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Loudoun County School Board, 4th Tuesday School Board Meeting & FY2026 Capital Budget Priorities of the School Board Work Session, Tuesday, September 24, 2024

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- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/1012905487?rel=0>
- BoardDocs (School Board): <https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public>

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[00:00:00] At this time, we will start with disclosures, and I will go ahead and start after I put my glasses on. As a member of the Loudoun County School Board, I will make the following disclosure to the school board and to the general public in connection with the item on tonight's agenda regarding the budget and or health insurance and related benefits and any other discussion that may include or affect benefits for LCPS employees.

[00:00:26] Specifically, as a school board member, I am eligible to receive health insurance and related benefits as an LCPS employee. These benefits, however, affect thousands of employees while in excess of the statutory three employees whose interests may also be affected, of which I am included.

[00:00:42] I can and will participate fairly, objectively, and in the public interest. This disclosure will be reflected in the public records of the clerk of the school board for five years. Ms. Chandler. Thank you, Madam Chair. As a member of the Loudoun County School Board, I make the following disclosure to the school board and to the general public in connection with the item on tonight's agenda regarding the budget and or health insurance and related benefits, and any other discussion that may include or affect benefits for LCPS employees.

[00:01:12] Specifically, as a school board member, I am eligible to receive health insurance and related benefits as an LCPS employee. These benefits, however, affect thousands of employees well in excess of the statutory three employees whose interests may be affected, of which I am included.

[00:01:28] I can and will participate fairly, objectively, and in the public interest. This disclosure will be reflected in the public record of the clerk of the school board for five years. Thank you. Thank you, Ms. Chandler. Ms. Donoghue? Thank you, Madam Chair.

[00:01:44] As a member of the Loudoun County School Board, I make the following disclosure to the school board and to the general public in connection with the item on tonight's agenda regarding employee salaries, the budget, and or health insurance, and any other discussion that may include or affect salary and benefits for LCPS employees.

[00:02:00] Specifically, my spouse, my minor children, and I are enrolled in LCPS health insurance that may be affected by any potential changes to employee salaries the budget and or health insurance additionally my sister-in-law is an lcps employee who does not reside with me and is not dependent on me these subjects include thousands of employees well in excess of the statutory three employees whose interests may be affected of which my spouse my children my sister-in-law and i am included my canon will participate fairly objectively and in the public interest this disclosure will be reflected in the public records of the clerk of the school board for five years thank you miss donahue mrs griffiths

[00:02:39] Thank you, Madam Chair. As a member of the Loudoun County School Board, I make the following disclosure to the school board and to the general public in connection with the item on tonight's agenda regarding the budget and our health insurance and related benefits and any other discussion that may include or affect benefits for LCPS employees.

[00:02:57] Specifically, as a school board member, I am eligible to receive health insurance and related benefits as an LCPS employee. These benefits, however, affect thousands of employees while in excess of the statutory three employees whose interests may also be affected, of which I am included.

[00:03:13] I can and will participate fairly, objectively, and in the public interest. This disclosure will be reflected in the public records of the clerk of the school board for five years. Thank you. Thank you, Mrs. Griffiths. Vice Chair Streffi. Thank you, Madam Chair.

[00:03:29] As a member of the Loudoun County School Board, I make the following disclosure to the school board and to the general public in connection with the item on tonight's agenda regarding the budget and or health insurance and related benefits and any other discussion that may include or affect benefits for LCPS employees. Specifically, as a school board member, I am eligible to receive health insurance and related benefits as an LCPS employee.

[00:03:50] These benefits, however, affect thousands of employees well in excess of the statutory three employees whose interests may also be affected, of which I am included. I can and will participate fairly objectively and in the public interest. This disclosure will be reflected in the public records of the Clerk of the School Board for five years.

[00:04:07] Thank you, Vice Chair Streffi. Ms. LaBelle? Thank you, Madam Chair. As a member of the Loudoun County School Board, I make the following disclosure to the School Board and to the general public in connection with this item on tonight's agenda regarding the budget and or health insurance and related benefits and any other discussion that may include or affect benefits for the LCPS employees.

[00:04:30] Specifically, as a school board member, I am eligible to receive health insurance and related benefits as an LCPS employee. These benefits, however, affect thousands of employees well in excess of the statutory three employees whose interests may also be affected, of which I am included.

