



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

Loudoun County School Board, 4th Tuesday School Board Mtg/Public Hearing on Proposed School Change HEN/HOV ES 2nd Grade Students, Tuesday, February 27, 2024

Date Tuesday, February 27, 2024
Place Loudoun County Public Schools / School Board meeting (see BoardDocs / LCPS-TV)
Length 5h 27m (video)

- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/917249263?rel=0>
- BoardDocs (School Board): <https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public>

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

Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-19. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:05] I've been notified that Dr. Sumerah Rasheed would like to remotely participate in tonight's school board meeting. Do we have her online? All right, so should I just move on to the next one?

[00:00:23] Okay, so we'll go ahead and move on to agenda item two, approval of the consent agenda. Board members, are there any changes to be made to the consent agenda?

[00:00:40] Yes, Ms. Griffiths. Hi, I wanted to move, if I could move the proclamation for social work onto a separate item for vote, that would be great.

[00:01:03] So we will be moving that to the action item and it will be action item 11.6, I think. Are there any other changes?

[00:01:23] - Okay. - We'll wait for the clerk to go ahead and make those changes to put, I guess it's 2.13 to item 11.06.

[00:01:47] You'll just let me know when you're. And we will wait for the school board clerk to make those changes and board members and members of the public who are following the live agenda You will need

to refresh your page in order to reflect these changes. Thank you for your patience. Chair Mansfield, I think we're good to go.

[00:02:22] Great, let me refresh my page. And it's taking a bit. Okay.

[00:02:46] Okay, so also before we will approve the consent agenda, we'll read the proclamation that is remaining, which is from Ms. Chernoff, Chair of the Curriculum and Construction Committee.

[00:03:07] She will read the Arts in Our Schools Month Proclamation. Ms. Chernoff. - Thank you, Chair Mansfield. It is my great honor to bring this proclamation tonight as a band and arts kid myself for many, many years.

[00:03:23] I am honored to bring this to you. So, Arts in Our Schools Month, March 2024. Whereas Music in Our Schools Month, Youth Art Month, and Theater in Our Schools Month are integral opportunities for our community to celebrate the importance of fine arts in our schools, and whereas the purpose of this celebration is to raise awareness of the lasting positive impact of fine arts education on the academic, personal, and professional growth of our students.

[00:03:50] And whereas fine arts education shapes the way our students understand themselves and the world around them, contributing to deeper learning opportunities for all students, and whereas fine arts education develops students as global citizens, valuing diverse perspectives and beliefs, and whereas fine arts education develops students, creative thinking, expressive communication, collaborative spirit, and critical thinking as part of the profile of a graduate, and whereas fine arts education acknowledges the arts as a powerful tool to unlock the potential of the whole child, and whereas fine arts education empowers students to transfer skills across multiple content areas,

[00:04:29] and whereas fine arts education significantly enhances the morale and quality of the school culture, and whereas our fine arts educators continue to demonstrate dedication to their students, creativity and resilience, providing quality and meaningful fine arts education.

[00:04:47] Now, therefore, be it resolved that the Loudoun County School Board proclaims March 2024 as Arts in Our School Month in Loudoun County, Virginia. - Thank you, Ms. Chernoff.

[00:05:07] So we will, is there a motion to approve the consent agenda? - Yes.

[00:05:23] - I move to approve the consent agenda. - We have a motion by Ms. Chandler to approve the consent agenda. Do we have a second? I second. You guys, just raise your hands and I'll look over. Dr. Deans, you'll second. We have a second by Dr. Deans.

[00:05:38] It's been properly moved and seconded to approve this consent agenda. As a reminder, there's no discussion for items on the consent agenda. And at this time, we'll take an electronic vote. Clerk, would you please open the vote? Board members, please record your vote. Clerk, please close and display the vote.

[00:06:03] And the motion passes with eight and with Dr. Rashid absent for the vote. We will now move on to agenda three, item three, the work session with 3.01, one LCPS 2027 strategic plan for excellence mid-year update presented by Dr. Daniel Smith, our chief of staff, and Dr. Ashley Ellis, our chief academic officer.

[00:06:35] Dr. Smith and Dr. Ellis. Thank you. Good afternoon, Chair Mansfield and members of the board. We are excited to share with you this afternoon our mid-year update for our strategic plan, LCPS

2027 Strategic Plan for Excellence. Today I'm joined by Dr. Smith, my co-chair of the Spice Committee, and all of the goal co-chairs you will meet who will provide an update on the goals of

[00:07:01] the plan. So during today's work session, we'll provide an overview of the core values and strategic goals associated with one LCPS Strategic Plan for Excellence. Each goal group will then have an opportunity to present some successes since the last strategic plan update and some work underway related to their goal and its aligned actions. You will be presented with a detailed report of the mid-year goal metrics that is in board docs for you, and the goal chairs and

[00:07:40] Dr. Smith and I will be available to answer any questions you might have. So we'll start with our vision in Loudoun County Public Schools. The vision was crafted during the creation of the strategic plan. The vision is the future that we imagine for our students. The mission is what we do to achieve that future. The mission of Loudoun County Public Schools was also reviewed during the creation of the strategic plan, and it was decided to keep the mission that existed previously, which is what you see here. Our mission is to empower all students to make meaningful contributions to the world.

[00:08:18] On this slide, you'll see the core values that are a set of shared beliefs that guide our work with students. While you will not see specific metrics related to each of the core values, you will see evidence of each of them woven throughout the goals and the aligned actions. I like to think of these six core values as an umbrella or tent under which the four goals and actions sit. The four goals are designed to outline the most important priorities to achieve our mission and vision. Each goal has aligned actions and specific measures or metrics to support it and you'll hear more about each goal in this

[00:08:55] afternoon's update. Our strategic plan efforts are led by our strategic plan implementation steering Committee, affectionately known as the SPICE Committee. The team includes school-based and central office leaders that support, execute, and monitor the work and the metrics of the plan.

[00:09:13] The co-chairs are listed in the center, and you'll hear from each of them this afternoon, and the many of our other aligned action leads listed on the far right. Many of them are also here with us today. The previous board requested that metrics be reported out throughout the year.

[00:09:34] You're able to see the available data related to each goal and each aligned action in the document in BoardDocs, and there's a screenshot of that document here. You may notice that many metrics do not have mid-year data due to the nature of the metric.

[00:09:50] For example, a metric containing data from SOL scores or the annual stakeholder survey that's given in the spring will be available at the end of the school year or the summer rather than today at the midpoint. We will have the goal chairs for each group present to you an overview of their goal in aligned action. They'll take some time to highlight some of the successes related to their goals and actions, as well as outline work underway. And then Dr. Smith will wrap up with some next steps and some considerations for the metrics in the future. So with that, I will turn it over to the goal one team, Lenny Compton, principal of Watson Mountain Middle School, Tedra Richardson, assistant

[00:10:29] superintendent for student services, and Neil Slevin, assistant superintendent for teaching and learning. Thank you, Dr. Ellis. As Dr. Ellis mentioned, we will be taking the board through each of our aligned actions this morning, this evening, in goal one. One, core academic excellence, two, multiple accessible pathways to success, 1.3, care for students, and 1.4, student voice.

[00:11:01] Students will be at the center of our work and are at the center of our work. In valuing all students' hopes and dreams and preparing them to make meaningful contributions to the world, drive our work in the department of teaching and learning and student services and in lcps starting with goal 1.1 core academic excellence go to the next slide please we wanted to provide an update on four areas first when it comes to chronic absenteeism the current chronic absenteeism rate is 15.8 percent as of february 13th which is lower than our 2023 chronic absenteeism

[00:11:39] annual rate of 18.8% last year at this time. Second, our Virginia Literacy Act. The Virginia Literacy Act, or the VLA, requires all school divisions to implement a state-approved core resource beginning in the fall of 2024. In preparation for next school year, LCPS has been undergoing a core resource adoption for grades K-5 with the board scheduled for action on grades 3-5 this evening. HMH into Reading has been approved for grades K-2 and is the recommended title for

[00:12:11] approval for grades three five for math our math standards and interventions specifically bridges mathematics standards and interventions the 2023 math standards will be implemented beginning at the 24-25 school year these are new math standards all teachers will have an introduction to the new standards of the county-wide professional learning day on march 5th next week additional training will be offered april through august and throughout the 24-25 school year in addition elementary schools have requested an additional Bridges math intervention kit to support tier two

[00:12:48] and tier three math interventions. We plan to purchase these items with end-of-year funds. And finally, for quality teaching for English learners, the division of English learners provides quality teaching for English learners, or what we call QTEL, cohorts to elementary and secondary educators to enhance classroom teaching and learning experiences for English learners.

[00:13:12] Secondary educators participate in content-focused English language arts and math QTEL cohorts with support which support the design of powerful learning opportunities for our English learners. For Goal 1.2, Multiple Accessible Pathways to Success, we have a number of updates.

[00:13:34] As we have shared, Loudoun Valley and Heritage High Schools have been officially authorized as International Baccalaureate World Schools offering the diploma program. We have also expanded opportunities within our dual language immersion programs, currently recruiting our new kindergarten class as our current kindergartens move on to first grade.

[00:13:57] We also have seen a significant interest in our health and medical science academies scheduled to open at Briarwoods High School and Tuscarora High School. For CAST, or our Community and Schools Together program, we've seen a 37% increase in eight sites and 50 student participants.

[00:14:17] With Project SEARCH, we have seen a 6% increase at one site with eight students participating. For Community Independent Instruction, or CII, we've seen an 8% increase with 28 schools participating in CII experiences, and we have seen a 4.4% increase from 2023 to 2024.

[00:14:38] We also are proud of our dual enrollment access in LCPS, while we still plan to work on expanding access. 6,509 individual LCPS students are taking at least one dual enrollment course. There are 8,872 total number of course enrollments in dual enrollment in our schools, which is a significant accomplishment of our schools and our students. And we're thankful for our university partners that support that effort. And then finally, we are working on innovative pathways and computer science in particular. Examples include new cloud computing and machine learning,

[00:15:17] pilot courses that are currently at two of our high schools which we plan to expand to an additional four high schools in the 24-25 school years. What is unique about these particular courses is that they are specifically designed with our industry partners to make sure that they are relevant to the current work happening in these areas. At this time I will turn it over to Ms. Richardson who will talk about goal 1.3. Thank you Mr. Slevin. Now we'll celebrate some highlights of our work in multi-tiered system of supports, bullying prevention and education, substance use education,

[00:15:57] mental health, professional learning to enhance services to English learners, diversity, equity, inclusion and accessibility, and food quality and student satisfaction. In the area of multi-tiered system of supports, LCPS is currently serving over 12,000 plus students or 15% of our student population are being supported through intervention plans in literacy, math, behavior, and social and emotional and mental health areas. Our MTSS guidance,

[00:16:32] training, and resources have been provided to support teacher implementation of math interventions. Within the area of bullying prevention, substance use education, and mental health, 57% of 6th through 12th graders have received bullying prevention lessons 38% of 6th graders 87% of 8th graders and 100% of 9th graders as well as 53% of 11th graders have received substance use or

[00:17:08] mental health awareness presentations at the secondary level the suit the student focus groups have been conducted to improve our advisory lesson implementation to better meet the needs of all of our students. Within the area of professional learning for English learners, the Division of English Learners Family and Community Engagement Team or FACE have provided English learning student feedback circles to interested schools to inform school-based staff on areas of strength and growth to ensure a safe, inclusive, and affirming

[00:17:48] environment for our English learner students. The EL office offers professional learning to all educators that includes the WIDA English Language Development Standards and the Quality Teaching for English Learners or the QTEL to support high quality instructional practices that include content and language learning in an inclusive environment. Within the area of diversity equity inclusion and accessibility our equity leads have provided professional learning at each school with strategies for teaching with

[00:18:25] empathy as well as the characteristics and of and commitments of a trusted adult trusted adults are crucial to the emotional stability social health and development of children and adolescents.

[00:18:44] This is a part of the DEIA focus on fostering school communities that are welcoming, inclusive and affirming and where every student has at least one trusted adult. Student Equity Ambassadors have participated in a work session in January.

[00:19:03] The focus of this meeting was cultivating student leadership that supports our ambassadors in finding agency to create plans of action in their schools to collaborate with school leaders. Student equity ambassadors also provided their own ideas and student voice about trusted adults, a sense of belonging, spaces for school prayer, and/or mindfulness, and their school needs.

[00:19:32] And lastly, within the area of nutrition services, food quality has been elevated and standardized across the county, and as a result of each school receiving direct culinary skills training and resources to enhancing the service line presentation.

[00:19:51] Improvements in the appearance and taste of the pizza served from the new pizza ovens has led to an increase in sales and an increase in student satisfaction. Now I'll turn it over to Mr. Lenny Compton, Principal of Watson Mountain Middle School, for celebrations from 1.4, Student Voice.

[00:20:13] - Thank you, Mrs. Richardson. Line Action 1.4 deals with amplifying student voice. I would like to highlight that the Athletics and, excuse me, the Athletics and Activities Office is excited to involve students in PANDO, which stands for President and Officers Meetings, and a newly established student athlete advisory group.

[00:20:33] These forms provide students with the opportunity to exchange and nurture ideas, apply critical thinking skills to diverse topics, connect with students throughout the school division, and attentively address the needs of these programs. I would also like to highlight some amazing things about the middle school intramural program.

[00:20:51] Currently, it is implemented at four middle schools to include Harper Park, River Bend, Seneca Ridge, and Smarts Mill Middle School. The other middle schools are excited to have it in the budget for next year. During the first quarter, we introduced flag football, and we had 254 student participants.

[00:21:10] And in the second quarter, we had volleyball with 451 student participants. I'd also like to talk about the high school extracurricular club expansion. This year, over 237 new clubs were introduced, reflecting increased student engagement and involvement, and this number far exceeded the target rate set in our strategic action plan.

[00:21:35] And then with regards to the LCPS VHSL athletic participation, we surpassed the VHSL athletic participation record. The achievement surpasses targets outlined in our Strategic Action Plan as well. So we want to note that we had 8,321 students participated last year compared to 8,627 participants this year.

[00:22:01] With that I would like to turn it over to our Goal 2 team. Good evening board members. I'm going to start with Goal 2 which is exemplary staff.

[00:22:19] Goal 2 has three aligned actions focused on attracting and retaining an exemplary staff through ongoing growth and development, professional collaboration, and ensuring that LCPS is an employer of choice.

[00:22:35] This slide provides a visual snapshot highlighting some of the work our teams are doing to support each of the three aligned actions: developing future leaders, collaborating with staff to continue to learn and grow, and hosting in-person and virtual recruiting events to meet applicants where they are.

[00:23:01] Goal 2.1, which is to offer high-quality ongoing growth and development to all staff. For this aligned action, multiple departments collaborate to ensure that staff in the division have a myriad of opportunities to participate in professional learning and development sessions.

[00:23:18] These sessions continue to build the capacity of new and aspiring school leaders, provide mentoring and coaching to teachers new in the division, involve cross-collaboration for access, opportunity, and knowledge training, and celebrating staff for the work that they do.

[00:23:36] Our hope is to have updated data for the end-of-the-year presentation as the survey used to measure this aligned action has not been administered and the data has not yet been pulled to be available until later this year. In addition, the research office will be assessing the professional learning and will be

gathering information to make informed decisions on how to best support staff with professional learning.

[00:24:01] I will now turn it over to Dr. Michelle Luttrell for 2.2. Good afternoon. I am Michelle Luttrell, the proud principal of Loudoun County High School. It is my pleasure to highlight a few strategies and activities driving the work to support Aligned Action 2.2, professional collaboration.

[00:24:19] Elementary school leaders have received targeted professional learning around CLT processes and grade-level teams continue to reflect and refine their practices. Middle schools continue to align CLT expectations to include structures and common language to guide their work.

[00:24:36] They've completed self-assessments and recalibration efforts to monitor progress and engage in professional learning to build their knowledge and skills for future implementation. Furthermore, in fiscal year 25, all middle schools will have a guiding coalition of school staff to lead this work with training to support that effort scheduled to begin next month.

[00:25:00] High schools are operating under consistent operating expectations for CLTs, along with principal and assistant principal training supported by Solution Tree and our very own LCPS Division Instructional Facilitators.

[00:25:16] Solution Tree coaches continue to work with principals and staff on identified needs to include team dynamics, effective instruction, engaging learning experiences, alignment of curriculum, instruction, and assessment, which includes lesson and unit design and assessment design, as well as reteaching and reassessing.

[00:25:37] Ms. Lisa Boland, Chief Human Resources Officer, will now share an update for Aligned Action 2.3. Good evening. I am going to highlight just a few of the strategies and activities the division is currently doing to support Aligned Action 2.3, Employer of Choice.

[00:25:57] Starting with the Shine Peer Recognition Program, which launched on November 8th of 2023. The program allows staff, parents, students, and community members to submit positive stories involving LCPS employees in the areas of inspirational stories, unique and creative ideas, above and beyond, or other great news. Our partners in Shine, Loudoun Education Foundation, choose one submission each month to present the employee with a prize package valued at \$500.

[00:26:29] Since inception, we have received more than 240 submissions. In addition to daily recruiting and onboarding efforts, the success of our one-stop shop recruiting events has led to the expansion and inclusion of more positions. These events allow candidates to interview and complete the HRTD new hire documentation process, pre-employment physical when necessary, and pre-employment TB screening all in one day and at one location, significantly reducing the time to hire.

[00:27:04] We have also shared our commitment to grow our own and are emphasizing this commitment with an expansion of the teacher residency program through our partnership with James Madison University and the implementation of a school nutrition apprentice program, which began in January and creates a career ladder supporting the development and growth of current staff to become our future leaders. Our commitment to recruit and retain top talent requires a focus on the development of all

[00:27:38] of our employees. The Talent Development Office provides for an opportunity to grow our exemplary employees into leaders, preparing them for the next level of their professional career within

LCPS through leadership academies, growth and professional development sessions, and one-on-one leadership coaching opportunities. I will now turn it over to Goal 3 team for additional updates.

[00:28:05] Good evening, school board members. I'm here this evening with Kevin Lewis and Robert Carter, our Goal 3 co-leads, to present just some information. Again, Goal 3 is Enriched Division, which is really around aligned culture, aligned practices, consistency of practice, straightforward communication through internal channels, and safe and productive learning environments for students.

