you presented it but isn't widely known is that after a certain point when this gets appealed, it's going to like a third party adjudicator.

[06:29:17] And at that point, aside from additional information that we may be providing, it's pretty much out of LCPS's hands at that point. And so when someone, I'm not referring to any particular case, but if someone comes and says, this is taking forever, I don't know why, it may be that we're still investigating.

[06:29:33] Or it may be that it's been appealed twice and it's been tied up with a third party decision maker for months. So I feel like we could probably do a better job of just talking about the process in those terms and saying, you know, we're following all the required regulations that go along with Title IX.

[06:29:56] It can be very lengthy, especially when it's appealed and it goes to an independent party to adjudicate these. And it's basically, it's been appealed above LCPS at that point, and we're just following the process along with everyone else. So how do we make that more clear or provide some more information when we get complaints like that while not revealing individual student records or the information about the case just to explain how long and complicated the process is in general?

[06:30:28] From my perspective, it's presentations like this. It's conversations like this. It's providing an overview of Title IX on and on and on because this is a fairly new process in K through 12, and the regulations and the requirements aren't widely known.

[06:30:51] And so I think it's continuing to have the conversations, and it's having the conversation from the very beginning. Like there is no normal time frame it really does depend on how many complainants are there how many incidents are there how many individuals have to be interviewed is law enforcement involved is cps involved what what are the outstanding circumstances or extenuating circumstances and presentations like this will certainly help for the nine of us that are here and the three

[06:31:29] people that are still in the audience, even though we're done with CLO6. I don't know why you guys are still here. But I mean, if we get a media inquiry, we're not going to say, well, go watch this 45-minute presentation. We have to have some concise way of responding to that without talking about the specific case that I don't know if it's an infographic or the flowchart, but there has to be some way that we can give more information to timely requests for everyone else in the general public who's trying to understand. Ms. Reeser. Thank

[06:32:07] you Mr. Chair. Building on your idea of the infographic maybe I'm also very visual maybe if there was a time span of how long each step could take on that infographic not to belabor the point at 10:30 but I just started imagining that as you said it.

[06:32:25] Additional questions? Dr. Smith. Yeah I'll just add to a little bit of what has been said I do think you know we are waiting to see the the final guidance that comes out in May and what that's going to look like and I I do think we've got an opportunity like I think some of you shared around communication and advocacy we've done work with our principals we've done with other groups we've done work with work with some staff and so or with our staff in terms of some training but it's got we have an opportunity to take a look at that and I think what's been said too is that we are probably not to look at additional staffing to be able to support that advocacy to support that communication and so

[06:33:04] it's definitely something we'll be looking at we do have our the title nine family fact sheet that we put online that try to have an easy kind of one pager that we try to put out there but we can look at some other communication measures as well to try to be more proactive in terms of that communication any additional questions thank you for the update really appreciate it okay that will bring us to 12 11 from the legislative and policy committee revision of policy 2310 committees of the school board miss Rieser thank you mr. chair so this is

[06:33:44] coming to to the board for the first time is an information item LNP first heard this item on August 31st of last year it was posted for advisory committee and community feedback during the month of September it came back to us in December we worked on it again in February and and it's coming to the board tonight basically the the staff suggested some revisions to bring this

[06:34:22] policy into compliance with Virginia code 2.2 - 3107.2 and there were also some revisions made based on the advisory committee feedback and I can take questions or turn it over to staff to see if Mr. Sloven or Mr. Falcone would like to add anything. The only thing I would add is that we appreciate the feedback from our advisory committees. Some of the changes that were made from their feedback were more specific information about the types of committees and different aspects of the policy and they may impact the

[06:35:01] committee based on what type it is. So I'm happy to take questions. Dr. Smith. One other thing that I just might add because being a part of this on the front end of this work is based on the recommendation from the discipline committee you'll note there's a recommendation and a change in the name of that committee to the student behavior and accountability committee and that came out of the discipline committee so that was a substantive change just want to make sure you're aware of any questions regarding or discussion regarding this committee regarding this policy one other fairly

[06:35:36] substantive change that I would point out is on where is it it is on line 237 of well 239 actually of the red line which loosens the requirements for quorum slightly for our advisory committees which is something we discussed in committee given that some of our advisory advisory committee struggle to get 50% participation of their members so we we said that the