[00:04:48] I can and will participate fairly, objectively, and in the public interest. This disclosure will be reflected in the public records of the clerk of the school board for five years. Thank you, Ms. LaBelle. Ms. Chernoff. Thank you, Madam Chair.

[00:05:03] As a member of the Loudoun County School Board, I make the following disclosure to the school board and to the general public in connection with the item on tonight's agenda regarding the budget and or health insurance and related benefits and any other discussion that may include or affect benefits for LCPS employees. Specifically, as a school board member, I am eligible to receive health insurance and related benefits as an LCPS employee.

[00:05:24] These benefits, however, affect thousands of employees while in the excess of the statutory three employees whose interests may also be affected, of which I am included. I can and will participate fairly, objectively, and in the public interest. This disclosure will be reflected in the public records of the clerk of the school board for five years.

[00:05:41] Thank you, Ms. Chernoff. We'll now move on to the agenda item number three, approval of the consent agenda. Board members, are there any changes to be made to the consent agenda? Seeing none, we will, before we vote on the consent agenda, So we have four proclamations to be read.

[00:06:01] The first proclamation, National School Lunch Week, will be read by Vice Chair Streffi. Vice Chair. - Thank you, Madam Chair. National School Lunch Week, whereas the National School Lunch Program has served our nation admirably for 78 years through advanced practices and nutrition education, and whereas the National School Lunch Program is dedicated to the health and academic achievement of our nation's children, and whereas recent research shows students are receiving their healthiest meals at school, and there is evidence of the continued need for nutrition education and awareness of the value of school nutrition programs.

[00:06:33] Now, therefore, be it resolved that we, as the Loudoun County School Board, recognize the week of October 14th through the 18th, 2024, as National School Lunch Week and encourage all families to become aware and concerned about their children's and their own nutrition habits in hope of achieving a more healthy citizenry for today and the future.

[00:06:54] - Thank you, Vice Chair Streffi. The second proclamation, Bullying Prevention Month will be read by Miss Anne Donahue. - Thank you, Madam Chair. Whereas school bullying has become an increasingly significant problem in the United States and Virginia, and whereas one out of every four students, 22% in the United States, are estimated to be involved in bullying each year, either as a bully or as a victim, and whereas students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school,

[00:07:31] And whereas bullying can take many forms, including verbal, physical, and in cyberspace, and can happen in many places on and off school grounds. And whereas it is important for parents, students, teachers, and school administrators to be aware of bullying and to encourage discussion of the problem as a school community.

[00:07:50] And whereas the Loudoun County School Board is committed to providing for an equitable, safe, and inclusive learning and working environment and affirms a commitment to this principle for all persons, regardless of race, color, national origin, religion, sex, pregnancy, childbirth, or related medical conditions, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran status.

[00:08:14] And whereas LCPS has adopted policy on bullying prevention and education to encourage positive behaviors and maintain a safe and affirming school environment where every student feels safe, happy, and cared for, and to eliminate bullying behaviors. Now, therefore, be it resolved.

[00:08:31] The Loudoun County School Board recognizes the month of October 2024 as Bullying Prevention Month with the intention that the issue of bullying and its prevention be discussed in all LCPS schools and classrooms during that time.

[00:08:47] - Thank you, Ms. Donahue. And I'm gonna skip mine real quick. I'll come back to it and we'll get some water. But the proclamation, the third one will be Indigenous Peoples Day by Dr. Deans.

[00:09:04] Whereas yearly, Columbus Day is actively recognized and celebrated in our nation on the second Monday in October. Indigenous Peoples Day is celebrated in the United States on the second Monday of October and is a counter-narrative to Columbus Day.

[00:09:25] Indigenous Peoples Day is a day dedicated to honoring and recognizing the contributions, cultures, and histories of indigenous people. For the year 2024, it will fall on October 14th.

[00:09:42] and whereas the state of Virginia is home to 11 state or federally recognized tribes with distinct cultures and histories, and whereas Indigenous Peoples Day was first proposed in Geneva in 1977 by a delegation of Native Nations to the United Nations-sponsored International Conference on Discrimination Against Indigenous Populations in the Americas. And whereas Indigenous People's Day is a day to denounce the colonization and

[00:10:20] oppression of Indigenous people by focusing on acknowledging the diverse cultures and histories of Indigenous communities and promoting their rights and well-being. And whereas the Loudoun County School Board recognizes indigenous people have lived upon this land since time immemorial and values the progress our society has accomplished through the contributions of

[00:10:53] indigenous people, culture, and achievements. And whereas as a community that values diversity, equity inclusion and history. Loudoun County Public Schools will continue to acknowledge and celebrate Indigenous Peoples Day and recognize the original inhabitants of the Americas for their rich traditions, inventions, government, agriculture, astrology, sports and medicine.