[00:28:32] So this evening, we wanted to highlight some successes and then some upcoming work this school year that are aligned with the Goal 3 work. So some successes align with there's a direct metric related to the office of our Auditor General, our OAG.

[00:28:51] So we have one audit completed and two in progress this year. We have additional SOPs that are 63 now. So we started at zero and now have 63 standard operating procedures and continuing to build that portfolio internally for processes and consistency of practice. We've improved the website configuration for ease of use.

[00:29:09] You will see some of that in the metrics from time spent on website, more engagement with our website versus quickly leaving the website. We've deployed multifactor authentication for all staff and will continue to make security improvements to secure student data and staff data.

[00:29:27] We initiated and facilitated the blue ribbon panel for safety and security with that final report due in one of our upcoming works. So we've had two meetings. A third one is scheduled and then a board presentation will follow. We are on pace to meet the goal to have critical building systems within life cycle.

[00:29:44] And support services have installed five more solar PV systems for a total of 15 schools with PV systems. And I will now hand it over to Kevin Lewis. Good evening, more members. So continuing on with the Goal 3 with a short list of upcoming work that you'll see there.

[00:30:04] We have additional audits that are going to be performed by the Office of the Auditor General. Our unified communication systems, which are emergency systems in every classroom, additional schools installs will be completed this year as well. The multi-factor authentication for major systems is ongoing.

[00:30:22] Blue Ribbon Panel recommendations will still be worked on. They're meeting regularly and we'll be presenting recommendations to the board. We're very excited to share that we have ground source heat pump systems installed at Ashburn, will be installed at Ashburn Elementary School.

[00:30:40] And then that will be our very first zero energy building, meaning our energy use intensity factor is below zero, which is terrific news. We do have second generation camera systems installs going on, and those are systems that are greatly improved from what we have today.

[00:30:58] And our secure vestibules will be complete by the fall of 2024. And so that will be the end, the culmination of a five-year program, over a hundred and some million dollars, where we installed secure vestibules in every one of our schools in the county. And the last one is we need to reconcile our EUI, which I mentioned a minute ago, is their energy use intensity and life cycle replacement goals with the CIP funding. And so over the last couple of years, we have restructured the CIP to fit in a couple of very, very, very important projects. One is Parkview High School and one is Banneker Elementary School. And so

[00:31:33] those projects adjusted some of our life cycle projects as well as our critical systems and energy conservation projects. So we will be realigning those with the funding that's available to us at this point. And that concludes our update for Goal 3. Goal 4, which focuses on an engaged community, 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.

[00:32:08] Goal 4 has three aligned actions, which you can see illustrated on this slide. Tonight, to present updates on goal four I am joined by chief communications and community engagement officer Natalie Allen and Dr. Latisha Ellis Williams who oversees the diversity the division of diversity equity inclusion and accessibility on the next slides we will provide data updates and will share strategies and ongoing work for each aligned action starting with family engagement in 2023 we had a target of 1,400 translations

[00:32:46] and have increased this to 1,600 for this year as of mid-year. 1,125 translation services have been completed. We are on target to meet our annual goal of 1,600 translations. The Department of English Learners and Family and Community Engagement Office has offered 19 various sessions with a total of 1,300 participants and has already exceeded its goal of 1,000 participants.

[00:33:11] For community partnerships, We continue to increase the number of businesses and community partnerships that have active relationships with LCPS. We currently have 787 with an end-of-year goal of 850. We have had 227 visitor contacts through our Ombuds Office as of February 22nd of this year and are on track to exceed our goal of 250 contacts.

[00:33:34] We have also decreased the time it takes to close our Let's Talk content communication management system dialogues to two and a half days versus four and a half days and this puts us on track to exceed our goal of four in the quarter of a day of a response time. Since August 2023 the FACE office has offered five the family room virtual sessions with a total of 894 participants. Four in-person welcome to LCPS family workshops with a total of 227 participants.

[00:34:10] one in-person family resource fair at Seneca Ridge Middle School with a total of 110 participants, six EL family feedback circles with a total of 51 attendees, and three EL student feedback circles with a total of 46 attendees. That's an 18.5% increase in parents as educational partners PEP programs at schools from 27 schools in school year 23 to 32 schools in school year 24.

[00:34:37] We are currently planning the School Business Partnership Recognition Awards Banquet on April 19th. We recently launched Thankful Thursdays Communications to recognize the contributions of businesses to LCPS that you will see across our social media platforms. We are currently planning the Career and Apprenticeship Fair to be held at the Academies of Loudoun in April, and we held the second annual Elevate Loudoun Computer Science event in January.

[00:35:02] As for data around our Net Promoter Score, as aligned with 4.3, we will not have data to report until May. A net promoter score is a common metric used in customer experience programs. The NPS score measures customer loyalty by looking at folks' likelihood of recommending LCPS as a school division and employer.

[00:35:21] Our NPS score is measured with a single question survey and reported with a number ranging from negative 100 to positive 100, where a higher score is desirable. NPS is often held up as the gold standard customer experience metric. And that's all for us.

[00:35:37] All right, board members, as we wrap up this mid-year update, I just want to provide a couple of reminders and some next steps. As we take a look at our mid-year data, it's nice to report where we are mid-year and know that we still have half a year to go, and so that this data will change, but I think you can see we have some incredible work taking place across our school division. Our staff have truly embraced this work, and the mid-year updates that you've received, we look forward to sharing more with you as we go further on into this year.

[00:36:12] In terms of our next steps, our Strategic Plan Implementation Steering Committee, or SPICE, continues to meet and work with our aligned action leads and other staff to move the work of our strategic plan forward. We have four goals, 13 aligned actions, and many more metrics that are a part of this work.

[00:36:29] As we enter the spring, we're looking forward to hearing from Dr. Spence about his findings and recommendations as part of the post-entry plan. And in addition, we'll provide an end-of-year update to our strategic plan. As these two plans come together, the board may wish to make enhancements or improvements that will make our strategic plan more focused on our work ahead, and we look forward to working with you on this.

[00:36:51] At this time, we'd like to thank you for the opportunity to provide you with this mid-year update on one LCPS 2027 strategic plan for excellence. Dr. Ellis and I, along with our goal co-chairs, RACI team members, and many of our aligned action leads are here this afternoon to answer any questions you may have.

[00:37:08] Thank you to all of you for doing all this work. We do appreciate it, and it is a lot of work. I will go ahead and open it up for questions from our board members. Ms. Chernoff.

[00:37:29] Thank you, Chair Mansfield. I want to echo the thanks. This is a heavy lift, as evidenced just by the thickness of all the packets that we printed out today. I know that this took many, many moons to get here, so I really appreciate it.

[00:37:46] as a new school board member, but just for the public, too. I think these detailed metrics, although there is such a breadth of them, I think that it is important for us as a district this size. I think it's important that we have these measurements that are sort of a checkpoint for each year.

[00:38:06] It's good to know how we're doing. It's good to know where we're going, and it's good to know where we need to still grow. And I like the metrics for that reason, and I like the comprehensiveness of the metrics for that reason. I think that we could probably use them once a year. I don't think, you know, all of these all the way through the year are necessary, but I do think the accountability and transparency year to year of this document and the thoroughness of it is important for our community.

[00:38:34] But that being said, as an educator, I look at this and I'm a little concerned that the breadth of this document has made it challenging for us as a district to truly prioritize and narrow our focus on what really matters. In other words, let's keep the main things the main things.

[00:38:51] And I understand that each of us would probably define what really matters differently, but I really am looking forward to the work that we're going to do together in June and especially aligning it, Dr. Spence, with your entry plan because I think those two things coming together, we're going to have a real opportunity to sort of refresh how we think about our goals as a district.

[00:39:09] And like most things, I'm approaching this document with my educator hat on. And as educators, we look at a lot of data every year. Teachers sit down multiple times throughout the year looking at data at a high level. And, you know, I'm looking through this document and I see a lot of things that say like 86% of people want this.

[00:39:29] And then the target is 87%. And when you're a teacher, you don't really look at data that way. You don't look at it and say, okay, we've got 86%. Next time, let's look for 87%. Check, let's move on. What you do is that you actually inversely look at the data. You look at the 14%, and you dig deep into the trends and the things that are missing, and we target those things until we get there.

[00:39:52] And then we look at the 86% and say, well, what are they doing well, and how do we push them further? And I'd kind of like for us to take that approach, and that's how I view the strategic plan, is not just let's just set another target, which I appreciate and think is necessary, but I really hope that we as a group can really dive in And maybe each of us could provide some of those priorities that we have to make sure that we are really using this document effectively and using these metrics effectively.

[00:40:21] So I do have a couple of questions. As I'm looking at the Tier 1, Tier 2, and Tier 3 data, I think it's in goal, I wrote it down, 1.1B. I think this is a perfect example of something I know I've talked about subgroup data, I've talked about MTSS a lot as some things that I have a priority around but I'm just wondering about how we are approaching those targets when they go down so when we're looking at our tier one students we see that for the 2023

[00:40:58] actual I'm particularly worried about tier one because those are our on grade level students so it was 48 for conditional growth and for people listening conditional growth percentile we want to see at least 50 percent for students so that means they're making a year's worth of growth that can be confusing sometimes 50 sounds like failing but it's not it actually means a year's worth of growth so when we're looking at tier one now mid-year if I'm reading it correctly from fall to winter for reading we're seeing 43% and for math 51 so a little bit better for math and I know we have these higher level things that we're talking about new literacy programs and we're voting on

[00:41:37] that tonight but my question is how do we begin to prioritize these things that seem a little bit more glaring so is that part of our conversation in June is that going to be something that we're we're thinking about it would those be the conversations we're having then or are there steps that are going on within each department that are looking at these things and implementing on a on a maybe a school-based level those things are happening and maybe it's both thank you for that question, and I would agree, Ms. Chernoff, I do think it's both. While there are conversations happening among staff and at the school level, it's absolutely a conversation that we look

[00:42:16] forward to having with you all as a board in June. Great. I just have a couple more. You want to jump in? Go ahead. So one of the things that I've been talking with some staff about is a board retreat here for this particular reason, to re-look at the metrics and dig deep and decide what our goals are and how to better approach them as opposed to just flooding ourselves with data if we can have a more strategic approach.

[00:42:50] And I was looking at something like June, and I'm hoping that the board members will agree to something like that. It's going to be a long day, but I think it's something that's necessary. So that's just my pitch. Go ahead. No, I love that.

[00:43:06] And I look forward to that work. I think we can really prioritize some great things and then maybe see those checkpoints more often rather than having it all, all the time. I just have one logistical question. Would it be possible, surveys are referenced quite a bit in here, so when surveys are cited, would it be possible for you all, I know it's one more thing, but to add in the percentage of people that are in that group that participated?

[00:43:30] I think that that's a good measure for us. I mean, if 30% of people participate in the survey, it's not really a full picture, but if 54% and then kind of what the standard is for that across first surveys. I know it's not an expectation that we would get 100% for everything.

[00:43:46] But I think that that would be helpful along with maybe a link of that survey so we could just look at what questions were asked. Many of us were not around when these surveys went out. So that would be a good reference point to know what was asked to measure those things. Yes. I think that's helpful feedback.

[00:44:02] And that's an example of something additional that we do track on the back end. can easily pull that information and if you think it's helpful to include that it is available all right I appreciate that and I just really again I just want to reemphasize this is this is hard work but this really encompasses so much of the things that we are doing in our county and so I'm grateful to all the leadership that has stepped up to come alongside and do this work because it's it's important and it will help drive us forward so thank you for for that - Vice Chair Streffi.

[00:44:40] - Thank you, Madam Chair. Kind of going off the same thought process as Ms. Chernoff, and I've had one-off conversations with a few of you about this already, but I think that one of the things, the notes that I'm really thinking about, or I have thought about since January 2nd, is what does effective student outcomes governance really look for a new board like us, right?

[00:45:03] And how could we possibly be thinking about that? specifically to be data-driven, right? And I really appreciate this presentation and all of the different initiatives and all of the alignment to the strategic plan, but I wanna also introduce kind of the same similar thoughts.

[00:45:26] Do we actually, I know some of the normative practices for school boards and specifically our school board is that once a year or the mid-year and end of year, but what could, this is a little bit opposite of what I think Ms. Chernoff was saying, what could it look like if we did that more often?

[00:45:43] And not the entire report on the strategic plan, but perhaps being able to mine for data more often so that we have more opportunities for pivoting. And some ideas that I had around that, focusing maybe on mining the gaps, disaggregating the data by groups, but what that could lead us towards.

[00:46:04] And I know that we're doing that on a day-to-day basis on the team, but from a governance perspective, that could allow for some more opportunities for us to really weigh in on the priorities and where to put the money and all of that. And so perhaps identifying a group or groups within our students that epitomize maybe the groups that grew the most, right?

[00:46:27] Versus how can we move the needle on test scores in a specific area. But if we're seeing in a range of two to three months, right? A group of students, could be EL students, could be any subgroup of students, an area maybe in second grade or third grade where we're seeing a lot of growth and we can just really dig into that data and see what's making the difference.

[00:46:51] And so I guess these are just some ideas that I wanted to put out there. And then we do what you guys are already doing an amazing job and is celebrating that growth and creating a culture around celebrating a lot of those successes, but with an eye towards identifying where the opportunities are.

[00:47:10] And really I think one of the things I wanted to say as well when it comes to the data is what I am looking for is really what is the team's leadership and the team's response to the data that we're seeing? What are the opinions? And what do you believe to be the right interventions on these types of things?

[00:47:28] And I think that that, to me, would be really important. And we've seen a lot of that already. But I think that that's where the low-hanging fruits are, really the sweet spot in our discussions may be is, well, this is what we're seeing. These are, you know, all of our lifelong educators are saying X, Y, and Z.

[00:47:47] Is it, you know, leaving more time for teaching? Is it creating more space in the classroom? What the levers are, and I think that would reveal a lot. And then I think the last thing is really just meaningful conversations and inputs are great, but being able to trace those back to, have we moved the needle for students?

[00:48:11] That's really the bread and butter, right, of the student outcomes governance that we're looking to get to. And again, what is the leadership's response to what we are seeing? Because you are all the experts, right? And so that's what we're kind of waiting for, is that what is your thought, right?

[00:48:29] And of course, we'll add to that. But yeah, I think that's it. Thank you. - Any other questions? Do you have one? No. I think I will add to a little bit of that, is that we have some metrics, but I wanna know, for instance, the Propel program, how are those metrics, we have participation rate, but how are we going to correlate that with more science metrics or something,

[00:49:08] like SOL scores or MAP or something like that, and I think that's the way I think that we wanna go in looking at all of these things and future, And are those kids going to Academies of Loudoun? You know, those are the kinds of questions I think that we would like to see.

[00:49:24] But I really hope that the board will think about particularly having that retreat for a deep dive into some of these bigger questions. And again, it would be like a 9 to 4 retreat, and then, you know, it would be a big deal.

[00:49:41] So anyway, I really appreciate you guys' hard work. Thank you so much. And if anybody doesn't have any more questions or comments or concerns, I'll move on to item 3.02. And our agenda will be item 3.02, one LCPS Forward Together Entry Plan with Dr. Aaron Spence, our superintendent, presenting.

[00:50:06] Dr. Spence. Thank you, Madam Chair, members of the board. It's my pleasure this evening to bring you an update on progress towards entry plan objectives as we near the end of what is my sixth month on the job here in LCPS.

[00:50:22] let me just say before I jump into this that I appreciate the conversation about metrics and the willingness of the board to dive in and engage in that conversation as we are going through kind of some of the objectives of the entry plan I think we're having similar conversations about what are the most important things that we're interested in understanding about our students and their progress and I also want to challenge the board to go beyond just thinking about that but also to be thinking about are we assessing the right things I think assessment is a big part of the conversation that we need to have

[00:50:52] It's certainly something that we're hearing in our listening sessions and as we're talking to our educators about the sort of insanity of the assessment model that exists in our state and in our country and how that's sort of feeding itself down into our metrics. And I think one of the key questions we need to really think about, particularly as you're preparing to have this conversation with us in June, is what do we value most and how do we measure that?

[00:51:18] And are the measurements that we have in place going to actually achieve the goals that we have for our students? And I think that's an important conversation for us to have. And so I want to encourage you to kind of use that framework as you're preparing for a conversation in June about metrics and you're looking at what we have now and where we might want to go.

[00:51:35] And I know that we'll want to engage with you in that conversation. So I do appreciate your willingness to do that. So with that, let me jump into this entry plan update. Just a reminder, these are the stated objectives of the plan, which have guided decisions about where I've been trying to focus my time.

[00:51:54] And we'll talk a little bit about kind of progress towards those objectives as they're broken out. But they're broken out. We wanted to make sure that they were aligned to these areas of focus, which are the ones that you've just heard all about in our 1LCPS strategic plan. And so the idea is that we don't want to sort of create too much tangential conversation.

[00:52:13] We want to try to crosswalk the conversation so that it's clear to everybody how the work that I'm doing to understand what's going on in the school division is aligned to our understanding around the strategic plan. As a part of this update, I do want to share that we have updated the key.

[00:52:31] So the key for how to read the updates has changed just a little bit. We've updated it to show four different categories rather than three. As we've been thinking through how we're presenting this information previously in progress and ongoing, we're grouped together as one thing, which basically said in progress.

[00:52:49] And so we've separated those two to try to make it clear that ongoing means that it's in place and it's going to keep going just based on the nature of the task. So an example is meeting under goal one, phase one, meeting with students. That's ongoing because I have a student advisory group that meets regularly, will continue to meet regularly, and will continue that into the next school year and beyond.

[00:53:12] So that's just going to be an ongoing. That's never going to turn to a completed. And we just kind of want to make that a little bit clearer as we have these conversations. While I'm happy to discuss any of the status changes that have actually occurred up there, this evening what I intend to do is just highlight some of the significant work that's taking place that's been guided by this plan.

[00:53:35] So, for example, as a part of this plan, I talked about assessing current division literacy and math initiatives. Recently, I participated in a collaborative meeting with members of the departments of academics, teaching and learning, student services, and school leadership to discuss our current division literacy and math initiatives thinking about alignment with the most appropriate research-based methodology for literacy and math instruction in our intervention programs.