[06:36:16] bylaws of the advisory committee could override standard Roberts rules of order requiring 50% but that we set a floor below that in no case could quorum for advisory committees be less than 25% so that's the only other change from committee that I would point out miss Rieser yeah thank you I appreciate your pointing that out I was actually going to also touch on the fact that some advisory committees don't even have quorum defined in their bylaws so we did come up with a floor recognizing that the purpose of the advisory committees

[06:36:55] is to be able to allow for engagement that on a volunteer basis for parents with small children on weeknights can be difficult we didn't want them to not be able to exist just because some nights they didn't make quorum additional discussion questions seeing none interest in placing this on consent at next board meeting we have consensus we'll place this on consent for our march 14th meeting that'll bring us to item 1212 asked for by miss reaser regarding the fy 24 2 through 29 capital improvement

[06:37:35] program miss reaser thank you mr chair so i i asked for this to be an information item on tonight's agenda so that we could further discuss what came up at our joint meeting with the board of supervisors regarding our CIP so there's been some conversation more recently around the fact that the

decision to rebuild Parkview high school has caused a shift in some of our CIP priorities and I think miss Sheridan was wise to point out last time that that decision is not in any kind of jeopardy or being

[06:38:13] reconsidered but I think myself along with certain other board members were surprised to learn that that would mean we would have to reprioritize things that we had already prioritized before although that was clearly presented to us in November in the CIP presentations I think what may have been unclear certainly for me and maybe for some other board members is that even items that had already been invested in to the tune of hundreds of thousands of dollars and were set to begin work with fiscal year starting on July 1 and that

[06:38:47] might have plans even fully completed would now be delayed indefinitely so I wanted to just reopen the conversation at this point before the Board of Supervisors adopts the CIP to ask staff to let us know what projects would fall into that very narrow category of projects that are a hundred percent planned like have a plan and have had this the schools have been informed that

[06:39:24] that work would begin with fiscal year the fiscal year starting on July 1 miss Reiser I think that was that was a question for us you'd like this to mr.

[06:39:45] Lewis I don't know if you have that information now or I think if I'm understanding correctly the the question was to provide a list of all the projects that may have been started and you said a hundred percent plan so I might need a little bit of clarification on that that's certainly something I mean if you recall back in the capital we do an alterations project there are probably what I would say dozens of projects so we could absolutely provide a list of each of those projects in the status if that's what would that's what

[06:40:23] you're looking for so in one of the superintendent's updates I had asked specifically about the weight room that that has been that has a plan that is a hundred percent complete and that was set to begin on July 1 and the school was already notified that that would happen the school community expected that and I think about a quarter million dollars have been already invested in the planning phase of it and what I was asking is in addition to the weight room

[06:40:59] are there other projects that we delayed as a result of funding Parkview or the inflation action that we took this year that would have commenced this summer as well yes so that's something that we we can get the answer to I don't have it off the top of my head because there are several categories of projects energy projects and HVAC types of projects so we can go through that list and look at that and I think what we'll do is provide the current status of all them in

[06:41:37] particular I know that we've talked a couple times about the fact that the Dominion high school project has site plans done and construction plans done but they're not permitted yet so once we get permits back there may be more work to do on that so they're not a hundred percent complete and ready to start the the solicitation process itself takes about 60 days so I think we'll do is provide a full status of all of them and then hopefully we can work through that and make sure we when you say a full status of all of them you mean all projects that were slated to begin with this fiscal year I don't need you to do

[06:42:12] all projects that were ever taken out of the CIP or you know because that's not the scope of my request what I'd like to look at is projects that would have begun in the next fiscal year actually begun not because like you said it has a hundred that particular project has a hundred percent of its construction plan done there are other projects that do not have a hundred percent of their construction plan done and

they may have been delayed in the CIP but they would not have begun this fiscal year anyway I am prepared to ask my colleagues to add

[06:42:50] back into our CIP something that has had a quarter million dollars sunk into it was about to begin but I'm not prepared to ask him to add back millions and millions of dollars worth of projects that we delayed so I'm trying to draw a line in the sand with other projects that would be on par with where the Dominion weight room is just to be fair to other projects and other schools so anything else that has a hundred percent of its construction plan done and was going to be worked on in this upcoming fiscal year sure we can do that I would

[06:43:24] really be grateful thank you and I would just ask that we potentially hold space for that to come back for potential action next time because I think that that was I am NOT the only person that that wasn't clear to that the reap that the prioritization of other things would mean things that were imminently about to occur and that especially and I'll speak to this more next time but a weight room is not it's something that PE classes use that all the sports used i mean it's usable by everyone at the school in in some fashion um and it's not super specific

[06:44:02] to like one sport or a couple of sports so i anticipate making a motion to add that back and would like to be able to consider anything else that staff thinks is on part with that additional discussion mr madame not to drag it on but i'm curious um so we would pull back the request to the supervisor for the cip and bring it back to the school board how does the process even work? I think it would take the form of amending something previously adopted and then

[06:44:36] we would transmit a revised CIP to the county. But the CIP works a little differently than the operating budget in that there's only one county CIP. There's not a separate LCPS CIP. So I think we would submit our request and then there'd probably be some negotiation with county staff and the Board of Supervisors about whether they wanted to accommodate that and add things in.