[00:11:28] And be it further resolved that all Loudoun County Public Schools will actively engage in the collective responsibility to teach and affirm Indigenous people's culture, history, and community.

[00:11:45] And now, therefore, we, the Loudoun County School Board, do hereby proclaim Monday, October 14, 2024, as Indigenous Peoples Day for Loudoun County Public Schools.

[00:12:02] Thank you, Dr. Deans. I'll read the last and final proclamation for tonight, this afternoon. Disability History and Awareness Month, whereas the Virginia General Assembly passed Senate Joint Resolution 321 in 2009, designating October as Disability History and Awareness Month in the Commonwealth of Virginia, and whereas the General Assembly recognized the importance of increasing

public awareness and respect for people with disabilities, informing the public about the many contributions to society made by people with disabilities,

[00:12:39] and emphasizing the abilities of people with disabilities and whereas the Americans with Disabilities Act of 1990 was enacted to end disability-based discrimination and promote inclusion, full participation, economic self-sufficiency, and equality of opportunity for all people with disabilities and whereas Loudoun families include one or more family members with a disability who meaningfully contribute to and enrich the lives of their family members as well

[00:13:15] as the Loudoun community. And whereas in 2024-25 school year, Loudoun County Public Schools is serving approximately 10,143 students with disabilities under the Individuals with Disabilities Education Act. And whereas LCPS teachers, related service providers, administrators, and staff are working collaboratively using effective teaching approaches and related educational intervention strategies to support the unique learning needs of all students with disabilities, and

[00:13:53] whereas research has shown that students with disabilities encounter more difficulty being accepted by their peers, making friends, and being involved in school and community-based clubs compared to students without disabilities, and whereas in LCPS, more than 71% of students with disabilities spend more than 80% of their time in the general education setting where inclusive practices are promoted, and whereas an individualized education plan, an important blueprint for all school educators and leaders, includes the expectation that students with

[00:14:29] disabilities pursue high academic standards, which is reflected by greater than 96% of students with disabilities graduating on time, and more than 83% of the students continuing on to gain full employment, college, or other post-secondary educational opportunities during the 2022-23 school year, and whereas all LCPS students with disabilities need, deserve, and have the potential to excel by receiving support, understanding, acceptance, and being meaningfully included in the life of their school community, and whereas Disability History

[00:15:07] and Awareness Month is an opportunity to acknowledge educators specializing in effective teaching strategies, and to celebrate the perseverance and many achievements of adolescents, students, and adults with disabilities. Now, therefore, be it resolved that LCPS supports and promotes the interests of all students with disabilities at all times, and further supports Disability History and Awareness Month to increase appreciation, respect, and inclusion for people with disabilities, and be it resolved further that LCPS supports informing the school community and the public

[00:15:44] concerning the many valuable contributions to the school environment and to society made by people with disabilities. And be it resolved further that LCPS school principals, administrators, and educators are encouraged through education and other appropriate activities, programs, and events to promote and highlight Disability History and Awareness Month in the Commonwealth of Virginia, as well as the value that people with disabilities bring to their specific schools and community.

[00:16:15] communities. And be it resolved, finally, that a copy of this resolution will be sent to each Loudoun County public school so that it may be discussed, shared, and prominently displayed online and in the school during the month of October, and so that principals, administrators, and educators may plan disability awareness activities to increase inclusion and acceptance of students with disabilities throughout all of LCPS.

[00:16:50] With that, I will entertain a motion to approve the consent agenda. - Motion to approve. - I have a motion by Ms. Chernoff to approve the consent agenda. Is there a second? - Second. - I have a second by Ms. Donahue. At this time, we'll take a vote to approve.

[00:17:11] Clerk, please open the vote. Board members, please record your vote. Clerk, please close and display the vote.

[00:17:30] And that motion passes with Dr. Deans abstaining for the vote. Oh, I have yours.

[00:17:48] Okay, so should we just clear the board and do it again just to cut square corners, as Mr. Allen would say? Okay. So, clerk, would you please open the vote?