[00:54:02] And obviously kind of thinking about how does all of that work, particularly in literacy with the Virginia Literacy Act. So something that I'm learning a lot about as we go along with you. Our team had already done a fairly thorough analysis and determined strengths and areas of opportunity that will likely end up as a part of my post-entry plan report to you.

[00:54:20] But I can signal that the strengths included the alignment of our curriculum and instructional resources, the availability of resources and professional learning opportunities, which is something frequently cited by staff as a strength in our community listening sessions, and then also the multiple sources for the assessment of learning.

[00:54:38] Areas of opportunity that have been discussed include consistency of implementation of curriculum and resources, the need to actually simplify and streamline the quantity of resources and opportunities. We have so much it can sometimes be hard to navigate, and the need to streamline and develop consistent practices around reviewing and analyzing and creating action steps related to assessment data sort of what you were talking about Mr. Streffy our team has already identified some next steps for consideration I'm looking forward to providing you some updates around that in the future and as an immediate next step let me say that we do plan to share this information in

[00:55:14] much greater detail the school board work session in April also in this plan plan is the need to analyze and review discipline data. In early January, I did participate in a meeting with several members of our leadership team from academics and school leadership to review and look at discipline data that had already been shared with the school board. I had an opportunity to dig a little bit deeper into that data to discuss some additional discipline data requests that we've had from some board members as well as things that I'm more interested in learning about and potential next steps again that will likely appear in the post-entry

[00:55:53] plan report specifically we talked about discipline data trends including the numbers and types of violations the number of students referred for suspension and in-school restriction and discipline outcomes for subjective violations and wanting to look at that also as a reporting group analysis just for a frame of reference I don't use the term subgroups I know that that's the federal term but I prefer the term reporting groups and so when I say that that's what I'm talking about we did in that meeting discuss a the need for a root cause analysis in the data so really trying to get it understanding

[00:56:29] what's driving our discipline data and then potential next steps that we might be able to take in order to address that root cause analysis and so that process is underway and again at the conclusion of this entry plan I do look forward to continue that conversation with the school board particularly is starting through the Student Behavior and Accountability Committee and then again through our annual updates to the board. I will just note here in terms of status change one of the things that we've talked about in this goal is to initiate a special education audit. LCPS has just recently completed the cyclical monitoring process with the Virginia Department of Education. We're

[00:57:08] awaiting the results from that but as I've signaled I think we need a broader a broader, more comprehensive audit around special education practices. This is something that comes up consistently and I'll talk about that when I talk a little bit about our listening sessions. And so we are talking with some folks working with a neighboring division to review the scope of their work and see what's able to be performed in LCPS and then also beginning to work through the full procurement process as needed.

[00:57:37] We also talked there about the need to understand the degree to which instructional practices are clearly articulated and I do want you to note that we are we have launched a process to develop an instructional framework we've talked a little bit about the instructional framework with you which basically conceptually is you want to know what the expectations are for what instruction looks like in LCPS you shouldn't have you shouldn't ask 50 teachers that question and get 50 answers you should have a

fairly similar answer and that doesn't mean you should have robotic expectations for teaching but it ought to be clear what the learning conditions should look like, what the learning environment should feel like,

[00:58:16] what is the purpose of instructional design, how do we expect delivery of instruction to occur and what are the purposes and practices around assessment and data analysis. And that's really what an instructional framework drives at is providing that level of clarity for the organization and since that's mission one that's a really important piece and we've launched into that work already and I appreciate Dr. Ellis and her team for taking the lead on that.

[00:58:40] We will plan to discuss that work in much more detail with you and come back in May with a broad overview of the work that's been done there, but rest assured that a number of voices, including students, teachers, principals, and others, are being engaged in that conversation as we really try to understand what instruction should look like in our schools.

[00:59:02] So let's move over to goal two with the focus on exemplary staff. As you know, one of the things that we're continuing to do is host listening sessions across the division to inform this work um i'm also continuing to meet with principals and teachers um in a variety of ways through formal meetings through our teacher advisory council through our principal advisory council through our principal meetings but also in formal ways i've been hosting small group breakfasts with our principals to get to know them a little better and understand where their where their pain points are in our in our schools also been meeting with what i would talk

[00:59:40] about as our elementary, middle, and high school educator cabinets. Sort of the idea of a kitchen cabinet where you have a small group of people that are kind of outside of the normal interactions that you have who can give you a real sense of what's happening in the world. The educator cabinets have been called together to meet with me and Dr. Ellis to really talk about their experiences inside of our school so that we can understand those a little bit more deeply in a more informal setting. In fact, Dr. Ellis and I met with the three educator cabinets earlier this month to keep talking about these issues that they're concerned about and potential solutions

[01:00:15] that could positively impact educators and students across our division so these groups as I mentioned are kind of organized by level and all of them identified some top priorities to problem solve and create an implementation concept around this year so our next step is to meet with them with a team from my team and groups to talk about each of those three priorities for each of those levels and just if you're interested in knowing what the concerns are out there right now these won't shock you but the elementary group identified reducing testing they identified addressing student behaviors and needing consistent expectations for consequences and then they

[01:00:52] also are interested in understanding how we can maximize the usefulness of the clts which are our professional learning communities the middle school group identified middle school staffing and looking at the role of instructional facilitators they also talked about supporting english learners and the need to develop a bank of resources for teachers and then supporting special education including streamlined data collection and thinking about how we do staffing and then the high school group has talked with me quite a bit about a division-wide cell phone policy something i know we've begun to have a conversation with about in committee

[01:01:25] also thinking about bathroom detection technologies particularly around vaping something that's a big concern for our high school teachers and then clarification and flexibility around the grading

policy. So something that we'll work with them on, which I know will trigger some conversations because many of you have suggested you'd like to talk about that as well. When we meet again with these groups, as I said, our members from our team will be there to listen and problem solve. And we intend to create implementation concepts out of that work. And as I noted, several of these topics have come up elsewhere. They've come up in our listening sessions and our advisory groups. I'm

[01:02:02] looking forward to working on those. But I do want to signal if they happen to be listening that I appreciate the open and honest conversations that we're having in those meetings both with our principals and with with our students and with our teachers I'm also as required in the plan looking at onboarding procedures and talent development opportunities and how we do professional development in the division and I plan to discuss that in more detail in the post entry plan report and with an eye there towards implementing any needed changes prior to the next recruitment cycle and so we'll talk more about that as we move forward

[01:02:38] forward so then in the area of goal three which is our enriched division goal as you're very aware since our last update the school board adopted our budget so congratulations to you well done and we just presented that to our board of supervisors i'm very proud of that work i recognize that was a difficult process that was a lot going on in a very short amount of time but i really appreciate your collaboration i appreciate the opportunity to work with our staff internally to understand the budget process a little bit and then work you work with you through that process for your very first budget.

[01:03:11] And I look forward to continuing to analyze that process and specifically working with you to ensure that as we press forward, we're meeting your needs for the budget cycle. Also want to thank all our board members here for participating in the board retreat.

[01:03:28] I thought that was a fruitful day and will further serve the work of this high functioning board. So thank you for that, as that was also part of this piece of the entry plan. focus for is around an engaged community and as you I hope are aware we've done quite a bit around community engagement both in terms of the work that we're doing with community engagement but just in terms of what we said we would do in the in the in the entry plan I've met with so many people in this wonderful community continue to do so I'll be meeting again with the Chamber of

[01:04:05] Commerce tomorrow morning to talk about our budget I will be meeting with our family engagement work group tomorrow to talk through next steps with with them that group of folks to talk about how we can improve our efforts around family engagement I've met with so many of our members of our boards of supervisors so many local officials and I'll continue to do that in effort to make those connections so that I can understand their concerns around LCPS and how we can support that but more importantly what is most impressive around the community engagement here in Loudoun County is it is it is just absolutely exceptional. We have a community that believes in its schools and believes in its children

[01:04:41] and they really do want to engage with us in very positive and productive ways and I'm excited to continue to lean into that and I'm excited to write more about that as we talk about that in the post-entry plan and how we can further our work in that area. Of course one of the biggest undertakings has been our community listening sessions which have been ongoing since the fall and will continue into April. I did want to take this opportunity since we are a little bit more than halfway through our listening sessions to share some of the themes that are emerging.

[01:05:12] And before I do this, let me say that this is a very high-level overview of the themes that are emerging. There are a lot of things that are coming out of these listening sessions. We have a huge database of information that we've collected through these sessions, but a high-level view of some of what's come out.

[01:05:32] Let me frame it by saying for those who've not had an opportunity to attend one of our listening sessions, each of them starts by breaking folks up into work groups and asking those groups to consider three specific questions, so the first one is what are the hopes and dreams for our students and our staff, and what is LCPS doing well, and then what could we improve upon.

[01:05:52] I always encourage them to spend a lot of time on the hopes and dreams because if you know where you want to be, it's easier to figure out where the gap is between that and where you want to improve, and so we get a lot of good comments around the hopes and dreams. Some of the big high-level themes that have come out so far, participants have indicated That they want students to be more excited about learning and want them to really build the skills that will help them be lifelong learners who are just interested in always bettering themselves.

[01:06:20] They've also indicated they want students to be prepared for college, but they also want to make sure that students who aren't planning on going to college to be really prepared to join the workforce or do the things that they want to do to pursue their passion. And they've indicated that they'd like to see students develop a variety of skills, including specific content skills, but also those kind of soft skills and life skills that will prepare them to be successful as they go out and leave our schools and go into the world.

[01:06:48] It's always nice to hear the things that we're doing well, and we hear a lot of things that we're doing well. It was kind of funny at the last listening session. One of the participants said, I feel bad even talking about the things we're not doing well, because our list is four times longer for the things we're doing well, and I was glad to hear that.

[01:07:05] And there are a lot of things, but I will say this, every single time, every single time we have a listening session, and this is from both our staff listening sessions and our community listening sessions, the very first thing that comes up is participants indicate that our division has high quality staff, that they are very complimentary of our teachers, you know, terms like amazing, great, fabulous, and they share that our teachers and staff are dedicated and caring and they recognize that they really do want what's best for our kids.

[01:07:36] And I think that's important for our staff to hear, and so I've tried to share that wherever I can. Participants have always indicated that there's access to a variety of resources here in LCPS. That comes up quite frequently, and that includes the curriculum and instructional resources, technology, professional learning, and mental health resources for our staff and for our students and our families.

[01:07:57] And they've indicated that there are a variety of different programs available for students, and some of those included advanced academic opportunities, athletics, and fine arts. So some themes that have emerged around opportunities for us to improve and to continue to grow in our work.

[01:08:17] Participants have indicated that there should be more pathways for students who do not want to attend college to include vocational programs and opportunities to learn skilled trades. They recognize

the value of some of the existing programs and feel that there should be more of them. Participants have indicated that there needs to be more support for specialized learners.

[01:08:35] Students with disabilities and English language learners in particular come up at just about every listening session with an indication that support is needed, and that we need to make sure we have appropriate levels of support for students who are struggling academically and also especially behaviorally. And then staff and community members continue to identify staffing as an area of improvement. Stakeholders said the division needs to improve our recruiting and hiring process and continue to focus on retention. So this is just, as I said, kind of a brief overview of some of the themes that are emerging. Obviously, we're going to continue to go out to these listening sessions,

[01:09:11] and that will continue to shape what we're finding, and I look forward to the remaining listening sessions to be able to then come back and dive much more deeply into those conversations with you as a part of the post-entry plan process. But at least it's probably, as you looked at them, affirming for you that a lot of what's being said in these listening sessions are things that we've been talking about and also things that you prioritized inside of the budget, so I appreciate your support there.

[01:09:37] And so then finally tonight, just a reminder that this update's part of a timeline that's been previously shared with the board, and that includes a regular cadence of updates. The next update will take place in April, and it will be my intention to present a post-entry plan report to the school board prior to the end of the school year.

[01:09:58] The goal is the end of May. And we will look forward to that conversation, also informing our discussion in June about how we move forward together on the strategic plan. So, Madam Chair, with that, I'm going to pause, and any questions that you all have, I'd be more than happy to answer.

[01:10:14] Board members, do you have any questions for Dr. Spence? Really? Oh. I don't have any questions, but I just want to say thank you. From the bottom of my heart, I'm getting emails from teachers who are thanking me for you listening.

[01:10:33] I think a lot of people, you know, just what we've been through for a lot of transition here in LCPS, and they say things like, I think he's really listening. I think he really cares. I had a teacher reach out to me last week about a meeting that you had and just expressed that, you know, please work in partnership because he's listening to us.

[01:10:53] And, you know, I then saw her at a school the next day. And, you know, so I just I want you to know that it means a lot. It means a lot to the staff. It means a lot to the community that you're doing this. And, you know, I'm I said it before, but I'm looking forward to this work, to partnering with what you're hearing, with what we're hearing and the work that we're doing through the strategic plan and really coming together as a team.

[01:11:14] and owning where we are in LCPS and moving forward. So I thank you for this. Hearing these things, it is affirming. Some of us have already initiated these things in committee because we were hearing them out on the campaign trail. And so to hear all this coming together, I just think the timing is about to be just right for LCPS.

[01:11:32] And I'm really excited and hopeful for where we're going. So thank you. Thank you. I echo that excitement and I'm grateful for all your work going into the schools and talking and listening. - And talking and listening to us, too.

[01:11:48] - Of course. - Okay, well, any other questions for anybody? No? Okay, well, it looks like we will continue with item 4.01, which is recess for dinner, and we will reconvene at 6:30.

[01:12:08] The board is now in recess.

[01:59:51] - Mic check, test one.

[02:01:29] - Good evening, the board is coming out of recess at this time, and we will be picking up with um uh dr rasheed uh and i've been notified that dr rasheed would like to remote participate would like to remotely participate in tonight's school board meeting so dr rasheed would you please state your location and whether this is a medical or personal matter

[02:02:07] hello i'm in a hotel room and this is a personal matter is anyone present with you at this location If so, please state their names. Oh, sure. I am alone at this location. So this will be Dr. Rasheed's first remote participation for this calendar year in a school board meeting using a personal exemption.

[02:02:28] Therefore, I will entertain a motion that Dr. Rasheed's request to participate be remotely granted. Yes. Ms. Donoghue. Thank you, Madam Chair. I move that we allow Dr. Rasheed to participate remotely. So we have a motion by Ms. Donoghue to approve Dr. Rasheed's request to participate remotely.

[02:02:49] Is there a second? Yes, Ms. LaBelle. I second the motion. We have a second by Ms. LaBelle. It is properly moved and seconded to approve Dr. Rasheed's request to participate remotely. Is there any discussion? No.

[02:03:06] Seeing none, we'll take an electronic vote. Clerk, will you please open the vote? Board members, will you please record your vote? Clerk, will you please close and display the vote?

[02:03:28] The motion passes, 8, and with Dr. Rasheed absent for the vote. We will, so welcome to the meeting, Dr. Rasheed. Thank you.

[02:03:49] So we will pick up with item 6.01, the Pledge of Allegiance and the National Anthem. Our Pledge of Allegiance and the National Anthem will be performed by the Dominion High School Titan Troubled Choir.

[02:04:05] Titan Trouble is Dominion High School's Advanced Trouble Choir. The singers in Titan Trouble are in grades 9 through 12 and love sharing their love of singing and performing with audiences. Thank you. They are under the direction of Mi Van Nu Yen.

[02:04:23] At this time, I will ask everyone to rise for the Pledge of Allegiance and remain standing for the National Anthem.

[02:05:00] Thank you so much.

[02:06:31] Just to let you all know why we have these sweatshirts on, is when we went out into the back for our dinner, we were gifted. It's a school board appreciation week, which, of course, none of us knew.

[02:06:47] So, and we were pleasantly surprised with some sweatshirts and a school board, what was it, a beautiful artwork from our students and cards and things.

[02:07:03] And so I just want to say a really wonderful, thank you so much. It was really a pleasure to go out there and see it. It made us all feel really good. And Dr. Rasheed, you'll see yours when you get back. all right so the next item on our agenda is our school board representatives comments our students for

this month are Sanjana Rao and Madison Ruff and we will start with Ms. Rao thank you good evening first I would like to thank the members of the school board for giving me the opportunity to speak here tonight I would also like to thank Mrs. Prince my SCA advisor and Mr.

[02:07:43] Duhlman our principal for allowing me to represent Rockridge and supporting me throughout mine and rest of the students' academic careers. First, I have a couple more updates on what's happening right now at Rockridge. The boys' basketball team celebrated their senior night, which resulted in a victory of 45 over 44 over Heritage. The game was incredibly intense until a three-pointer was scored in the final seconds of the game before the buzzer. Recently, Rockridge gymnasts competed in the Dulles District, where the team came in fifth overall, and Tondi Hart placed first in the all around. We just finished our spring tryouts where we had 372 students try out, and we're

[02:08:21] looking forward to more successes with our spring teams. In addition, our eSports team led by Mr. Flanagan got second place at the VHSL state championship for Super Smash Bros and League of Legends. Lastly, our academic team was district and region runner-up this year. Our DECA team competed at the DLC competition on December 6th. 18 of our competitors are advancing to the state Leadership Conference in individual events from February 29th to March 3rd. There were many places across different topics, such as food marketing series, human research management, principle of finance, and more. Similarly, FVLA had a regional conference at Shenandoah University on February 14th

[02:09:01] and are heading to states in April. Adding to the year's excitement, Phoenix Motorsports has embarked on a project that has the entire school buzzing, building a car from scratch. Moreover, the Women's Summit is being held this Saturday on March 2nd and we hope to bring many of our students and staff together. This event is being sponsored by our English teacher, Ms. Berg, who was recently honored in the prestigious 40 Under 40 list, celebrating her remarkable achievements and contributions. Many influential women come together to share their experiences and perspective regarding various issues affecting women, including gun violence, voting rights, and reproductive rights. Additionally, Rockridge highlighted Black History Month

[02:09:39] by organizing a display in our library. We would like to thank Ms. Roxanna Comrell for bringing us the Hampton University Museum display to celebrate the accomplishments of great Americans for Black History Month. From February 4th to 9th, we highlighted the contributions of black women in NASA during the 1960s.

[02:09:57] And from February 12th to 16th, we highlighted the accomplishments during the Civil Rights Movement of the 1960s. The Phoenix Obsidian Club, our black student union, organized a drive to collect Clorox wipes, paper towels, mouthwash, trash bags, and more.