[06:45:04] - Okay, I'm always excited to open the CIP again, so looking forward to it. - Additional discussion? - Okay, seeing none, and I did hear your intent or potential intent to bring something back for action related to this next meeting, so that would be in order.

[06:45:24] With that, we'll move to our final information item of the night, 12:13, from Ms. Polifko, regarding objective reporting in LCPS headlines. Ms. Polifko. - Thank you, Mr. Chair. I'm bringing this up because on February 14th, the school board took a very important vote on deciding whether or not we would waive attorney-client privilege to release the Blankenship and Keith report.

[06:45:49] And I may actually be incorrect here because in my statement, I said that four of the board members spoke. Please correct me if I'm wrong, but it might actually be five, including you, Mr. Chair, with your remarks. But I want to bring this up because I need to understand, number one, How and under what circumstances is this process approved in terms of what information goes to the LCPS headlines, number one.

[06:46:18] Number two, with a vote as important as this, why are we not representing and including all voices of board members, and why are we not providing an objective report to the community of LCPS? This is our school system, and we have newspaper outlets that were reporting more objectively on this than we were ourselves.

[06:46:40] And I think we owe it to the community to check that and make sure that the information that we're putting out is truly fostering transparency and the voices of all the board members who spoke on such an important vote. And this would not only affect what happened at that vote, but it would create potentially a precedence for future actions such as those.

[06:47:04] So I would appreciate any kind of feedback that you could provide related to how that process occurs. Sure so I can speak to it in part and then I'll ask staff if they have anything to add but just I mean from his historical practice when LCPS puts not the school board because we could write or you know approve whatever statement the school board wanted but when LCPS puts a statement out or put something up on the website and it's based on board direction it reflects the majority vote of the board so I can't think of any instance where we put we would where LCPS has put out a statement

[06:47:42] statement or a news headline that says oh and these people voted against it and for what reason I mean I vote I've certainly been on my share of the losing end of votes over the last three years when we put out when we publish the LCPS student calendar every year it doesn't have an asterisk at the bottom that says Ian Sirotkin voted against this calendar uh where so it's just that that's never been the practice I mean certainly news articles that you know journalists and newspapers come out report whatever they want to and generally report on both sides of an issue if the school board was split in their vote but I can't think of any

[06:48:22] instance where it's ever been that way for statements putting out for you know who who would oppose the international baccalaureate program or you know hiring a staff member or or anything else as far as what the process is for statements it not statements but articles getting put on the LCPS website in general that I would have to defer to staffer for what that process looks like I don't know if you want to cover that dr. Smith or have CCO talk about that sure I'm happy to weigh in and then if Miss Sahlgren has anything to add you

[06:48:59] know we do you know we've talked about communication with with the board in terms of the operations of communication and making sure that we're trying to to be responsive and so we do try to prepare you know when we feel like that is going to be a community is going to want to know about some of the things taking place at board meetings especially we knew this was going to be something that the community want to know about and so we do try to provide that what we felt was an objective report about what took place a media release that folks can access and can see that there from our perspective you know the we asked the chair for a quote because the chair speaks for the board

[06:49:36] and then then I provided a quote as well and so you know I think through this through this report or this release or any other release if the board members feel like that it's not objective we're happy to have that conversation and and talk with you about it because our goal is to provide the facts and provide that objective report that represents the vote and what took place in that board meeting so miss Sahlgren is there anything else you might add to that thank - Thank you Dr. Smith.

[06:50:06] I would just add that regarding the website choices or where headlines appear, we usually feature the good news for students throughout all of the visual sliders that are on that front page of the website. And the board news is usually in the top right. We always have the policies anchored in the top right.

[06:50:23] And for instance, the summary that we prepare after every school board meeting always appears in the top right. So bigger headlines usually go right there until they're bumped by the next one. -

Additional discussion, comments? Thank you.