[00:18:05] Everybody make sure that you have your own. Board members, please record your vote. Clerk, please close and display the vote.

[00:18:23] Motion still passes, but with Ms. Griffiths abstaining for the vote. Okay, we will now move on to our work session. The Department of Support Services, FY 2026, FY 2031, FY 2026 Capital Budget Priorities of the School Board presented by Mr. Kevin Lewis, our Chief Operations Officer.

[00:18:49] - Thank you, Chair Mansfield. Members of the board, we are excited to be here tonight to begin the CIP season. Can you feel the excitement? Okay, there you go. So we just wanted to take a minute. First of all, I wanted to thank you for the opportunity to sit in front of you this evening and talk about our CIP, talk about the priorities that will help us develop what we call is the superintendent's recommended CIP that will be presented to you on October 22nd.

[00:19:16] It is quite a bit of information. And tonight I'm joined with Clark Seip and Sharon Willoughby as teammates for this. And we have many other people that have put together the CIP. And we will be talking through quite a bit of information over the next couple of months.

[00:19:35] It seems like a long time, but it will go very quickly. And we do have, I think I mentioned before, that we have an extra work session. We have a total of tonight plus three work sessions and then action, all culminating on December the 10th. I will say that we're flanked tonight with all of our directors, trainer, Tate, Stocks, Pasquarelli, and Woehead over here, and I do know all their names. It just didn't come out very well there, so they are here to help us take notes and then fill in any gaps we may have.

[00:20:09] Ms. Seip and I will be talking through, I'm going to be talking through the details of some of the, how the documents put together, and then she is going to take you through an exercise to help us understand your priorities, and so we want to get started with that, and we'll move and talk mostly about the fact that we want to understand your priorities. We want you to understand what all is in the CIP. It's quite a bit of information, tons and tons of projects, and obviously quite a bit of funding involved. So those are important decisions, and we really want to make sure that

[00:20:42] we put together a document that suits you all's priorities. At each of your stations is a handout that's got a copy of the three boards that you see behind us. We encourage you to look through those and take notes on those as you come up.

[00:20:58] You'll be asked to come up and spend your priority dots on these boards as the evening goes through. So we'll start, too, by grounding this in our strategic plan. Know that Goal 3 talks about the Enriched Division and includes references to our safe, caring, and rigorous learning environment.

[00:21:20] And, you know, the CIP is what provides and maintains that environment, So this is obviously directly connected to the strategic plan. The document itself is set up with three major sections about it's a short-term plan, years one through six. And that's really the first six years is what in the document the board of supervisors really pays the closest attention to.

[00:21:43] The medium and long-term plans, years seven through 30, are very helpful for you to plan for long-term projects, but also the supervisors to plan for their debt service over the years. So it is a very important plan, but the detail and the specificity about projects lessens as you go past year six.

[00:22:05] This is the first time this year we've recategorized some of these, and I wanted to also take a moment to thank those of you that had time to sit down with us and talk through that on the individual meetings. It was very helpful to us, and hopefully it was beneficial to you as well.

[00:22:22] And we talked about the fact that we're categorizing our projects in investment categories. And you see those there, sustainment, new capacity, improvements. We'll talk a great deal about that as the evening goes on. But also know that behind that is a tremendous amount of strategically sequence planning from our departments to know how we sequence projects, not only for individual projects, but how they are grouped together in categories.

[00:22:49] Also know that decisions that are made by the board over the next few months, couple of months, could possibly have a ripple effect down the road. So, you know, there's only so much funding available, so decisions we make could also push out other projects. So just keep that in mind as you talk through that.

[00:23:06] And if we get to the work session, we'll be able to provide a whole lot more information on cost and timing and help you make those decisions about what priorities you want to have and where we place those in. So this is a document that we shared when we sat down together.

[00:23:23] I will say that the three categories, sustainment, new capacity, improvements, we'll be talking about those over and over again. You'll see the definitions of those. The sustainment is work required to maintain and preserve our facilities. So those are things that we are obligated to do.

[00:23:39] So we already have these facilities. We wrote, you know, many people think the biggest cost of a building is building it, but really it is in the life of the building in maintaining it. So those are important costs that we have obligations for. We also have obligations for new capacity whenever we have new enrollment or facility changes, those types of things that we have to do to make sure that we're taking care of all the students in the system.