[02:10:12] These donations will allow young mothers to get the support that they need. In our second year of having weekly club days on most Fridays, the engagement within our school community has increased. Rockridge has prioritized extracurricular engagement by integrating clubs and activities into the school day, a thoughtful approach given our notably late end times.

[02:10:30] This helps accommodate the diverse schedules of our student body, ensuring that everyone has the opportunity to participate without the constraints of after-school commitments as they engage in clubs, such as TSA, Juice Club, Mock Trial, Model UN, and over 130 more clubs.

[02:10:46] We are also already busily looking ahead and planning for our school's 10-year rededication ceremony at the end of September, coinciding with our homecoming. A team of teachers, administrators, students, alumni, and parents have been working to plan and prepare for the event. We would like to thank our new business partners, Luckstone and the Kauffman Group, for supplying and delivering our new champion rock.

[02:11:07] This fall, we will unveil a perpetual plaque that will recognize all of our school's state championships. This addition is part of the improvements we're making around the school to prepare for our 10-year anniversary. This also includes refreshed landscaping, facility upgrades, new artwork, installation of new lighting, a school color adjustment, and mascot redesign.

[02:11:26] Lastly, as I wrap up my speech, I want to discuss something that has been on some students' minds. The current late times adopted by the LCPS has sparked considerable debate concerning their impact on our students' academic performance and mental well-being. While the intention behind later start times is to align with students' natural sleep patterns, thus promoting better rest and readiness, there's an emerging conversation on how these adjustments also influence students' daily routines, extracurricular activities, and overall mental health.

[02:11:54] It's crucial to balance this with the practical aspects of students' lives, including homework, sports, part-time work, and family time, all of which are equally important for their development and well-being. As we strive to nurture well-rounded, healthy, and academically successful students, I urge the board to consider a comprehensive review of start times.

[02:12:11] This should focus on broader implications for student life, seeking ways to optimize both rest and productive hours. I would like to thank the school board again for all you've done for Loudoun County, and thank you for allowing me to speak here tonight.

[02:12:28] - Thank you, Ms. Rao. And next we have Ms. Ruff. - Thank you. My name is Madison Ruff. I'm a senior at Loudoun County High School, and I am currently serving as a student council president. I was lucky enough to be given the honor to represent my school tonight.

[02:12:43] Tonight, I would like to spend my time by sharing some updates and upcoming events coming from Loudoun County High School. First, I would like to recognize all of our state qualifying athletes in track, wrestling, and swim. They have performed amazingly these past few weeks. Our wrestling team won three state championship titles, and our swim team is regional runner-up. We wish our track athletes well, as today is their last day of competition at states. We are so proud of all of our outstanding athletes. Next, I would like to talk about our upcoming Women's Summit. On March 4th, Loudoun County High School will be hosting our third annual Women's Summit. This event is

[02:13:20] coordinated to celebrate Women's History Month and gives Loudoun County High School students the opportunity to meet and learn about women leaders in our community. Another event coming up is Captain's Outreach. All seniors are given the opportunity to volunteer in the community. They will complete 40 hours of community service over the course of two weeks from May 20th through June 6. This is a proud tradition for seniors at our school that began with the class of 2017.

[02:13:47] This year we have students who will be volunteering at local middle and elementary schools, Morvin Park, Lazy Hill Farm, Rust Manor, Keeping Loud and Beautiful, and Loud and Serenity Home, and a variety of other places and lending a helping hand. This year we have approximately 300 out of 360

seniors participating in Captain's Outreach. We also have our Rowdy Rough game, which is Reverse Powder Puff, where non-volleyball players are able to be coached by varsity volleyball players and compete in a school tournament. Last year, we partnered this event with our minithon club and raised up to \$600 to donate towards pediatric cancer charities.

[02:14:28] In addition to all of these fun events, Loudoun County is also planning to have a solar eclipse viewing party, since this is one of the last we will see for a while. Additionally, we have our spring pep rally featuring our student versus staff basketball game and last but not least our senior 100-day countdown. One senior's name will be drawn each day for the last 100 days of school and the name drawn will win a prize. Finally, Loudoun County High School will be hosting our annual community table dinner on March 13th from 5 30 to 7 30 in our cafeteria. Students, staff and LCHS business partners come together to put on a free meal for our community complete with music,

[02:15:07] are a photo booth in a children's reading corner and a full restaurant style service we hope you can join us for good food and fellowship on march 13th thank you all for your time thank you miss ruff and thank you both for being here with us tonight and for your remarks and for all actually for this whole month thank you um we will now move on to agenda item 8.01 the superintendent report presented by dr spence our superintendent dr spence thank you madam chair and members of the board. It's my pleasure this evening to share with you some good news from

[02:15:46] around our school division, including other happenings across our schools. First, let me congratulate Kirk Dolson. Kirk Dolson has been named the director of the Office of Student Services. He is currently the executive principal of high schools and has served in that role since 2021. Previously, he was the principal of Parkview High School and served as an assistant principal at Potomac Falls High School. Mr. Dolson first came to LCPS in 2002 as an English teacher at Parkview. He has a bachelor's degree in English from Virginia Tech and a master's degree in curriculum instruction also from Virginia Tech and we welcome him to this new role which will

[02:16:21] begin on March the 1st. Julia Kohler, an early literacy specialist in the Department of Teaching and Learning, has been accepted into the inaugural William & Mary Translating Research into Practice or TRIP Fellowship. She is just one of six applicants from across Virginia to be able to participate in this fellowship. The TRIP Fellowship aims to make literacy research more accessible for educators. Fellows will read and analyze literacy research, provide summaries that will then be translated into work that will be available for educators and leaders. Congratulations to Ms. Kohler on this achievement. As was referenced earlier, February is School Board Appreciation

[02:17:00] Month. To recognize and thank our school board, in addition to what was discussed, art students from Independence, John Champ, and Riverside High Schools also produced artwork and some beautiful cards. This slide shows just a few examples of the truly wonderful artwork that was created by our students. And school board members, we just want to say thank you for your commitment to LCPS and to all of our students. I'm pleased to note that 16 LCPS school-based enterprises operated by high school marketing education students received gold certification from DECA. A school-based enterprise is an entrepreneurial operation that provides goods

[02:17:36] or services to meet the needs of their market. On this slide are just two examples of the entrepreneurial operations, the Woodgrove Den retail operation and the Broad Run Sparkmark cookie cart. Nationwide, 728 school-based enterprises achieve gold certification for the 2023-24 school year. All of

those schools, including our 16 LCPS schools, will be recognized at DECA's International Career Development Conference this April in Anaheim, California.

[02:18:04] DECA is a career and technical student organization that prepares emerging leaders and entrepreneurs to be college and career ready. Another career and technical education organization. We're proud to announce that more than 335 FBLA students competed in the regional FBLA conference held at Shenandoah University on Saturday, February the 10th. FBLA competitive events recognize and reward excellence in a broad range of business and career related areas.

[02:18:33] They also prepare students for successful careers in business by providing opportunities to apply classroom concepts in a workforce simulated competitive environment. Based on their outstanding performance at the regional conference. 180 students from Loudoun County will compete in the state leadership conference, which will be held on April 12th and 13th in Reston.

[02:18:52] In addition, Stonebridge's Nikita Keshop was elected the Shenandoah Regional President and will also serve as the state vice president of FBLA. And then finally, as you all know, on Friday, February 16th, the tragic home explosion in Sterling shook our community.

[02:19:14] We want to send our condolences again to the family of Trevor Brown, who was killed in this explosion, and we want to wish a full and speedy recovery to those injured, including those who are part of our LCPS family. Following this event, I do want to say we were grateful to our community and our partners for reaching out to ensure that our students and our staff were supported. One of those partners, Capital Comfort, connected with our Office of Student Mental Health Services to offer visits from their comfort dogs, and here pictured our Amos, Solomon, and Kezia. These dogs visited the schools that were impacted and have been providing students and staff with much

[02:19:50] appreciated furry companionship and comfort. Madam Chair that does conclude my report. Thank you Dr. Spence. At this time we will move on to item nine the public hearing for proposed school assignment change for grade two Henrietta Lacks Hovater Elementary School students but it is my understanding that no one signed up for the public hearing so we will move on to item 10.1 public

[02:20:19] comment starting in starting with our virtual speakers tonight thank you for engaging with the school board through public comment process the school board welcomes comments from loudon county residents and believes that strong community engagement and outreach are important components of a successful school system speakers must limit comments to the time allotted based on the number

[02:20:59] of speakers and the agenda this evening all speakers have been allotted two minutes each for public comment. Please be advised the speakers who miss their time slot will not be called at a later time. All audience members shall maintain civility, decorum, and respect for the functioning and dignity of the school board at all times. Please remain seated until unless arriving, departing, speaking at the podium, or during a break. Violations of civility, decorum, or respect include shouting, heckling, jeering, applause, or other noise which disrupts or delays the meeting.

[02:21:36] 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, staff member, or other meeting attendees. Speakers should refrain from vulgarity, obscenities, defamation, profanity, or other like

breaches of respect, nor may speakers target, criticize, or attack individual students and or individual division employees during public comment. Speakers should communicate

[02:22:16] those concerns to their school principal or an appropriate school official. The school board requests that comments on an individual student or employee related matter not be shared at public meetings where the disclosure could violate applicable confidentiality requirements. Speakers should face the dais and direct their comments to the school board. Per LCPS policy 2520, 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

[02:22:54] directing staff to remove the attendee from the remainder of the meeting. Repeated or persistent violations of decorum or civility by the audience may result in on the decision of the chair, public comment being tabled until 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. 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

[02:23:29] please provide 12 copies of the 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 the live stream of the meeting may be viewed on the website we look forward to hearing your comments madam chair yes just a quick clarification i think in your comments you mentioned two minutes but we've notified the oh sorry it's one minute those who

[02:24:02] signed up and the clerk is prepared for one minute sorry one minute okay our first one uh virtually

[02:24:24] will be neighbor lor ramen and our second one would be bring to brenda bankston is it my turn

[02:25:30] i'm sorry i guess the first one neighbor lor ramen is not there so we'll move on to brenda bankston And after that, Jack Shelton. Hi. Bullying of minority and LGBTQ students here is alarming.

[02:25:52] Please take seriously the bias, bigotry, bullying, and beating of a non-binary student necks in an Oklahoma school bathroom resulting in death because it could happen here.

[02:26:07] signs of the bigotry bandwagon, biased refusal to use preferred names, attempts to erase minorities and LGBTQ students, and wishes for drownings with millstones. Listen to this outrageous comment on trans policy. No student is so bullied in class that they cannot learn and engage. I call BS and

[02:26:36] say Nex's name since it could happen here. 80-40 saves lives. Thank you. Thank you. Jack Shelton followed by Susan Ouellette. We do not have Jack Shelton. And we'll move on to Susan Ouellette.

[02:26:59] Board to adopt the governor's 2023 model policy and ensure that bathroom and locker room use is based on a child's sex. Title IX clearly permits the separation of students by sex for bathroom, locker room, and shower facilities. Students, especially our girls, must have access to single sex spaces for their safety and privacy. Do you know there are girls who don't go to school when they have their periods because they fear having boys in their bathrooms? This is unacceptable and

[02:27:33] contributes to learning loss. Students who are uncomfortable using facilities designated for their sex may use single person staff bathrooms. This would ensure the safety and well-being of all our

students. The school board must do the right thing. It's not rocket science. There's no need to outsource a decision on how to implement the model policy unless your aim is to insulate yourselves from lawsuits that will inevitably ensue the next time a boy assaults a girl in a bathroom or locker room. Thank you. We'll move on to our in-person speakers starting with Sandy Sullivan

[02:28:12] and continuing with Melody Visser good evening I'm Sandy Sullivan an elementary school teacher who currently serves the members of the Loudon Education Association as the president school board members we continue to look for your support and action for the Loudon Education Association to regain building access our members and all LCPS employees should have access to their union at scheduled times and locations in their work sites also LEA is eager to

[02:28:47] work collaboratively with the appointed members of the Joint Committee on Collective Bargaining. We look forward to meetings that will allow for dialogue and openness in order to pave the way for the best resolution for our students, educators, and the community. Thank you. Melody Visser, followed by Muhammad Latif.

[02:29:11] Hello, I'm Melody Visser, a parent and treasurer of the Broad Run Theater Booster Club. Having volunteered for two years now, it is clear Broad Run is not equal to other schools in the Every student, regardless of the age of their school, deserves equal spaces and resources. The theater program at Broad Run has seen remarkable growth in recent years, the last show involving a cast and crew of 76 students and making it states for their VHSL show.

[02:29:34] However, the lack of adequate storage is hindering their potential. The black box, which is the theater classroom, serves multiple purposes such as dressing rooms and storage. This multipurpose use makes it challenging to utilize the space for its intended purpose. The current dressing rooms can only accommodate three to four people, while other counties can host 10 to 12.

[02:29:52] The costume closet shares its space with the school's sewage pipes, rendering the large portion of room is unusable, and the school has no prop closet. Every student deserves equal resources, and your support and funding, we can assure the theater spaces at Broadrun are equal to other schools.

[02:30:10] Thank you. Thank you. No applause. Thank you. Mohamed Lateef, followed by Omer Butt. Good evening, everyone.

[02:30:25] Thank you very much for giving me the opportunity to speak on a policy 8040. I believe in all inclusive and equity, but that doesn't mean that that erodes the rights of one group or another group. My daughter, she goes to elementary school.

[02:30:44] She needs privacy and safety in a restroom while you're leaving and don't want that anybody infringe her privacy or her rights. I know the school board is offering multiple restrooms. I would say that those will be offered for non-binary students.

[02:31:01] My daughter cannot compete with biological trans girls in any sports, so they should have their separate sports. And then last thing, I do not feel comfortable that my daughter be a friend with the students who are not, who identity is hidden, and then later on she traumatized after knowing their real identity.

[02:31:23] Thank you very much. Thank you. Omer Butte, followed by Lauren Sigler.

[02:31:41] Hello, everyone. My name is Omer Butte. I'm Muslim. I'm a father of two and probably working for the Army.

[02:32:01] I attended the last meeting two weeks ago, voiced how I'm concerned about the 80-40 policy, how it affects our conservative values. I was motivated after the meeting to spread the awareness how new board that we elected should listen to our comments and what they feel about 80-40.

[02:32:19] I reached out to all communities. Then, life happened. My mother was hospitalized, she got a stroke, and she was in New York. I left everything, I went to my mom, I'll focus on her. Next day, I FaceTimed my kids and I was reminded I need to continue the outreach to 80/40 in parallel.

[02:32:41] As of today, my mother is still hospitalized, just came back here for this one minute speech. I really hope this one minute counts. Thank you for your time.

[02:32:57] Thank you. Lauren Sigler followed by Ali Hashmi. Loudoun County Public Schools use taxpayer dollars to pay an outside lawyer to argue in open court that the competitive balance in athletics was more important than the mental health of its students. This affects all students in this county. If you live in Loudoun County or believe that mental health matters, you should be very concerned about this attitude. This lawyer was also paid to throw doubt and belittle the severity

[02:33:36] of a child's mental illnesses in open court using the feedback of people who were located where she was bullied, not the feedback of the medical professionals that have treated her for years. This board can and must change course on this issue. Stand up for students and stand up for mental health. Stop hiding behind legal documents and one staffer's direction and show students who are suffering from mental health that you will be there for them and not punish them for

[02:34:08] standing up for their safety because that's your current public persona. Thank you. Ali Hashmi followed by Saad Hussain. No, Ali Hashmi, no. We'll move on to Saad Hussain followed by Bill Sigler.

[02:34:51] No, Saad Hussain. We'll move on to Bill Sigler followed by LaShonda Matthews. Good evening. This is on your website today from the student activities handbook. A VHSL waiver may be considered for the welfare of the student. We relied on this when we had our daughter transfer and seek a waiver.

[02:35:21] After nine months of litigation against the county, we learned in court that mental health welfare and bullying isn't a basis for the county to grant a waiver. There's two things the public should know about this. This is wrong. This is apparently inaccurate. Parents don't rely on that because LCPS won't even consider granting a VHSL waiver if your child is bullied or suffers from mental health problems.

[02:35:43] Secondly, we learned that LCPS cares more about competitive balance in sports than a child's safety and mental health. Board members, superintendent, are you okay with this? Would you do something to change LCPS's treatment of its students?

[02:36:01] Thank you. LaShonda Matthews followed by Michael Kelly. Good afternoon. My name is LaShonda Matthews, and I have a daughter who's a junior at Broad Run High School, and I currently serve as the president of the Theater Booster Club.

[02:36:20] For almost three years, I've watched the students and the staff of this theater program work around not having enough space to accommodate three students, yet alone the 70 students on average that our production now have. The Booster Club has brought new chairs that are multi-use and easy to move

around due to us using a black box, which is our theater classroom as a makeup room a costume room props storage area etc the parents and students and staff are doing our best to accommodate the needs of our students but that's not enough we are asking the county to partner with us to provide equitable facility space for

[02:36:56] all schools in london county to include broad run so that we can continue to have an open stage door for all. Thank you. Thank you. Michael Kelly followed by Megan O'Mara. Under the theme of the Fine Arts Education Month proclamation my name is Mike Kelly. I'm a parent of a sophomore heavily involved in Broad Run's high school theater program. Even with successes like reaching states for their play If We Shadows and cast crew sizes reaching 60 to 80 students our theater department faces a pressing equity challenge. Inadequate storage and workspace one of the smallest in

[02:37:35] the county. Currently props and tools cannot be stored securely leading to wastage and extra expenses. Limited storage affects budget and time efficiency as sets and props often need to be thrown away after each show even if they could be reused in following productions. Our students do not have enough workspace and must often work outside in an open courtyard fronting Ashburn Road to build their pieces. This not only impacts the quality of productions but also hampers the safety and learning equity of students including those in the recently highlighted unified theater program. We urgently need better storage and and enlarged facilities to ensure a more efficient and equitable learning environment for all

[02:38:14] students at Broad Run. Thank you. Thank you. Megan O'Mara, followed by Jessica Kirkland. Good evening. I want to thank Dr. Spence and Director of Student Mental Health Services, Ms. Evans, for their efforts to develop and fund alternative programming for students struggling with substance abuse. The recovery school for which LCPS is seeking state funding

[02:38:52] and the alternative education program for students with mental health needs are much-needed interventions for students in need of support i'm also very grateful to the board for passing the budget with funding for additional student assistant specialists it is my hope that the immensely talented and committed sas at my school will be able to dedicate her time entirely to our students next year as the district takes these significant steps towards supporting students it is important that policy and regulation 8240 also be reviewed and revised to reflect the current climate of student opioid abuse with an emphasis on treatment and alternative placement rather than

[02:39:28] time and in-school restriction. Thank you. Thank you. Jessica Kirkland followed by Beth Hess. Beth Hess followed by Abby Platt. I just want to say hello to all those at home who can't see us at the podium because apparently the school board is afraid we might steal your thunder. So maybe you

[02:40:03] can hire another law firm to find a way to keep the cameras off. Policy 8040 under the guise of inclusivity recklessly disregards the safety and well-being of our daughters. Policy 8040 requires girls to opt out of using their own bathrooms and locker rooms if they don't want to share with boys. Girls should not be obligated to allow boys to invade their private spaces or dominate their sports. The prospect of sharing these spaces with individuals of the opposite sex erodes their sense of safety and dignity. This policy dismisses the legitimate concerns of parents who rightfully expect their daughters to be protected in school setting.