[06:50:40] I appreciate this information. I don't think we can necessarily compare this action item to IB or a school calendar.

[06:50:56] But what I will say is that I think what we should potentially do here, we have this opportunity to make a movement to possibly look at situations like this that will occur in the future, that may occur. and it's pretty much undoubtedly sure that there will be difficult situations that arise no matter what on a school board and difficult action items that come into play and in those situations I think it is the board's responsibility to ensure that the information that's provided to the public is

[06:51:30] objective especially within our own system so I'd like to know what we can do as a board in this instance to ensure that that happens because this is an apples to to me this is an apples to oranges type situation we cannot compare this action item to school calendars and IB I think that's I think it's insensitive and I think it is not doing our due diligence to provide objectivity to the community on on such an important vote as this so I we have an opportunity to make this right and I would like to do that as a board.

[06:52:10] Is there any further discussion? Mr. Morse. I'd like to know what the Board of Supervisors does, what other divisions do. I think there is a difference between a news release and a press release.

[06:52:26] I think when you look at a newspaper or a radio station or a TV anchor, not only are you getting news, but frequently you're getting news from only one side And frequently, you're getting news hyper-focused on specific parts of a discussion.

[06:52:49] So having all the facts, it's all available to the public on our virtual, on our links to the live broadcast. Everything we do, every vote we take, every word we say is preserved. So if there's information that the public's looking for, they know where to go.

[06:53:10] It's always there. What we're putting out is information about what the board is accomplishing, what the division is accomplishing. And I don't know if that's the correct place for us to talk about all of the discussions, all the ins and outs, all of the negatives and positives. I don't know that that's the right messaging format. So I would love to know what other divisions do, and I'd love to know what the Board of Supervisors does, because it just seems impractical for us to put out a press release and then tear it all up and say, well, you know, these are all the reasons not to agree

[06:53:47] with this decision that the board made perhaps that's perhaps that's pollyannish but i don't know i think we need to look around and see are we the ones that are standing out or is that the common practice additional discussion seeing none that that will bring us to item 13 board member comments and committee reports starting with miss reaser thank you mr chair i will keep it brief um i'd like to start by addressing the fact that there were some anti-semitic symbols found near one of

[06:54:26] the middle schools in my district i'd like to just make the statement that i made last time that i denounced the racial and anti-semitic hate speech that our school community and our community at large has had to endure there is no place for that here or anywhere i would also like to let the public know that the legislative and policy committee will be meeting on march 6th for our regularly scheduled meeting there will be a legislative update on what has come out of the general assembly session and I'm looking forward to visiting dominion high school

[06:55:01] for its arts program next week thank you mr. chair I just like to make the public aware that the equity committee is meeting this Thursday March 2nd at 5:30 here in the boardroom and we're going to continue our discussion about the increased incidence in racial slurs hate speech and other incidents that are happening throughout the schools in our division and we'll be taking a deeper dive into the discussion we started in February so I invite the public to watch or attend in person there's plenty of seats available thank you thank you mr.

[06:55:39] Morris thank you mr. chair Finance and Operations Committee has been very active in the discussions a lot of the policies came through last week but some of the issues that we're trying to address now are the telecommunications issue with electronic transmission towers, where they are safe, where they are not, what we must do to comply with federal law, so we're going to continue that discussion.

[06:56:05] The next Finance and Operations Committee meeting is on March 7th. Thank you. Thank you. Mr. Beatty. Thank you, Chair. Is this where we refer back to committee? Sorry, bad joke, too late. The Technology Steering Committee is going to meet on March 16th at 6 p.m.

[06:56:27] believe certainly for action will be the tech student technology acceptable use policy and again this is changes that will come out of the grand jury report so I welcome all feedback from the public about that we had some nice comments at the meeting and then today about student use of technology so I welcome any and all feedback about that one of the things that was discussed was internet content filtering and sort of the the incredible difficulty in managing that so that's available for review for the public if they're interested in that in terms of challenges of trying to monitor and

[06:57:05] provide a safe learning environment for all of our students so thank you thank you mr. Mahedvi thank you chair I got to visit Sanders corner and read to a fourth grade class I think and the reason I want to share this was there There was an interesting book that the librarian helped pick for me.

[06:57:31] It was Finding Winnie. I don't know if you guys ever read that book before, but it's a true story about Winnie the Pooh. So not only the kids enjoyed it, but I think I got to learn something from the kids as well. There was also another book that we read was The Invention of Basketball as well.