[00:24:04] The improvement category is one we anticipate will be the biggest part of the conversation tonight where we have a listing of projects that mostly, you know, I guess afford some more flexibility and those are things that enhance our system and enhance our programs and the opportunities for our students and they come with choices and we can't do them all at once so that's what we're going to have a good bit of conversation about and where we expect some of our priority dots to be spent on that board this evening.

[00:24:39] So digging just a little bit deeper the sustainment thing I want to be able to share with you some of the types of projects we have those highlighted there They are also identified on the sheet you have in front of you with little icons to help you identify what they would be. You know, I'll call your attention to anything in black lettering or things that have already been included in previous CIPs.

[00:25:01] So those are holdovers or continuations or standard recurring costs in the CIP. When you see something in the orange, like you see here, furniture lifecycle replacement, Those are programs that are new, that are on our list from a staff perspective, that we need to have a holistic approach.

[00:25:18] Right now we replace furniture out of the operating budget. But like everything else, and we've talked about how we have a wave of we build a school, then we have to maintain a school. Well, the furniture also has a life cycle, and we built quite a few schools in the last 20 years, and so that furniture is coming due for replacement as well, so we've included that in the CIP.

[00:25:40] Also talk about new capacity with additions and new schools. We won't have a lot of conversation about that tonight, but just know whenever we have a new school coming on board, you'll see those listed in the CIP in the order that we think they're necessary to achieve whatever pressures we have on enrollment.

[00:26:00] And then improvements, as I mentioned, this is where we expect a good bit of the conversation this evening. We've put some there. You see a few of those in the orange that we've added from a staff perspective that that we believe need to be included in the discussion but you also see a number of those items written in blue and back in June I think it was Ms. Willoughby had a operating budget work session and these are items that were identified by board members in that exercise and that we've moved into the capital budget because they they really belong in the capital budget so just wanted to make sure you you see that we are listening we've recorded those we're captured those

[00:26:39] here and we're able to put those here on this list for you to consider in your priorities as well another thing I would like to point out a number of these projects and just a few of those you know CTE renovations elevators second elevator you see we have a number of elements or two-story schools with one elevator and when one goes out we have a mobility issue for students and staff so we're proposing that but that's also the fine arts theater music the school Board's had many conversations and folks come to talk about that. Those along with a number of others are multiple year projects. So one thing when we get to the work sessions we'll have those

[00:27:19] outlined for you what the costs are and the timing is but you'll be able to see that the ripple effect on a multi-year project could really make an impact and just wanted you to be aware and we'll provide as much information as we can so you can keep track of those. So at this point that was really quick and I know because I wanted to give time for for Clark to walk you through the exercise that she's going to help you with identifying your priorities and at this point in time I will turn to her to talk you through how that's going to work.

[00:27:48] Thank you Mr. Lewis and thank you again to all of you as board members for your willingness to work on this mission critical component of our work together. We know that much of your time is spent listening, you hear so much from your constituents and then you take that and you integrate that into how you govern in terms of the health and well-being of the entire system and capital planning aligns very closely with everything that you work on so thank you again for entering into this space with us from here on out in our part of the

[00:28:24] work session we really have designed it to be interactive we're gonna hop up in a few minutes you get to get out of your chairs and move around a little bit which I think will be great and then just a reminder to you that this is your resource as you're taking notes on it you're welcome to carry that up with you when you do move around the space at the beginning of this presentation there were two objectives

that were put up on the screen the first was to do that quick recap of the sorts of conversations and study that you have been entering into over the last several months really trying to understand the purpose of the CIP reminding you of the structure and what is included in it and then the

[00:29:03] The second objective was really to gain a better understanding of your high-level priorities when it comes to capital planning for this FY 26 through 31 period. That's the time period we're really trying to focus on tonight.

[00:29:21] This is an opportunity to gauge at the highest levels where you're coming from. What are those priorities that you've already brought to the table with you tonight? And also, what are you starting to think about in and around those priorities as we really work together as Mr. Lewis explained over the next couple of months to figure out how all this fits.

[00:29:46] Just a reminder to you that if something is not named as a priority tonight, that doesn't mean it's not important. This is hard work that we're asking you to do and that is why we are really limiting it to high-level priorities tonight so we have some guidance from you.