[02:40:41] It undermines parental authority and fails to prioritize the welfare of girls. The simple way to solve this is to implement Governor Youngkin's model policies. In the end, gender-affirming care for children will be seen as nothing but damaging and corrupt, and everyone will always know how you voted.

[02:40:57] Thank you. Abby Platt, followed by Allison Kelly. I am here tonight as a mother to voice my objection to policy 80/40. My teenage daughter should not have to change her clothes in an area where a biological boy can walk around freely and watch. My son should be able to stand at a urinal without a biological girl watching him. People have been talking about this issue and providing feedback for years. The suggestion to now have a third-party host come in and organize focus groups to gather

[02:41:33] feedback is insulting. We are your focus group. We're in the room. Please listen to us. Three years ago when this issue came into play, the school board suspended the rules and immediately voted to implement it. It was so urgent three years ago that they they went ahead and made it happen immediately. Why not do that now? Why not have a vote now? Why not implement Governor Youngkin's model policies? You all talk about wanting to listen to the people. We're here. This whole room is full of people that want to see you vote and take action today. Thank you. Allison Kelly followed

[02:42:11] by Nauman Akhtar. Hello my name is Allison Kelly. I'm a sophomore at Broad Run High School and one support students for the unified theater class you saw a video about earlier this year i primarily do props and have learned so much by being this department however i feel i could learn more if i didn't have to spend so much time finding creative solutions for storage currently our props are stored behind a curtain in the black box the solution not only denies us the unique learning opportunity of doing black box shows but also does not provide us with enough space

[02:42:48] for storage we have to reorganize our prop closet very often because it is in such a public space We currently have costumes and dressing rooms, props in the costume room, set pieces in the prop closet, and set pieces in the wings. This makes the wings unusable and unsafe to be in during the day. All these issues could be easily solved if we had more storage place.

[02:43:07] Please continue to follow your goal of empowering students to make meaningful contributions to the world and let this department have room to grow and do greater things. Thank you for your time. Thank you. Nauman Akhtar followed by Lily Sigler. Good evening. As a father of two girls in elementary school, I am very concerned about implementing 8040, especially due to the assaults that have occurred due to this policy.

[02:43:34] By providing access to boys entering into girls' bathroom, you are providing them grounds for these assaults to happen, as demonstrated by past events. Kids who identify themselves as opposite gender can have their dignity by having their separate bathroom. While the school board is concerned about the rights of less than 1% of these students and wants to implement this policy, they should also respect the views of remaining more than 99% of the students and their parents who doesn't want to implement this policy.

[02:44:07] I'm also concerned about the future of our country and future generations, where schools are now more focused on sex and gender issues, instead of focusing on science, math, physics, and other academic-like reports, etc.

[02:44:23] you. Thank you. Lily Sigler followed by Caroline Eads. Good evening. Tonight I just wanted to tell you how lucky you are. You are so lucky that I am who I am, far stronger than I should be for my age, and extremely supported by not just my parents but by over 500 people who signed a petition for my eligibility request. While your silence and ability to hide behind your policy may have won this time, you are lucky that this happened to me and not someone who couldn't cope with losing the thing that means more than anything to them. Thank you. Thank you. Caroline Eads followed by

[02:44:57] Keira Howe. Hello, everyone. My name is Caroline Eads, and I'm a senior at Broad Run High School. I've been a part of the theater department at Broad Run for three years now. We have an incredible department with many accomplishments. We are the first department to offer our unified theater class, making theater more accessible for all. We're also regional champions in VHSL competition this year and represented our county at states. While we have many accomplishments that we're extremely proud of, we've had to overcome many obstacles. In my years in the department, I've noticed our desperate need for more equitable and accessible spaces. For example, costume room has a septic pipe running through it taking away our storage space our prop storage is just a corner covered by curtain most schools in the county of law store their wood separate from

[02:45:36] their wood shop but we don't that causes us to be unable to store any stock scenery and greatly minimize our space for construction along with many other things as a department we would like to spend time furthering our education instead of spending it constantly problem solving because of inaccessible spaces so i ask you for me and many classes to come to consider expanding and renovating our spaces to allow us to create art without constant restrictions thank you for your time. Thank you. Kiara Howell followed by Shahid Murtaza. Hello my name is Kiara Howell and I'm a technician at Broad Run High School and have been in our school's theater program for three years

[02:46:15] now. One of my favorite technical position is costumes but our costume room also shares a space with some of our school's sanitary plumbing making a large portion of the room inaccessible and unsanitary. The sanitary pumps take up a big portion of the room leaving little to no space for proper storage. The majority of our costume pieces are stored in heavy bins that are stacked tie up on thin shelves or on a wall cubby, making it dangerous to access the bins that sit on the top and a big time constraint for the bins in the cubby.

[02:46:41] I am asking for equitable facilities for Bride Run to make theater more accessible for students now and students to come. Thank you. Thank you. Shahid Murtasa, followed by Ritesh Parikh. Ritesh Parikh, followed by Usli Nijiooglu.

[02:47:15] Usli Nijiooglu, followed by Colin Doniger. Hi, good evening. My name is Asla Nijioğlu.

[02:47:31] I'm here to tell you, I came here to talk to you about my son who is harassed by the school administration in Leesburg. And he's a senior, but I changed my mind. I attended the previous session.

[02:47:47] I heard all the good things about LCPS told you, which are wonderful. I am happy that we as a county made a progress about mental health, but not enough. especially if the mental health is not protected by the school.

[02:48:05] And even though we try everything that we can do in our power to protect my student from everything and have him get better, when the school does opposite and as soon as he shows up in school and the school administration bullies him, even because of his disabilities, which is depression, anxiety, panic disorder, and so on.

[02:48:32] Thank you. So one life is too many. Colin Doniger, followed by Ifrah Imran. Good evening. I'm here to let you know that your focus group is right here. We do not need a third party. We do not need someone who's geared, working with the admin to just push their agenda.

[02:48:52] We've seen it time and time again with the strategic plan. We've seen it with hiring the superintendent. They never have our interests at heart. And I agree 100% with you and in voting against it,

Ms. Donahue. That was very wise, and I appreciate it. You have the agency and the authority and the responsibility to make the decision, not some third party.

[02:49:16] Just listen to your constituents, make a decision, own it. And maybe that decision should be to just drop the policy and then write a new one that protects girls, that respects parents' rights, and that respects and teaches proper grammar in school, not using plural pronouns to describe a single person.

[02:49:36] Thank you. Have a good night. Thank you. Ifrah Imran, followed by Samuel Yan. Good evening.

[02:49:58] Respectfully, I'll share my opinion that other genders should not be allowed in girl bathrooms, locker rooms, and sports in AD 40. We need our personal space to use the restroom. We need privacy. Reasons. Girls with hijabs or special dresses need space to set it up.

[02:50:14] If boys coming into girl restrooms, there is a chance of arguments or fights. Number three, my friend has said that her family might also move because of this issue. Thank you so much. So my concern is my personal privacy. Thank you. Thank you.

[02:50:32] Samuel Yan followed by Shi Von Fleet. Shi Von Fleet followed by Elaine Sheen. Good evening.

[02:51:03] As a schoolgirl, I lived through the Chinese Cultural Revolution. That is a time of great upheaval and insanity when up become down and when white become black. Among the victims of that cultural revolution were children and young students called Red Guards.

[02:51:19] They were used as political pawns. Today, we're living through American Cultural Revolution. It is a time of great insanity, which challenged the very basics of human biology. We are led to believe that one can choose their own gender.

[02:51:35] Again, the victims are the children. Children who were sold the lies, and children who must sacrifice their privacy and safety to accommodate that life. Again, children are used as political pounds. As school board members, you have a choice to make.

[02:51:52] Please choose children over ideology. Listen to parents instead of experts. Remember history will judge you. Please make the choice wisely. Thank you. Elaine Sheen followed by Serene Ismael.

[02:52:10] Good evening. My name is Barry's mom. I focus on my child's education and health. So currently, I heard about AT40. I suggest the school board make a wise decision.

[02:52:30] So the thing is, the boy can use boy's room. Girls can use girl's room. We don't need to spend the resource on millions of dollars on building new bathroom. But we shouldn't let boys enter girl's room.

[02:52:46] That should be the policy. we should avoid 80 40. Let's not open the jar of the worms. Let's not open the panera box. Let's not let it open the new door for spending so much money for the unnecessary things. So leave the boys and the girls separate alone. Secondly I really want to focus stop bullying. Do some measurement. Third is let the parents participate evaluating the education. Thank you. Thank you.

[02:53:18] So, Serene Esmael, followed by Sean Murphy. Good evening. Thank you.

[02:53:33] I'm here as a mother of two kids, a girl and a boy. So, I strongly believe in inclusiveness and respect and appreciate rights for everyone. But identity crisis or identity issues should not be originated by allowing transgender students in girls-slash-boys personal spaces and restrooms.

[02:53:54] Separate restrooms should be constructed for our other gender students so they feel confident and are able to embrace their identity and move in society with respect and dignity. This would also strengthen the mental health and peace for the students and on a larger picture for the whole community.

[02:54:13] And I would really appreciate if you look into this issue and come up with a solid and strong decision for everyone. Thank you. Thank you. Sean Murphy, followed by Pre-Dudev Monkhot.

[02:54:33] Good evening. My name is Sean Murphy. My pronouns are he, him. I am a 20-year Loudoun resident and a parent with two 10th graders at Independence High School. I'm here this evening on behalf of the board of Equality Loudoun. Our community has spent the last several years fighting to protect transgender and gender non-conforming students.

[02:54:56] It was the focus of debates, rallies, lawsuits, and hearings. After all that, the policy was passed and has done so much to help our queer students without hurting anyone. And last fall, Loudoun elected a pro-LGBTQ plus majority to protect policy 80-40.

[02:55:17] We the people spoke loudly and clearly. Now we ask you to please do what we elected you to do. Continue to protect our transgender and gender non-conforming students and vote down these new model policies for the good of our children.

[02:55:35] Next, Benedict, say their name. Thank you. Pridu Dev Mangat, followed by Kellen Habiba-Lat. Yeah, so I'm Pridu Dev Mangat.

[02:55:50] I'm parent of two girls happily attending LCPS. I would like to keep the kids safe and strong and oppose the policy 80-40. Recommend go back to the Biology 101. Respect the privacy of both girls and boys. The way they use bathrooms are different.

[02:56:06] It's a responsibility to provide kids with the environment of safety, comfort, and privacy so they can focus on the bigger challenges in front of them. Young kids in the formative years need nurturing to achieve based on merit and skills rather than setting opportunities for misconduct or insecurity.

[02:56:22] Keep kids safe and strongly oppose 80-40. Please reach out to the parents and take their feedback before making any decisions. We are your focus group. Let's focus on mental health and well-being. Keep bathrooms, showers, lockers separate for girls and boys. Thank you, Kellen Habibah-Lahi, followed by Tiffany Polifko.

[02:56:48] Tiffany Polifko, followed by Ann Miller. Policy 8040 is sitting in your student services subcommittee right now, rotting because none of you want to take accountability and face your voters.

[02:57:10] Meanwhile, the administration over here is the one calling in the focus groups that nobody in this room asked for. No one in this room asked for you to farm out our voice to a focus group. It's us. We elected you, and you are here to be our mouthpiece.

[02:57:28] The minor is driving the major in this boardroom. The dog's tail is being wagged for it. The tail is wagging the dog. I know how the sausage is made, and it will never be made any differently as long as we have less than five people on this board with any courage.

[02:57:48] Dina, thank you for being the only board member that I've seen thus far to display any courage and actually show that you care about your job as a public servant. Thank you for demanding that the cameras be face back on the public speakers, the ones who are paying your salaries with our taxes.

[02:58:05] Thank you. Ann Miller, followed by Peter Learney. The gaslighting has to stop.

[02:58:24] Pro-privacy is not anti-anyone. Pro-privacy means do not force or expect our children to take their clothes off, shower, or use the bathroom in front of anyone of the opposite biological sex in school. Please stop forcing our children to override their innate sense for their security and safety and need for privacy.

[02:58:44] When it comes to locker rooms and bathrooms, every day LCPS administrators and staff hide behind 8040 and collectively bury their heads in the sand and wash their hands of all responsibility to protect all the students.

[02:59:01] You inherited this untenable policy. You cannot continue to negate the privacy rights of your students for the benefits of a few. This county is recklessly winging policy 8040 with absolutely no oversight or consistent supervision.

[02:59:18] Our building principal had no idea the boys' football team was expected to change all season in front of a female. Thank you. Here's Learney, followed by Aditya Mandlikar. I've lived in the county for over two decades, and I remember Dr. Hattrick when education was excellent.

[02:59:42] And I've seen a progression of education go down since then. And so what have I seen? What have I learned? There's no accountability in a part of students in regards to absences, makeup work, in the middle school in particular. Students don't take notes. Teachers have spoon-fed them to the students.

[02:59:58] There's hardly any writing assignments. Students don't know how to write simple, complete sentences with proper syntax, grammar, and spelling. There's an automatic option of retaking tests if students go below 70. Teachers are discouraged to assign work. Homework is not counted in grades. Assessments called formatives are not even factored into grades.

[03:00:16] They're more like practice quizzes or practice work. There's no textbooks, hardly any reading in class, no critical thinking, right? No assessments or instruction, and everything's group work. So what the heck are we paying for, right? Christians are starting their own public schools.

[03:00:31] Please put your comments towards the board, sir. Because we're not getting our money's worth anymore. Aditya Mandlikar, followed by Corey Brunet.

[03:00:49] Hello, respected board members. I'm Aditya Mandlikar. I'm a Hindu. I'm a father of male and both female child. I'm here to oppose 8040. It harms the interest of all three, boy, girl, and the beneficiaries of 8040.

[03:01:07] The school is a place for character building, but instead of that, with the focus of all this it indirectly opposing the principles of basic diversity equity and inclusion if one of the culture is not allowing we are forcing them it's against the basic respect and dignity for the girl child safety for the safety for that it again is a principle of hygiene it indirectly promotes the racism it indirectly promotes the bullism it indirectly promotes the even violence So let kids be kids, let them focus on school and not on all this.

[03:01:44] So I'm here again to protect all three of them, to let them focus only on the studies. Thank you. Thank you. Corey Brunet, followed by Isha Zahara. Good evening.

[03:02:00] My name is Corey Brunet, and I'm an English learner teacher at Broad Run High School. There's lots of Spartans in the house tonight. I was planning to talk to you about how LEA still does not

have access to our members at their workplaces. While this is an ongoing issue, it is suddenly overshadowed by hatred and bullying.

[03:02:17] I identify as female and almost exclusively use the girls' student restroom. Never once in my 14 years at Broad Run have I seen a male person in the girls' restroom. As for the locker room, never once has this been an issue at Broad Run.

[03:02:33] Trans and non-binary students change in the coach's office. You will find in your focus group that this is a non-issue. Ask the students, let our kids live in peace. LCPS will never outperform its educators.

[03:02:49] Thank you, Ishal Zahara, followed by Praveen Bachu. Good afternoon, everyone. My name is Ishal Zahara, and I'm in grade A at Stonehill Middle School. I came here today to discuss policy number 8040.

[03:03:06] This policy merges everyone in the bathrooms, locker rooms, and sports. I'm worried about my personal privacy and modesty, and the privacy of many others because of this policy. In my religion and personal belief, there are modest precautions in my faith, such as keeping my hijab and keeping my distance from guys. By merging the bathrooms and locker rooms, we will be very uncomfortable to change our outfits in front of the other genders.

[03:03:25] In sports, it would be a violation of our rule of keeping your distance because sports are physical, and that initiates contact between the genders if we merge them. We support the LGBTQ plus community in any way we can. However, it should not cost us our core values. Instead of merging everyone, we could create separate accommodations for the LGBTQ plus community that doesn't make the majority of us feel uncomfortable.

[03:03:43] Thank you. - Thank you. Praveen Bachu followed by Mike Clancy. Mike Clancy followed by Srini Ramaswamy.

[03:04:04] - Good evening, school board members. I'm Mike Clancy, I live in Sterling, and I'm a candidate for Congress in Virginia's 10th congressional district. You are a newly elected school board, and you have a special opportunity as elected officials to make a fresh start for the school community, the parents and the children and the teachers.

[03:04:23] And a key step is for you to adopt Governor Youngkin's model policies for privacy, dignity and respect for all students and parents. You should do it because it's the right thing to do, but you should also do it because it's mandated by the U.S. Constitution, the Virginia Constitution, federal law, and Virginia law.

[03:04:45] So I urge you to adopt the model policies, repeal 80/40, do it now. There's no reason to wait for some third-party focus group. Do the right thing, you're the elected officials, vote to implement the model policies. Thank you.

[03:05:02] Srini Ramaswamy, followed by Sri Kuniki. Hello, I object to policy 840. Any law or rule will have its intended impact only if it aligns with the human sentiments.