[06:57:50] So those were some fascinating. I love the fourth grade kids and the energy behind that. As far as the committee, we met February 15th, Student Services Committee, and we worked on policy 82-90, third assessment.

[06:58:07] It's one of the policies that came out of some of the recommendations from a legal team in terms of making adjustments to that. And so the full board will be, I think it will come as information added to the full board in the next meeting.

[06:58:24] Our next meeting is going to be on March 15th, I believe. and just leave it there. Thank you. Thank you, Chair Sorotkin. Last week I had the pleasure of attending my first LEAF committee meeting as the liaison to LEAF.

[06:58:44] That was on Wednesday, February 22nd, the next which was rescheduled because of President's Day. The next one will be on Monday, March 30th. Good discussions in the meeting and with that advisory board one of the biggest questions that was asked was community members and parents looking for information about the superintendent search so I know there will be information shared soon with next steps

[06:59:21] and more specifics and the soon to be renamed student behavior and accountability committee we met yesterday and we'll meet again on March 27th following up yes we do have a couple of things going back to the committee and HRTD committee met last Thursday our next meeting is March 23rd and then in terms of just activities in the community I had the opportunity to

[06:59:56] to have a morning visit and walk through briefly at Simpson Middle School this week and I have a new school board assistant who's helping me with outreach to PTO and PTA members to start attending those meetings and in the schools in my district so I'm looking forward to meeting more people in the coming weeks and months although I know it will take a while to get through all of those meetings. Thank you. Thank you. Ms. Polifko. Thank you, Mr. Chair. This past month,

[07:00:34] SEAC hosted the Parent Educational Advocacy Training Center to join their meeting and host a workshop for families and professionals on the development of SMART goals to ensure that children's IEP goals are specific, measurable, attainable, relevant, and time-bound.

[07:00:51] This was, I think, a great workshop for parents and educators alike because it empowered them to make sure that the goals that they're putting into place for students are truly met with fidelity. Tomorrow on March 1st SEAC will host a presentation on meeting the needs of twice exceptional children so kids who both have learning disabilities or any kind of specific special education services that they need or who are also simultaneously both who are also simultaneously gifted so that's tomorrow evening March 1st and that

[07:01:25] meeting starts i believe it is six o'clock pm and then on monday the 6th from 5 to 6 pm communications outreach committee will be meeting finally i have had the pleasure of visiting a few special education classrooms now over the past month liberty elementary invited me even though they're not in my district they did invite me to come out to their school and visit their ecsc classroom and i thoroughly enjoyed getting to meet the teacher and aid and some other related service providers that work with the children, as well as obviously getting to work with the kids myself.

[07:01:58] It was enjoyable. And I also visited Hillside Elementary last week and was able to walk through two of their special education program classrooms and spend a little bit of time there, get to know the teachers and the aides and the students. And I just, I would like to provide a special shout out, I guess, for the aides that work with our special education students, because I don't think that um i don't think that people necessarily realize how much work and energy they put into every single day with the kids that they they the kids that they work with they are they are truly

[07:02:36] the boots on the ground um and they they deal with a lot of um you know anytime there's difficult behaviors um or they are literally the right hand of the teachers that they work with and it was great for me to to get to know the teacher in the ecse classroom at hillside and to hear from her how much she values her aides and how good they are so it was really nice to see that they had such a good working relationship i'll be visiting moorfield station elementary on friday and i am also looking forward to reading to one of the fifth grade classes for read across america at

[07:03:09] mill run elementary this friday thank you thank you for cni the next committee meeting is scheduled for March 6th, the lion's share of that is going to be taken up by reviewing drafts of policy 5045, 5046, 5047, and 5048 because the revisions to that policy have been split into four separate policies given how much ground that policy now needs to cover. In addition, there will be an

[07:03:43] information item on leadership development for school leaders and aspiring school leaders. Other than that, I've been practicing my award handing out proficiency over the last month, starting with the VHSL State Gymnastics Championships, which was at Light Ridge High School a few weeks ago, which Mr. Morse and I were able to hand out the awards together for that.

[07:04:07] And then this last weekend at the Odyssey of the Mind regional tournament at Riverside High school the last OM regional tournament was in person was February 29th 2020 less than two weeks before everything shut down and it was actually the last school event I got to go to for nearly an entire year so it was great to see that tournament back up and running back in person and back to normal because it's it's a great thing that LCPS does and our students are very

[07:04:42] successful when they go on to compete at the state and world championships. That will conclude my report, which will bring us to new business. Is there any new business tonight? Seeing none, we are adjourned. Thank you.



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