[00:30:02] is being removed from these lists tonight. As Mr. Lewis said, there is no cost included, there is no sequencing included. That is the sort of information and additional level of detail that you will be able to work with and move around and interact with in the work sessions to come. So tonight, I really want you to enter into this space thinking about high-level top priorities. We're going to gauge those from you through a three-step process. The first one being, we're going to ask you to take a couple of minutes now and write down

[00:30:38] what are the top three priorities out of all these things here that you brought with you tonight or that you want to identify tonight. By chance, if there's something that is a priority for you in capital planning that is not reflected in these pages, you may bring that forward. We've worked really hard to try to capture what brought what was what was brought to the table during the June session but if something has come up in the interim please be sure to vocalize that now so I'm going to give you two to three minutes take them take that time to write down your top three remember that

[00:31:14] in our steps to come you will be able to name additional priorities but we're

[00:31:19] gonna start here we'll take about one more minute and then we'll go on to our

[00:33:33] next step I will add as we transition that all of the items listed under each of these investment categories is in alphabetical order at this time.

[00:34:01] And we've done that purposefully as a way to make it easier for you to find what you're looking for in those lists. That does not reflect any sort of ranking in current or previously approved CIPs. It is purely for your convenience in making sure that we can use the short period of time we have tonight as best as possible.

[00:34:24] All right. see by a show of hands, does anyone need more time? Fantastic. All right. So this is how step two is going to work. We're going to ask each of you to share those top three items that you've written down. Mr. Lewis and I will be up at these three boards, which are simply enlarged versions of what you have before you. And for the rest of you in the room, these three boards reflect the three slides that were shown in the slideshow as well, a board for each of those investment categories.

[00:34:59] As one of you speaks a priority, Mr. Lewis and I will circle that on our banners. If a priority is named more than once, we'll put a check mark next to that so that in a moment when I invite you to enter into step number three, you'll be able to see those things visually represented on these big banners.

[00:35:19] Sound like a plan? All right. am a type A person, so we're going to go left to right because that's how I read. Does that sound like a good plan? All right. Ms. LaBelle, would you please share yours first? Next to me, I know.

[00:35:42] The first thing that I would like to see in the plan is a transition facility. We have long needed it. We need to get independent living skills and work training skills out to our special needs students and that's just not happening with the current system that we have. So a training facility for transition is critical. The second thing I'd like to see is school

[00:36:15] renovation and replacement program. I am getting many, many letters from schools that are telling me about problems with the facilities there, how worn and how old they are. And yes, we do have some schools that are originally built back in the 50s. So we do need to keep them upgraded.

[00:36:39] And the third thing I think we need is a recovery school. That would be very important to make sure that the students that are working out problems with addiction have the facilities that they need without being in the regular classroom and having to work with teachers there.

[00:37:03] That takes up educational time of not just those students, but the other students in the classroom. So those would be my three top priorities. Thank you, Ms. LeBell. Dr. Rasheed. Thank you. My priorities is special program academy expansion, independent living labs,

[00:37:39] and fine arts, theater, and music programming improvements. And we're just doing improvements. Are we moving? We're just doing this category. this is where we'd like to focus tonight because we know we need this is where we really need your insight thank you Dr. Rasheed. Ms. Cherna. Thank you so for improvements my top three are we're just doing improvements correct that's where we're focused right so that's what you asked right yes that's where it would be most helpful tonight if you'd like to speak to other categories that's that would be welcome but that's where we really need your insight tonight. Perfect

[00:38:17] So my number one is fine art storage and the programming improvements. My second one is going to be the recovery school as well, for the same reasons echoed by Ms. LaBelle.

[00:38:34] And then I am also looking at, oh, I lost it, the school renovation and replacement program. Very much. Ms. Donahue? Thank you. The first one that jumped out at me was recovery school.

[00:38:56] And I also circled independent living labs. And I'm sorry to do this, but I am an attorney. I had a question about the restroom conversions and what that entails. Thank you for that question, Ms. Donahue.

[00:39:21] So the restroom conversion is a continuation of the pilot program we did at the nine schools we've already done. We're moving forward. We're putting the technology, the centers in all the high schools and middle schools as part of that project already. and then we want to talk to the board about the future expansion of that program to go back and do actual renovations at the other schools.

[00:39:41] So it does include the sensors, you said? Yes, ma'am. Okay, then yes, that's my other one. Thank you. Thank you, Ms. Donahue. Mr. Estreff? Yes. So I technically followed the rules. I circled three, but I

marked a whole bunch of other ones.