[03:05:24] So what are the human sentiments we are talking about? I had been taught or my daughter had been taught about don't change dress in front of strangers or other genders. My daughter is not

comfortable changing dress in front of me. How am I supposed to allow my daughter to change dress in front of some random person? That's not going to work.

[03:05:40] That's the sentiment I'm talking about here. Any law or rule should have its intent, will have its intent impact. Only if it's followed by the human sentiments. Else it's going to have a negative impact. Thank you. Thank you.

[03:05:57] Sri Kuniki, followed by Brayden Platt. Hi, good evening all. I'm Srinivas Kuniki, a parent of a boy and a girl. Boy is in junior year and girl is in seventh grade. I respect individual choice.

[03:06:13] This is USA and it's all about personal freedom. but when it interferes with my daughter or son's safety or freedom, I cannot stay silent. Allowing a biological male into girls' bathroom or sports puts my daughter's safety, all the daughters, and safety and freedom at a significant risk.

[03:06:34] At the same time, if someone doesn't want to use their respective biological gender bathroom, give them a choice of unisex bathroom. We are constructing multiple schools every year. Can't we build extra bathrooms? Please repeal 8040.

[03:06:53] Thanks for this opportunity, and have a great night. Thanks. Thank you. Brayden Platt, followed by Suzanne Satterfield. Hello, my name is Brayden Platt, and I attend Blue Ridge Middle School.

[03:07:14] I'm a Loudoun County student. I would like to express my opinions about policy 8040. Would you be comfortable changing with your sibling in the same room? I certainly would not change with my sister. And I think that should apply at school, too. bathrooms and locker rooms. I should not have to change with the opposite sex in the same bathroom or locker room. That is very uncomfortable and very weird. Take action about this policy rather than sitting here and saying you are changing the rules and really you are just doing nothing. Thank you. Suzanne Satterfield

[03:07:52] followed by Jessica Smith. Transparency, respect and dignity for all are constantly touted as values by this board administration but we all know the truth. It's only given to those that fall under the umbrella of your acceptance. Public speakers are treated as criminals as you make them go through the metal detector and have their belongings searched. There is zero display of respect as this board insists on having the cameras focused on themselves instead of the speakers. In fact, this is not done in any other public forum locally,

[03:08:28] on state or federal level because it's so deeply disrespectful. There's no transparency in hiding drug overdoses at schools, and now you want to offer rehab? Get out of here. Students are not respected or treated with dignity, that are not comfortable with the opposite sex sharing their bathrooms, locker rooms, and participating in their sports. No children are born in the wrong body. Puberty is not a disease. There's no transparency when keeping secrets from parents, which also shows complete disrespect. It's time to stop talking the talk and walk the walk.

[03:09:00] Thank you, Jessica Smith, followed by Andrea Weiskopf.

[03:09:22] Almost three years ago, this administration, the failed school board, and the fired superintendent tried to cover up what happened to my daughter because protecting policy 8040 was more important than the safety of my daughter. Due to this cover-up and all the false statements made by this administration and others caused retaliation to my daughter in form of physical violence and numerous

bullying incidents rising to the level of criminal charges and convictions in a court of law as of recent of last week.

[03:10:00] You all are not understanding what's really going on in your schools. We have a bullying problem. We have a fentanyl problem. We do not need policy 80-40. Kids are not born in the wrong body.

[03:10:17] Thank you. Andrea Weisskopf, followed by Katie Hudson. Shame on this board for not denouncing Youngkin's model policies of bigotry, small-mindedness, and purposeful and pointed cruelty.

[03:10:46] The goal of such trans-exclusionary policies is the dehumanization and eventual eradication of trans students. Their rights should not be debated and abated.

[03:11:07] Our trans students deserve to be embraced, not erased. LGBTQ students belong at LCPS. They deserve to be affirmed and cherished.

[03:11:24] Protect trans kids. Thank you. Black Lives Matter. Thank you. Katie Hudson. Hi, my name is Katie Hudson, and I am the proud theater teacher and director at Broad Run High School.

[03:11:44] I had a speech prepared, but as usual, my students blew me away. They continuously surprise me every single day with how eloquent and well-spoken they are when talking about our theater spaces and how important the arts are to them. So instead, I'm just going to talk from the heart about how amazing my students are and how much they deserve an equitable space.

[03:12:04] I have watched these students give up their free time to help our neurodiverse community. I have watched them story tell a story that is so important that brought them all the way to VHSL States. Yet time and time again, when we go to other schools, we constantly see spaces that are better than our own, that are bigger than our own.

[03:12:19] Our students have had their artwork, ruined outside communities. Come and use our space. We have no place to lock our tools and storage. As a teacher, it's made it really difficult for me in the classroom. My students are amazing. I invite you all to come and watch what Broad Run Theater is all about, and I hope you'll hear our pleas to help improve our spaces. Thank you so much. Thank you. Thank you all for coming out today and providing your public comment, and that will conclude our public comment for today. Board members, at this

[03:12:47] time we will take a seven minute recess and reconvene at 7 50. welcome everyone the board

[03:23:02] is back from recess and we will move on to our action items starting with 11.01 department of service support services fall 2024 opening of henrietta lax elementary school with mr kevin

[03:23:22] lewis presenting mr lewis thank you chair mansfield um so tonight i wanted to just start the conversation with an update from the information we had and presented to the board on January 30. So the action item in your packet tonight includes some things that are

[03:23:56] a product of or result of our public community's listening session that we held on February 7. And you may notice that in there, there are three potential actions. The first of which are the one is still the one that staff recommends is to rescind the assignment of grade two students to hovater and send them to henrietta lacks elementary school the other two during the conversation with the public with the parents at the community meeting we heard loud and clear that they were most interested in making sure that the board understood all of the options that

[03:24:35] we considered and that the board understood all the options that they have in their hands and so that's what we have done in this area is to provide those additional options that you have despite the fact that we don't recommend them and one is just to reassign or just to redo a incensed boundary change and the other is to delay until the march 12th meeting based on the information that you have for and it's actually a actually information item tonight 12.04 the survey of the rising fourth and fifth graders at the schools that are being redistricted So, and we'll talk about those a little bit later this evening.

[03:25:13] The other thing is we wanted to identify, and you see that on page three of the item, where we talked about the different scenarios that the staff went through to look at. One was to use maximum class size as needed and then regionally assign instead of reassigning the second grade over to Henry and the Lacks just to allow the second grade to stay there and then reassigns individual students from individual classes as they filled by grade level.

[03:25:42] The other would be to take on a daily basis art, music, and other things across the parking lot to Henry and the Lacks to free up space, which in talking with the instructional folks and the principals, it really didn't leave enough time for students to pack up, go across the hall, have their classes, and then come back.

[03:25:59] So that was really cutting into the instructional period. And then the other was to delay the December 12, 2023, adopted elementary school zones by the previous board until the fall. And I'll talk a little bit more about that.

[03:26:16] Also in the item, you'll see another chart where we took the, because students don't come in neat packages of 22, we took the building and separated it down by classroom to classroom to illustrate the shortage of classrooms if the second grade were to stay at Hovater.

[03:26:33] And you can see there that on the far right-hand corner, if we were to leave the second grade at Hovater, which you'll see that in a line on grade two of 262 students that's projected for the fall, that would leave us eight classrooms short at Hovater.

[03:26:50] And so that's just not a manageable situation for the folks. And that includes for all the grade-level classes, but also special education, art, music, and the Gifted Fusion program. So those are the additional things that we provided for the board's consideration.

[03:27:08] Again, we remain to recommend the resendment of the assignment of grade two students to Hovater, which is the first recommended action on the board item. And I'm happy to take any other questions you may have on the matter.

[03:27:24] - Board members, do you have any questions for Mr. Lewis? - Yes, Ms. LaBelle. - Mr. Lewis, a quick question. Why aren't these two schools divided evenly? In other words, each of them having a pre-K through five.

[03:27:40] That would seem to me that that would balance out all of the grades and the students could be moving forward in the school that they're going to be going forward in. I might need to, Ms. LaBelle, ask you to clarify a little bit.

[03:27:56] You asked why they weren't evenly distributed and I'm not sure I'm following your question. Yes, I'm asking if we have 269 in kindergarten in Henrietta Lacks and you don't have it listed in Horvath or maybe if that were divided in half.

[03:28:13] And the same for each of the grades. That would seem to balance out all the different grades, and the students would be in the school that they will go forward in in the future. Wouldn't that be the best way to handle it? Assuming you're looking at the chart on the bottom of page 2 of the item, the 269 students are kindergartners that are listed for Henrietta Lacks.

[03:28:39] And you'll see in that year, right now, what the previous board took action on in October of 23 was to have the 269 kindergartners and the 241 first graders in that building which amounted to a total of 557. Is that where you're getting that information? Yes it is. What I want to know is why not take and divide each of those totals for the kindergarten and the first grade and then the second, third, fourth and fifth grade divide them in half basically where they would be going to

[03:29:15] school in the future rather than put all the third second third and fourth and fifth grades in one school and the kindergarten grade one and grade two in the other. So the building was designed and commissioned I guess is the only word that comes to mind right now by the previous school board to for Henrietta Lacks to house grades K through two and for Hovater to house grades three through five so that's the plan we've been working with and toward and the building Henrietta Lacks was actually specifically built to accommodate K through two students as an example we put restrooms in inside the classroom of

[03:29:54] all all grades K through twos so every classroom in Henrietta Lacks has a restroom in it and so that building was built for that and so that's that's what we're we're moving toward and I think if I'm understanding your your plan your question then that would separate cohorts of students which probably may not be as something we hadn't contemplated with the with the public and I'm not sure that that would be well received but at this point we are just based on the model that the building was designed and approved for okay any other questions dr. Rasheed go ahead thank you chair thank you

[03:30:34] chairman chair Mansfield haven't I just had a question about the my bigger Your concern is, for example, the playground that will be made for Henrietta Lacks, especially for accommodations for special needs that are currently in Holveter and will then now be going, the second graders that will now be going to Henrietta Lacks, will they have the proper amenities that match or if not, that surpass the amenities for special needs that it does for Holveter, if that makes sense?

[03:31:13] Yes, ma'am. Thank you for that question and the opportunity to clarify. So the Henrietta Lacks Playground will be an all-inclusive playground, which is a part of our standard now for all of our schools as we build. The Hovater Playground is not considered an all-inclusive program, although we have a project underway right now to upgrade that playground.

[03:31:33] But at the end, the Hovater Playground will have all-inclusive elements, but the Henrietta Lacks Playground will be totally all-inclusive and provide those accessibility issues for anyone with mobility issues. Okay. And if I may, another question I had was, is there any way since the students that will be going to Henrietta Lacks, that will be going to Hovater, is there any way that they can be accommodated in regards to the transportation, bus transportation such that they can, for example, have the buses come to them a little

[03:32:13] bit more later than, you know, getting up at the crack of dawn, for example, to take the bus to go so far away? Certainly. And that's an exercise that our transportation department will begin probably in June where they start to develop routes for the next year.

[03:32:33] We take into consideration Policy 6210 gives us guidance on how to establish bus services and the limits of time children spend on the bus. Hovater and Henrietta Lacks are not the only schools, especially probably in comparison to schools in the West, that have a longer route.

[03:32:53] And so we certainly will design our routes to arrive at the school, which in the window that we consider on time, which is 20 minutes before the bell to five minutes before the bell to try to make sure they have time to get there, get all their things in order for class and get breakfast. And so those routes will each be designed for that. If we can't get them there with the initial route that we do in the timely manner, then we'll add buses until we can do that. And last thing, it's more of a comment. You know, the Heartland community has suffered so much time and time again, over and

[03:33:28] over again. And I can't help but think in general, and I think we said this at the information session that Kevin and I had in early February, that it looks like there seems to be, and not that I'm making light of this situation, but it looks like there's a bigger problem than, you know, than, you know, rezoning and all that, because I feel like these communities are coming up and they're popping up so fast that we cannot serve the amenities to them or the services that a regular community can get. Lo and behold, what we're, what the Heartland community is facing

[03:34:04] right now. So, you know, I'm just saying like, it's more of a comment that it is a question that, you know, in the end of the day, it's the students that get affected because, you know, we pop up with homes and stuff like that. But I felt like, I don't know, I don't know if the builders are making them too fast. I don't know what it is, but it's in the end of the day, it's the students that really get affected because they're hopping back and forth and it makes the decision for the school board extremely difficult. Thank you. Yes, ma'am, and I appreciate the opportunity to comment on that, and you're exactly right. Those houses are coming on faster than what

[03:34:41] we may see in other developments, and the reason for that is because they're developed in a by-right condition, so they are building the number of homes that are allowed by-right in their current zoning, and they're not going through a rezoning process. During a rezoning process, we get two to three to four years notice before those are coming, and so we're able to plan for that, and you'll see in the Dulles South area in particular that there's extreme amount of pressure on our schools based on those because the timing happens. The developers are able to build a lot faster and bring those schools online quicker, and then we have less time to respond, and it does put the school

[03:35:18] board in a pinch to make those decisions. Thank you, Mr. Lewis. I will now entertain a motion regarding the proposed school assignment change for Henrietta Lacks?

[03:35:41] Yes, Vice Chair Struffy. Yes, thank you, Chair Mansfield. I will motion, just to be clear, it will be the first recommendation. I'll motion that the Loudoun County School Board resign the assignment of grade two students to Hovater Elementary and elementary school for the 2024 and 2025 academic year.

[03:36:05] Rather, Henrietta Lacks Elementary School will open for the 2024 and 2025 academic year and serve students in kindergarten, grade one, and grade two, as well as the assigned preschool students. Hovatter Elementary School will serve students in grades 3, 4, and 5. I have a motion by Mr. Estefie. Is there a second?

[03:36:26] I have a second by Ms. Donahue. Yes, Madam Chair, second. The motion that the Loudoun County School Board rescind the assignment of grade 2 students to Hovatter Elementary for the 2024-2025

academic year.

[03:36:43] Rather, Henrietta Lacks Elementary School will open for the 2024-2025 academic year and serve students in kindergarten grade one and grade two as well as any assigned preschool students. Hovatter Elementary School will serve students in grades three four and five if it's properly moved and seconded. Is there any discussion? Yes, Miss Donahue, thank you, Madam Chair. I just wanted to say briefly that I realize this is an imperfect solution and is at best extremely

[03:37:18] inconvenient for a number of families in our division, and I regret that. I feel very bad for them, for the kids who are in this situation, and I wish that we had better options, but I am grateful to Mr. Lewis and his department for working through these issues and trying to explore all of the possible solutions here, and I regret that we just don't have better choices that will be less

[03:37:52] inconvenient to our constituents. Thank you, Ms. Donahue. Any other discussion? Without seeing any more discussion, we will now vote on the motion that the Loudoun County School Board rescind the assignment of grade two students to Hovada Elementary School for the 2024-2025 academic year. Rather, Henrietta Lacks Elementary School will open for the 2024-2025 academic year and serve students in kindergarten grade one and grade two, as well as any assigned preschool students. Hovada

[03:38:25] Elementary School will serve students in grades 3, 4, and 5. Clerk, please open the vote. Board members, please record your vote. Dr. Rashid, would you please state your vote? Yes. Clerk, please close

[03:38:50] and display the vote. The vote passes unanimously. We will now move on to 11.02, Curriculum and Instruction Committee Elementary 3 through 5, Literacy Core Resource Adoption, with Ms. Chernoff, the Chair of the Curriculum Instruction Committee, presenting. Ms. Chernoff, do you have any opening remarks? I'm actually going to toss it to Neal Slevin and Catherine Neal. Catherine Neal is the supervisor of early literacy, elementary reading and writing. They're going to give us a

[03:39:27] quick update on the feedback window that we opened up from January 31st to February 23rd, 2024, before we vote, if that's advisable. I am happy for them to do their presentation. Thank you, Ms. Chernoff, and thank you, Chair Mansfield, for the opportunity to provide you an update on this item. And as Ms. Chernoff indicated, Ms. Neal is going to walk us through a few slides providing you an update on the public review that occurred over the past month or so.

[03:39:59] Good evening. We are looking forward to sharing an update regarding our adoption of HMH into reading for grades 3, 4, and 5. At the January board meeting, we shared with the board the pros and cons of both options available to LCPS. Here you can see some of the pros and cons that were shared regarding an adoption of HMH into reading for grades 3 through 5. On this slide, you can

[03:40:34] see the pros and cons of reviewing all VDOE approved resources for grades 3 through 5. During the January meeting, the board voted to move forward with an in-depth review of HMH inter-reading for grades 3 through 5.

[03:40:54] Following the board meeting, all elementary schools received kits of HMH inter-reading for 3, 4, and 5. We also provided a set of all materials here at the LCPS Administration Building for the public to review. Additionally, we shared a Google form with LCPS staff and community to provide feedback on the resources.

[03:41:17] Here you can see a breakdown of the data. We received a total of 32 submissions. A question on the form asked the responder to provide a rating of 1 through 4 on whether overall HMH Interreading will meet the needs of LCPS teachers and students for grades 3 through 5.

[03:41:36] The average of the responses scored a 3.1 out of four, but a deeper breakdown showed that 27 responses rated into reading with a score of three or four, four responses rated into reading as a two, and one response rated into reading as a one.

[03:41:57] Here you can see a snapshot of concerns that were shared through the form. Some common themes among the concerns were related to when teachers will gain access to materials, how and when materials will be mapped to the new SOLs, and where teacher autonomy might live within HMH into reading.

[03:42:18] We have been working closely with principals and teachers to better understand their needs and concerns, and we are confident that we will be able to address these concerns as we move forward with into reading. Of the feedback we received, the majority of comments were positive and favor adopting into reading.

[03:42:39] Some of the themes from the comments of support were centered around the alignment with the science of reading, the resources available for small group instruction, the amount of hands-on materials and decodables for all levels, and the great alignment to assessments.

[03:42:57] This slide provides an overview of the next steps following the formal adoption of HMH into reading. The most immediate step will be to finalize the contract with HMH so that teacher additions for grades 3, 4, and 5 can be ordered and distributed to teachers as soon as possible.

[03:43:15] We will also be working with HMH to determine options on providing Getting Started PD for grades three through five teachers. We will then focus on the finalizing of our curriculum development group that will center their work on unpacking the revised 2024 SOLs, aligning HMH to those standards, and mapping assessments to the SOLs.

[03:43:39] Training will then be provided to teachers in August and will be ongoing throughout the school year to support the rollout of the new resource. We would like to formally recommend that the Loudoun County School Board adopt HMH into reading for grades 3, 4, and 5.

[03:43:58] And that concludes our presentation. We're happy to take any questions or provide additional context. Thank you, Mr. Slevin. And personally, we all know this has been a long road.

[03:44:19] I would like to say how excited I am personally that Loudoun County has come around to the science of reading. For me personally, this has been a 10-year endeavor. to try and get these changes pushed through and I am so thankful and so grateful for all of your hard work to the staff the teachers and all of the community members who have pushed this for years I know it's a heavy lift I know it's a culture change and I know we can do it and I am

[03:44:56] really looking forward to this and I'm looking forward to six through eight so does anybody else have any more comments or discussion about this for questions? Yes, Lauren. Ms. Shornoff. Thanks. Sorry, I have a question, which I shouldn't, because I'm on the committee, but I do have one. You said something about the SOL, so the new SOL alignment. Did you say that LCPS would be doing that work to align HMH? I

just am wondering why the state isn't doing that work with the approved resources for all of them for us, because that's

[03:45:33] lot of work. It is a lot of work. So I know that HMH will, has already shared with us that they will help us and LCPS and all school divisions that are using HMH to help align the SOLs or the revised SOLs to their, their product. So that'll be a start. I think part of the work that we'll do with curriculum development is really unpacking those SOLs to see where they might best fit, like in looking at the whole year and where they might best fit with pacing.

[03:46:07] That's going to be a lot of the work there too. As far as the state, we, you know, right now they're in their draft form. And so that once they are voted and approved, then we'll have a better idea of what resources they might provide to help support school divisions.

[03:46:23] Okay. So if you're listening state, help us out. I also just wanted to, I hope that, you know, we can stay updated on this rollout. We'll see how the vote goes, but assuming once we get the wheels going, we would love updates along the way about how the rollout's going, how you plan to use your team, how HMH will be involved, et cetera.

[03:46:43] So see already on here that there's PD in the works. So, Neil, if you could speak to that with the curriculum, that would be the instruction committee. While we appreciate the feedback, and Chair Mansfield, we appreciate the appreciation. This is a significant step, but it's definitely not the last step.

[03:46:58] we have much work to accomplish when it comes to literacy or early literacy in particular has been our focus but like chair mansfield reference middle school so i i am confident that we will be continuing to provide updates to the board on the work and literacy across our schools and so we appreciate the support and the interest and we'll plan to do so thank you thank you mr slevin thank you thank you miss neil um okay so do we have uh i will entertain a motion yes miss shirna

[03:47:37] i move that the loudon county school board approve and adopt the houghton mifflin hardcore into reading as the literacy core resource for grades three through five we have a motion is there a second yes miss donahue um thank you madam chair second we have a second by miss donahue so is there any discussion no seeing no more discussion we will now vote on the motion that the school

[03:48:15] board approve and adopt hooten mifflin carcourt into reading as the literacy core resource for grades three through five by electronic vote clerk please open the vote board members please record your vote dr rasheed please state your vote yes clerk please close and display the vote and the motion passes unanimously thank you we will now move on to action item 11.03 curriculum instruction

[03:48:50] committee revisions to policy 5080 class sizes presented by learn by miss chernoff chair of the curriculum instruction committee and i guess ashley ellis and dr ashley ellis yes are you got it okay miss chernoff do you have any opening remarks i just wanted to remind everyone that policy 5080 has been updated to reflect the standard practice regarding class size to align with the state code regarding music and pe class sizes are not being increased as a result of these policy revisions uh changes are just being made for clarity and we were this was brought to us

[03:49:26] as an information item at the last school board meeting and was decided to be put on action for this meeting thank you ms shirnoff i will now entertain a motion for revisions to policy 5080 i second it well i need a motion first i need a motion first sure i motion that the that the loudun county school board

adopted the revisions to policy 5080 class sizes we have a motion uh and i second it okay we have a second by miss griffith um is there any discussion yes miss

[03:50:04] donahue thank you madam chair i am just uh i'm curious since miss chernoff stated that this is this provision is not to increase class sizes but the black and white face of the language seems to be increasing potential class sizes so i was wondering if miss chernoff or someone on staff could comment on the need for the change.

[03:50:44] Dr. Ellis, did you want to answer that question in terms of the state standards for regular class sizes and then the addition of the numbers changing for the provisions? Thank you. Thank you for the question. So the intent of the changes were to clarify maximum class sizes.

[03:51:03] This is not at all changing our staffing standards that are the recommended class size and the way that schools are staffed each year and those staffing standards as you know are voted on annually as part of the budget process so maximum class sizes are indicated in this policy staffing standards are addressed separately it is never our intent to to hit a maximum class size the staffing standards are always our goal and the maximum class sizes meet or exceed the state the standards of

[03:51:39] quality. So the intent of the changes were to clarify class sizes and by level make sure there's consistency among the policy. I hope that answers your question. Is there any other discussion? Miss Chandler. Thank you Madam Chair and thank you Dr. Ellis for that clarification. I really just want to acknowledge that I did hear from some teachers who express how difficult 30 can be and with that

[03:52:15] clarification and understanding um for how staffing standard really is the more important number and this isn't a maximum allocation i am comfortable but i just wanted to express that i have heard from staff that this is a hard a hard number thank you thank you miss chandler any other discussion okay seeing no more discussion we will now vote on the motion that the loudon county school board review and approve staff recommended revisions to policy 5080 class sizes clerk will you please open the vote board members please record your vote

[03:52:54] dr rasheed can you please state your vote yes clerk will you please close and display the vote the motion passes unanimously and we will now move on to action item 11-4 curriculum and instruction committee revisions to policy 8360 school publications digital and or print by miss shirnoff the chair of the curriculum instruction committee miss shirnoff do you have any opening remarks we've been busy so um this one is again was brought to us last time as

[03:53:32] information so proposed changes include an elaboration on the role of journalism sponsors and alignment to the language defining obscenity to the code of virginia policy 8360 and um if you will see in your attachments there is the new red line version to include the what we are calling the mansfield edit um not my idea but um it is line 28 that you'll want to draw your attention to in the red line copy Mansfield edit version that adds that adds in addition to the Virginia State code that defines obscenity we also added in our own LCPS policy per the recommendation policy 55 in addition to

[03:54:10] that code all right would anybody I would like to entertain a motion for revisions to policy 8360 so I motion that we that the school board adopt the changes to policy 8360 school publications to include the Mansfield edit is there a second is there a second seconded by vice chair Straffi is there any discussion yes mrs. Griffiths I was curious about specifically obscene and

[03:54:48] sexually explicit content what does that really mean I was curious about that and also in that same paragraph it states that includes materials that are considered obscene or considered harmful to juveniles as set forth in policy 5055.

[03:55:05] Policy 5055 states that LCPS shall maintain a current list of instructional materials with sexually explicit content intended to be used in the classroom instruction by grade and subject on the LCPS public website. So I'm just curious about that, if you can explain obscene and sexually explicit content.

[03:55:25] Thank you. So that specific section of the policy references code, where you would find the definitions for obscenity and for sexually explicit materials. And so we are referencing the code language so that in the event that the code is updated by the General Assembly, we would not necessarily need to go back and change the policy.

[03:55:48] We would be in compliance with the code. Okay, thank you. Is there any other discussion? Yes, Ms. Chernoff. And just to clarify on that, when this policy was written with the code, Policy 5055 was also written with that code in mind, so it's an extra layer, if you will.

[03:56:11] Correct? Is that safe to say? Yes. Any other discussion? Yes, Ms. Donoghue. Thank you, Madam Chair. I would like to move for an amendment to the policy, and I would propose that in Part C, Paragraph 2, Obscene and Sexually Explicit Content,

[03:56:47] On line 28 after the sentence that ends, as set forth in policy 5055, I would propose adding a sentence that says nothing in this policy requires or permits the prohibition of school publication materials as sexually explicit or obscene based solely upon reference to sexual orientation or gender identity.

[03:57:20] Yes, Ms. Chernoff. Can I ask a question? You're pulling that language from policy 5055, is that correct? add-on can you tell me where that language is in policy 5055 do you know which section it's in don't because my computer restarted in a little while okay and closed all my windows i'm sorry mr it's okay um do we have a second second miss chandler will second thank you okay now we can go

[03:57:55] back to where you're talking about discussion no discussion thanks i'm looking for it nothing in Ms. Chernoff, the section in policy 5055 is at the last sentence in section A under purpose.

[03:58:14] Thank you. Okay, so this is in 5055 or A360? It's already, I'm sorry, if I may, Madam Chair.

[03:58:30] Yes. It is language that was incorporated into 5055 last fall by the previous board, and I am moving to add similar language to 8360.

[03:58:46] to this policy revision. Mr. Allen, could you speak to this a little bit? If it's already in 50-55, would it be assumed or would it be better to put it in?

[03:59:16] Thank you, Madam Chair. I think there's an argument that it could be subsumed by the reference to policy 55 and policy 83-60 as it currently reads. However, if the board prefers to have something more explicit to make that clear um that's an approach you could take okay miss donahue could you um send me what you're the wording that you're looking at okay so you're saying in pay in online 28 that's where

[03:59:55] you would like to insert nothing in this policy requires or permits for the censoring of books and its schools etc all the way to therein madam chair i not the exact wording because it's because 50-55

refers to books and instructional materials. I don't think that the exact copy and paste wording is necessarily appropriate for this, but largely yes. Okay, so tell me where you would like

[04:00:25] to put that, the wording, as an amendment. In the red line version. In the red line version, and what exact words? In the red line version of the Mansfield edit, line 28, at the end of the sentence, which ends as set forth in policy 50-55, period, my motion would be, after that period, the next sentence would read, nothing in this policy requires or permits the prohibition

[04:00:58] of school publication materials as sexually explicit or obscene, based solely upon reference to a person's sexual orientation or gender identity, period. I just teamsed it to you, Madam Chair.

[04:01:24] Oh, thank you. Okay, thank you. i couldn't write fast enough okay okay so we have a second we've now figured out where it would go anybody having any more discussion about it yes dr deans could we could it go back to committee for adding that rather than carry them let the motion carry and let those in the committee add

[04:02:01] that wording and see how it fits by going back to look at the previous policy would that be possible i guess not with the second already huh well we probably we need to vote on it yeah okay you can make that you can you can make a motion to take it back to committee but we could vote on it now too that's my understanding is that correct was you need to vote on the amendment first and then back out okay vote on the amendment first and then back up okay all right so we have

[04:02:36] a second um any more discussion yes ms shurnoff um i guess just as we think about this i was more than happy to add 5055. I think it was a great idea, actually, because it covers a lot more extensively the work that's been done here in Loudoun around this, which took a long time to get to. So I'm glad that that's in there. I don't necessarily want to set a precedent for always pulling out and highlighting certain language from policies that are already cited.

[04:03:04] I understand that there's a difference between books and publications, but I think that that would be appropriately assumed under publications, as Mr. Allen explained. So I'm not going to support this amendment because of that i just think it prioritizes different pieces and we get into a slippery slope within someone might think that something else needs to pull that either we're going to put all the language of the policy in or we're not and that may be a different discussion but i just wanted to give some context that i feel that it's adequately supported through

[04:03:34] the citing of both the virginia code and policy 5055 any other discussion seeing none we will now vote on the amendment from Ms. Donahue. Clerk, would you please open the vote? Board members,

[04:04:06] please record your vote. Dr. Rasheed, would you please state your vote? Yes. Clerk, please close and display the vote. The motion passes. Six yes, no, three, with Dr. Deans, Mrs. Griffiths, and Ms. Chernoff opposed, and no one abstained. All right, and so we will move on to

[04:04:40] 11-5 right our amendment because it would go up to the what i mean once we amended it it's the base motion plus the amendment right passed as amended okay all right and so now we will move on to item 11-05 i believe that's where the department of student services social emotional learning day

[04:05:19] this was taken off consent um and do i have a motion are you going to move i'd like to motion to remove uh social and emotional social emotional uh sel day did i say move or remove right but this is to okay it's not in existence yet so we have to make a motion first for it to

[04:05:56] be in existence before we can before you can make a motion to not exist it well i'd like to make an emotion make a motion thank you okay so anybody else yes ms donahue thank you madam chair i would like to move to acknowledge March 8th, 2024 as Social and Emotional Learning Day in the form of a proclamation. Do I have a second? Second. Yes, Ms. Chandler. Ms. Chandler has a second. Is there

[04:06:30] any discussion? No. Yes. Mrs. Griffiths. Thank you. Thank you, Madam Chair. I'm referring to, in this proclamation and others, I'm referring to Andrew Hoyler, a previous member of this board, set the president for not supporting proclamations.

[04:06:46] He explained that he did not feel proclamations were needed to show support for various issues. I agree with Mr. Hoyler. I would like to focus and dedicate my time to good governance and decision-making rather than making proclamations. Moving forward, as a general rule, I will not support proclamations.

[04:07:03] Thank you. Thank you, Ms. Griffiths. Are you making a motion? I am. Thank you. What's your motion? To not have proclamations. Okay.

[04:07:22] We will vote. Is there a second? But I think it has to be. I think it has to. I think, Wes, doesn't it have to be germane to the actual proclamation at this point?

[04:07:41] Yes, that's correct. So the motion on the floor, that was seconded and currently in discussion. You need to vote on that. And if you're not in favor of that motion, you can vote against the motion. Wait a minute.

[04:07:57] Can you say that a little louder? Because I can't understand you. Sure. The motion on the floor has been seconded and is currently being discussed. But to the extent you're trying to vote against that motion, you can vote against the motion. But you can't make a counter motion to negate that motion.

[04:08:14] But what she was doing was all motions. So you can't do that. That exceeds the scope of this current motion. That exceeds the scope of this current motion. Okay. That's what I was wondering. It has to be germane to the motion. Okay. So, yes.

[04:08:32] Ms. Donahue. May I read the text of the proclamation? I was thinking we could vote on it first and then you could read it, unless you want to read it first. But I think we should vote on it and then read it. To your preference, Madam Chair. Yes, Ms. LaBelle.

[04:08:49] I have a lot of trouble with voting on something that I haven't had read yet, allowed. Thank you. Okay, go ahead, Ms. Donahue. Thank you, Madam Chair. The proclamation, the proposed language of the proclamation is, this year, March 8th, 2024, is Social Emotional Learning, or SEL, day.

[04:09:13] This day provides an important opportunity for Loudoun County Public Schools to demonstrate its support for adopting systemic strategies that embed SEL into every part of students' educational experience and promote equitable outcomes for every child. 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, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

[04:09:46] SEL improves academic outcomes, builds a positive school climate, and provides children with the necessary skills to excel in today's workforce. Throughout the week and on SEL Day, March 8, 2024, all schools in our division have been invited to join in celebrating SEL Day through activities that showcase

SEL best practices that support students and adults, student connections, community and family engagement, and other activities that raise awareness and promote SEL.

[04:10:14] Schools have been encouraged to share their SEL Day activities on Twitter using hashtag LCPSSSELDAY. Thank you, Ms. Donahue.

[04:10:36] All right, we'll now vote on the motion. Well, first, is there any more discussion after that? No. We'll vote on the discussion. Ms. Mort Chernoff. Are we voting on the proclamation as is? As is. The original motion.

[04:10:52] Okay. The original motion. Okay. So we are voting on, there is a motion to, on this original proclamation to vote for this, to approve this proclamation.

[04:11:09] Clerk, will you please open the vote? Board members, will you please record your vote? Dr. Rasheed, will you please state your vote? Yes. Clerk, please close and display the vote. And the motion passes 6-3 with Ms. Grievous, Ms. Chernoff, and Ms. LaBelle opposed.

[04:11:38] We'll move to the next one. We will move to item 11.06, Department of Student Services, National Social Work Proclamation. Do I have a motion? Yes, Ms. Donahue.

[04:11:55] Thank you, Madam Chair. I move that the board recognize through proclamation March 2024 as National School Social Work Month. And I would ask your indulgence to read the proposed text for this proclamation.

[04:12:13] Sure. Go ahead. Before we can second it. March 2024 is recognized as National School Social Work Month. The National School Social Work Month proclamation is being presented to recognize the contributions of school social workers to the academic mission through their efforts to strengthen and home, school, and community partnerships, and promote students' academic, social, and emotional growth.

[04:12:41] LCPS believes that school social workers have critical mental health knowledge and resources to support their students, families, and school communities. School social workers strive to identify obstacles to education and well-being and provide support to enhance connection, belonging, and mental health.

[04:12:58] School social workers contribute directly to the academic success of our students by assisting school personnel and families in identifying and supporting students experiencing academic, social, emotional, and or behavioral difficulties. Social workers provide support and case management to students and families involved in homebound, McKinney-Vento, and foster care services. They are responsible for implementing research-based services using a strength-based delivery model designed to help students cope in times of crisis, gain emotional and social competencies develop skills in resiliency and access appropriate

[04:13:35] resources as coaches under the positive behavioral interventions and supports framework school social workers provide support to enhance school climate and identify appropriate areas for tiered interventions that's the end of the language I and I just wanted to add as someone who has had a lot of interaction with the social worker at my children's school that I am particularly pleased to be able to present this proclamation to the board this evening because I do know firsthand how important

[04:14:10] their support of that position is in people's lives and in the everyday life of the students who need that support. So Ms. Donoghue, the actual proclamation, you didn't actually read actual proclamation I didn't okay on board docs underneath okay you're right no no no thank you

[04:14:41] I apologize madam chair I was looking at my script and not the proclamation and I did that for the SEL one also you can so okay so now I think let's go ahead and vote on this and get this done and then you can reread the proclamation for the other one properly and then we'll move on okay all right so we have a second that was like your opening remarks let's

[04:15:21] just say those were your opening remarks to introduce it is there a second we have a we have a second Ms. Chandler now is there any discussion yes Ms. Griffiths just to reiterate what I said earlier I'm going to reference Andrew Hoyler a previous member of this board set the precedent for not supporting proclamations he explained that he did not feel that proclamations were needed to show support for various issues i agree with mr hoyler i would like to focus and dedicate my time to good governance and decision making rather than making proclamations moving forward as a general

[04:15:58] rule i will not support proclamations thank you madam chair thank you miss griffiths now we will vote on the motion that the loudon county school board adopts the proclamation recognizing march 2024 as National Social Work Month. Clerk, please open the vote. Board members, please record your

[04:16:25] vote. Dr. Rasheed, please state your vote. Yes. Clerk, please close and display the vote. Motion passes 7 to 2 with Mrs. Griffiths and Ms. LaBelle opposed. Now, Mrs. Donohue, would you mind please reading the proclamation for National Social Work Month? Thank you, Madam Chair.

[04:16:57] 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.

[04:17:20] And, whereas, school social workers help parents focus on ways to further the educational, personal, and social growth of their children by strengthening the link between school, family, and the community. And, whereas, school social workers bring unique professional knowledge and mental health perspective to school personnel and families to aid in identifying students experiencing academic challenges due to social, emotional, and or behavioral difficulties.

[04:17:45] And whereas school social workers contribute to prevention and intervention services by providing comprehensive assessments and screenings, program development, individual and small group counseling services, crisis intervention, consultation, collaboration, and restorative practices to reduce barriers to learning for students.

[04:18:04] And, whereas school social workers should be recognized for the vital role they play as catalysts in helping to create an environment that is conducive to effective problem-solving and learning for the whole child, now therefore be it resolved that the Loudoun County School Board proclaims that March 2024 is declared as National Social Work Month.

[04:18:24] Thank you, Ms. Donahue. Now would you go back and we can read the proclamation as it's written, the first one, the SEL Day, please. Thank you, Madam Chair. Whereas 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.

[04:18:56] Whereas SEL competencies develop throughout our lives and are essential to success 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.

[04:19:11] Whereas schools, families, and the wider community must be engaged to enhance the strength, depth, and pace of acquisition of SEL 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.

[04:19:30] Whereas, Loudoun County Public Schools continues to support, one, students in their acquisition of the core SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. 2. Community building and connections across the school environment to support student learning and 3. Learning environments that foster welcoming, affirming, and inclusive opportunities to promote equitable opportunities for academic and social success in school and in life.

[04:19:58] 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 of the importance and impact of integrating evidence-based sel into our schools organizations and community thank you miss donahue now we'll move to item 12 to information items we will start with 12.01 student services committee

[04:20:31] revision of policy 5090 i think 5090 graduation diplomas and certificates um and miss richardson are you will you be presenting yes or okay miss donahue will you be presenting yes yes please

[04:20:58] madam great thank you madam chair the student services committee has sent policy revisions to policy 5090 to the board for review the proposed changes as part of the standard cyclical review would allow for clarity and language for students and families ms richardson and her staff presented the policy and proposed changes to the student services committee on january 24th 2024 as an information item and on february 15th 2024 as an action item the student services committee voted

[04:21:37] three to zero to move the policy to the full school board as an information item the policy was posted for feedback feedback was received by leaf and MSAC you have highlighted changes presented in the policy and highlights from committee conversation there was not significant or notable feedback with regard to this policy thank you miss Donahue is there any are there any questions or discussion from other board members no discussion or feedback I

[04:22:16] I guess we will move it up to action next time. Thank you, Ms. Donahue. And we will move on to item 12.02, Student Services Committee revision of Policy 8410 and immunization requirements.

[04:22:39] I'm assuming that Ms. Donahue, our chair of Student Services Committee, will be doing the presenting again. Thank you, Madam Chair. The proposed changes to Policy 8410 for immunization requirements, again, as part of the standard cyclical review, would allow for clarity in language. Staff presented the policy to the Student Services Committee on January 24, 2024, as an information item, and

on February 15, 2024, as an action item. The committee voted three to zero to move the policy to the full school board, as amended, as an information item.

[04:23:13] The policy was posted for feedback. Feedback was received by LEAF and MSAC. During the committee discussion, the committee directed staff to make two changes on line 19 and line 56 changing may to shall. Does anybody have any discussion, any questions for Ms. Donahue? Yes, Mrs. Griffiths.

[04:23:42] I move to make an amendment at the end of 8410 upon order of the State Health Commission. Any child who has not been immunized may be excluded from school during an outbreak, potential epidemic, or an epidemic of a vaccine-preventable disease.

[04:24:00] I would like to add exemptions should be considered on a case-by-case basis. Thank you. Hold on. Yes. Any more? Mr. Estraffi. I just want to clarify what line you were referring to.

[04:24:15] Sorry, you read it really fast. Well, then rewrite. It's the last part. Line 78. 78, okay. Line 78. Thank you. And what would you like to add to that? I would like to add exemptions should be considered on a case-by-case basis.

[04:24:37] Ms. Richardson, do you have any feedback about exemption on a case-by-case basis? In review of lines 75 through 77, it does appear as though we should be looking at exclusion should be considered on a case-by-case basis.

[04:25:08] This language, I do believe, is coming directly from the Virginia Code, so I do defer to Mr. Allen. But given that if a child has not been immunized and we are in the middle of a potential harmful and communicable outbreak, we would have to notify all families, certainly, and we would work on a case-by-case basis with all families, very similar to what we did during the global pandemic.

[04:25:37] But I do believe that the exclusion should be considered on a case-by-case basis might be in violation of code. Mr. Allen, can you confirm that, please? Thank you, Ms. Richardson. Yes, this tracks the language of Virginia code section 32.1-47, which provides that in those cases upon identification of an outbreak, potential epidemic, etc. The commissioner shall have... Can you speak a little louder? I can't hear you. Mr. Allen, please. Yes, this tracks the language of Virginia code

[04:26:13] Section 32.1-47, which indicates that upon identification of an outbreak, potential epidemic, et cetera, the commissioner shall have the authority to require the exclusion from such school of all children who are not immunized against that disease.

[04:26:31] And so to Ms. Richardson's point, to modify this, we're not permitted pursuant to this Virginia code section to make kind of any exceptions on a case by case basis it's really rest the authority rests with the commissioner here thank you okay so my understanding is we will not put that that language in correct is that something we have to we don't vote on that

[04:27:10] because this is just information item yes okay we will any other questions concerns okay with that let me get back to we will move on to item 12.03 uh student services committee revision of policy 8415 bloodborne contagious communicable or infectious diseases um and again presented by ms donahue the chair of the student service committee thank you madam chair and if i could

[04:27:45] briefly go back to the last item is it approved to go uh for action at the next board meeting yes usually I mean if we just don't have if we don't say anything it goes straight to action but if there's an appetite for maybe putting on consent I can take a straw poll and we can decide to go to straw to consent is

that something that you guys would you like to do a straw poll to decide on just going straight to consent could I request that for 12.01 also yes can we can we focus on 12.02 first and then we'll go back okay can I get a thumbs up for everybody who want who

[04:28:23] want to go to consent it would have to be unanimous or else they'll pull it off on the on the on the one that on the present one that we are on 12.02 okay thumbs up one two three four five six seven okay we'll put that one on consent and now we will go up back up to 12.01 right 12.01 with the revision of graduation diplomas and certificates can I get a thumbs up if you would like to take

[04:28:56] to consent one okay that goes on consent too thank you great okay now we'll move on to 12 point we're at 12 points where are we 12.03 now right yeah ms donahue thank you madam chair regarding proposed revisions to policy 8415 bloodborne contagious communicable or infectious diseases staff presented proposed policy revisions to the student services committee on january 24th 2024 as an information item and on February 15th, 2024 as an action item. The committee voted three

[04:29:35] to zero to move the policy to the full school board as an information item, but also requested that the staff conduct some research and provide us somewhat, provide the full board with some additional data relevant to questions that we had under discussion at the meeting. The policy was sent for feedback. Feedback was received by LEAF, MSAC, and SEAC. The proposed changes, which were proposed as part of the standard cyclical review, would allow for clarity in language. During the committee discussion, we focused in

[04:30:13] particular on line 52, a conversation about what about not all students necessarily being connected to a medical provider and whether or not to utilize school health clinic staff. And I would ask Ms. Richardson to provide some information regarding the questions that we posed at the last student services meeting.

[04:30:33] Thank you, Mrs. Donahue. Yes, as Mrs. Donahue has shared, there was discussion at the committee, particularly a statement may be required from an authorized healthcare provider to include the student's physician, physician assistants, advanced practice, registered nurse, and/or the Loudoun County Health Department.

[04:30:54] During our meeting on February 15th, there was conversation about whether we should include include our current LCPS health clinic staff. In meeting with student health services, they were able to share that registered nurses, it is beyond their scope of work to be able to provide a diagnosis.

[04:31:14] That can only be done by a licensed practical nurse or a fully licensed medical physician. Our school nurses certainly can tell you what symptoms are, but they cannot specify what sort of illness they are directly related to.

[04:31:32] Additionally, the committee had asked for some medical or health clinic data. As of today, we have had 183,328 student medical visits to our clinics across LCPS.

[04:31:50] 52,487 of those visits were due to injury. 991 of those visits were mental health visits, 18,322 were miscellaneous types of visits, and then we had a total 255,128 student visits to our health clinics across LCPS.

[04:32:18] So that tells you just how busy our school nurses and our health clinic specialists are, as well as our resource nurses in meeting the medical needs of our staff and students. - Thank you, Ms. Richardson.

To add some context for the other board members, we were looking at line 52 that currently reads, a statement may be required from an authorized healthcare provider prior to a student being able to return to school.

[04:32:46] We were discussing whether or not to recommend that that be changed from may be required to shall be required, which led to the discussion that not all students necessarily have a relationship with a regular medical provider. And if that is the case, what would be the accommodation for students who do not have that relationship?

[04:33:07] Could we ask school staff to do it? And it sounds like the answer is no. They are quite burdened and busy already. And there may be other options in the form of county health services or other public health services.

[04:33:23] But that is, I suppose, something that we would need to keep in mind if we want to recommend making that change from May to shall. And the committee did not have any other significant concerns or matters of discussion. I was one of those who pushed back who said may, and I think we should keep that wording.

[04:33:47] Is there any other discussion? All right, is there an appetite for this to go on to consent? Thumbs up, thumbs down. One, two, three. Okay, it looks like it's unanimous.

[04:34:03] Great. OK, we will move on to 12. 04, Department of Support Services, current elementary school students affected by attendance zone changes policy 8160 survey results for certain rising grade four and grade five students.

[04:34:26] Presented by Mr. Kevin Lewis, our chief operations officer. Thank you, Madam Chair. So tonight we have the results of the survey. If you recall that when the board adopted the boundary changes, we then, by policy 8160, surveyed the rising fifth graders to see how many of them would like to continue their school experience at their home school, their current school.

[04:34:51] The previous board also took action to include the rising fourth graders in that. So we have done that. That survey was out between February 6th and February 19th. The results are in your board item, and you'll see that of the rising fifth graders, 54 students were eligible, and 21 have decided to stay at their home school, and those two schools are Elaine Thompson and Goshen Post.

[04:35:16] In regards to the rising fourth graders, 73 students were eligible, and only six decided to stay at their home school. And in both cases, we had about a little over 55, almost 60 percent of the families participate in the survey.

[04:35:32] so that's a fairly decent survey result i'm happy to take any questions and this will be brought back at the next meeting for action board members do you have any questions yes ms shurnoff i have a question if they do not fill out the survey then they just get sent to the school correct that is correct so if they and they know that ahead of time that if they don't fill it out that's communicated and then they they know that they're going that is communicated yes ma'am okay thank you any other discussion questions thank you mr lewis and then we will move this to action

[04:36:11] next time okay we're moving on to item 12.05 with Ms. Dina Griffiths presenting cameras during public comment I moved to thank you madam chair I moved to suspend the current rules for

cameras in the board meetings when you suspend the rules you're going to need a two-thirds majority vote you will first need a second and then we will need to get a two-thirds majority is there a second

[04:36:49] to suspend the rules to suspend the rules to take yeah to suspend the rules and then we take the vote i second okay miss donahue seconds seconds your uh motion to suspend the rules um to take this to an action item what would be your motion directing a camera towards towards a public speaker helps capture and relay their message effectively and enabling remote viewers to access the content

[04:37:24] It is crucial for live streams, recordings, or broadcasts to provide a clear and engaging representation of the speaker for the audience. Surrounding jurisdictions like Prince William. We first need to vote on the suspension of the motion, right? Yeah, we need to take a vote on the suspension of the motion.

[04:37:44] So, board members, clerk, will you open the vote? Board members, will you please record a vote? Remember, you need two-thirds majority, which will be six. Dr. Rashid, would you please state your vote?

[04:38:02] No. Clerk, will you please close and display the vote? That motion does not pass because it's five and we would need six.

[04:38:21] So at this point, this would go to action next board meeting since it's an information item. Okay, we will move to our next item, which is our closed meeting.

[04:38:44] Vice Chair Straffi, would you please make the motion? Yes, Madam Chair, I move that the Loudoun County School Board recess this public meeting and enter into a closed meeting pursuant to 2.2-3712 of the Code of Virginia for the following, consultation with legal counsel employed by or retained by the school board pertaining to actual litigation concerning Loudoun County Circuit Court matter CL23-5107 and requiring the provision of legal advice by such counsel as authorized by sections 2.2-3711A7 and 2.2-3711A8

[04:39:22] of the Code of Virginia. Okay, do I have a second? Ms. Donahue? Second. Ms. Donahue has seconded the vote. It has been properly moved and seconded. Clerk, would you please open the vote? Board members would please record your vote. Dr. Rashid, would you please state your vote? Yes. Clerk, will you Please close and display the vote.

[04:40:03] It's a unanimous. The board is now going to close session.

[04:40:07] Thank you.

[05:17:06] And the, oh, it is on now. Okay, the board is now coming out of closed session. Mr. Estreffi, Vice Chair Estreffi, will you please? Yes, thank you, Madam Chair. I have a motion to adjourn closed meeting. I move that the closed meeting be adjourned, that 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.

[05:17:33] Do I have a second? Second. Ms. Chernoff seconds. Mr. Vice-Chair Straffi's initial motion. So we will vote. Clerk, will you please open the vote?

[05:17:48] Board members, please record your vote. Dr. Rasheed, will you please state your vote? Yes. Clerk, please close and display the vote. Okay, it is, the motion passes 8 to 1 with Mrs. Griffiths opposed.

[05:18:19] Mr. Straffi, do you have another motion? Yes, thank you, Madam Chair. I'd like to motion to certify the closed meeting. I move that the following resolution certifying the closed meeting be adopted and reflected in the minutes of the public meeting of this public meeting resolution 14-23 slash 24 whereas Loudoun County School Board has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act and whereas 2.2-3712D of the Code of Virginia requires a certification by the school board that such closed meeting was conducted in conformity

[05:18:59] with Virginia law. Now, therefore, be it resolved that the Loudoun 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 public business matters as were identified in the motion convening the closed meeting were heard, discussed, or considered by the Loudoun County School Board. Thank you, Vice Chair Straffi. Do we have a second? Yes, Mrs. LaBelle. Mrs. LaBelle

[05:19:34] seconds the motion. It's been properly moved and seconded. We'll now vote on the motion. Oh, is there any discussion? Thank you, Madam Chair. I had new business, but if we can move it to the next meeting. We're discussing the motion that we just made real quick. I understand that. And then we can move on to the next agenda okay okay is there any other discussion on this motion no okay

[05:20:11] let's uh clerk please open the vote board members please record your vote dr rasheed please state your vote yes clerk please close and display the vote the motion passes eight to one with mrs griffiths opposed yes dr dr spence apologize just before you before you conclude just a

[05:20:46] procedural matter, and I want to defer to Wes a little bit. I think I saw, and please correct me if I'm wrong, that Ms. Griffith, you voted against confirming the appropriateness of the closed session. Is that accurate? So state law does require you to state the reason for that and put that on the public record. Thank you, Dr. Spence. I just wanted to add new business. Because of everybody showing up tonight, I do have new business. I would like to add policy 8040 on the next agenda as an information item. This is an extremely important issue. We need a public discussion

[05:21:25] about it. I would also like to hear feedback from the other board members. Ms. Griffiths, I apologize. I was referring specifically to the vote. When a public body comes out of a closed session, you have to take a vote to affirm that you were in closed session for the appropriate reasons that were described before going into closed session.

[05:21:46] I think I saw that you voted no on that. Okay, so that's what I wanted to get. I think procedurally thank you so much i thought we were adjourning yeah so procedurally i think madam chair you might want to retake that vote because otherwise a negative vote on a on certifying closed session would require her to go on the record for her reasons so i would suggest you redo that vote i will happily take that suggestion um vice should we go ahead and reread the first motion and the second motion i think you've already read it i think if you just acknowledge you are voting

[05:22:26] just taking another vote for a procedural reason on the certification of closed session and i think if everybody understands that you could proceed west would you agree that's correct okay we will now take a we will revote on that first motion from vice chair astreffy to for procedural procedural reasons all right clerk will you please open the vote board members will you please

[05:23:00] state uh record your vote sorry dr rasheed will you please state your vote yes clerk will you please close and display the vote and now the motion is unanimous it's an affirmative um and the second motion from mr vice chair of straffy clerk huh right she voted no on

[05:23:34] that one too okay it's just the first one okay um before we before we move to um item 14 well let's move to item 14 first um board members would you like to write your comments and

[05:24:11] send them about your committees or would you like to say your comments now mrs. LaBelle thank you I would like to write uh my comments down and send them to you if I may thank you madam chair yes uh miss Chernoff I can send mine as well mine were just about school visits anyone else

[05:24:43] can I just get a thumbs up for everybody yes yes yes yes great okay all right now we are in item of new business item 14 15 any new business thank you madam chair um because of uh the turnout today um i believe that i do have new business i would like to add i would like to have policy 8040 on the next agenda as an information item this is a an extremely important issue and we need a

[05:25:18] public discussion about it i would also like to hear feedback from other board members so according to our policy oh yes yes dr deans um the committee has not sent it to us yet so we can't supersede the committee can we at this point um mrs griffiths if you would like to put something on the on the

[05:25:55] agenda then you will have to get to per our policy you're going to have to get two other people to support you on that as of now that is still in committee yes okay and with that any other new business no with that we are in item 16 adjournment and i will say that the february 27 2024 meeting of the lcps school board is now adjourned thank you for your work and drive home safely



Coraggio Consulting · aguyonx.com