[00:39:58] I won't mention them. So the first one I'll mention is the school renovation and replacement program. I had the opportunity to do a facilities tour with Mr. Lewis, and looking at some of our older schools, and just thinking of this as kind of like hierarchy of needs, right, seeing some of the contrast between some of the older schools, that a few of them reaching that threshold of being evaluated for reconstruction, and just looking at some of the needs there, and I think that aligns with the critical systems renewals as well, and just kind of the trade-offs between reconstruction, replacing of certain components, or doing a refresh of the critical systems,

[00:40:37] so that's in one conversation. And then the next one is independent living labs. And the third is CTE renovations for middle schools. I really am excited about seeing our vision for CTE programs and what that can look like.

[00:40:56] And really, having seen some of the CTE spaces in middle schools, I think we do need a refresh. And just thinking about all of the discussions around pathways and alternative pathways, I think that should be a real priority. you very much. Chair Mansfield. Thank you. This was kind of hard because I do like the school renovation program, but I have to say I do also feel like it's for my first would be, of course, transition facility. Ms. LaBelle and I align on that. The recovery school and then the independent

[00:41:32] learning living labs. And independent learning labs. Living labs, yeah. Living labs, yeah. Got both of those. Thank you, Chair Mansfield. Ms. Griffiths. Thank you. Under improvements, Charter school projects, fine arts, theater, storage is always up there.

[00:41:52] And special programs and academy, I assume that's the CTE, correct? Is that the CTE? CTE is listed separately. Oh, it's listed separately. Okay. So CTE is big, but I know you said three things.

[00:42:09] But if you get into capacity, then you're talking renovating the rooms to accommodate. for the CTE programs. Absolutely, and you will have a chance in just a moment to name additional priorities for you.

[00:42:25] I know Mr. Streffi is very excited because he circled so many things on his paper, right? Thank you, Ms. Griffiths. Ms. Chandler. Thank you. I can say I'm very excited about this process too, and it's very difficult to narrow it down. And I'll give you my three based on the rules, but if I were going to be a little bit outside of the box thinking, I would say that playground replacement is really important to me too.

[00:42:48] because I really struggle with the idea that there are children in LCPS schools who use mobility devices and don't have access to playgrounds. I really would like to see that addressed. I'm happy to circle that for you as one of your three. Would you like that? Sure. Okay. Okay. With that, that means, I mean, I'm thinking outside the box.

[00:43:15] We have so many dots. We have so many dots. You'll remember when you did ask for clarification, I said, yes, it would be most helpful for us to focus on improvements. But if you would like to speak a priority in another category, you may.

[00:43:31] Don't worry. You've got so many dots to use. We're almost there. Get them ready. Get your dots ready. Keep going, Ms. Taylor. In the spirit of maybe bending the rules a little bit, I would like to tie together the ideas of the recovery school and the transition facility. I think there could be some

opportunities since the populations might not be enormous to maybe join those two ideas together and make them happen at the same time.

[00:43:57] And with that, I will go to my last one, which is school renovations and replacement. I like it. Thank you. And Dr. Deans. Number one would be special programs.

[00:44:18] Number two would be a unified communication system. And number three would be independent living labs. Don't run into the boards. Okay. That was hard work.

[00:44:34] I know it was because I know how many things are listed on your banners. I created them. I picked the infographic for each of them. This is hard, good work. So here's your third step in this process. Each of you has been given a sheet of sticker dots.

[00:44:53] Each school board member has a different color, and your initials are on those dots. Does everybody have those? I placed them at your seats before you arrived. Perfect. So here's your currency for the next part of our exercise, okay? This is your chance to come, get out of your seats, come up and interact with these boards a little closer, okay?

[00:45:15] We want you to be able to come and take a look at everything that was circled. And you'll remember if it was named the first time, it got a circle. If it was named again, there was a check mark. There's a line drawn up here between two things, okay? And now is your chance to come and spend your dots to signify additional priorities for you.

[00:45:39] This could be something that is not yet circled, but is also important to you. Put a dot next to it, right? It's also a way for you to emphasize or to show your support for priorities that other people have named, right?

[00:45:54] So however you want to spend your dots, please come and do so. So we do ask that you use all 10, right? And feel free to talk, bring up your pages as you come. We're going to make sure that this doesn't last more than about four minutes.

[00:46:10] I want to make sure that we're reserving adequate time in our work session for our colleagues from diversity, equity, inclusion, and accessibility. But remember, this is the first conversation of what we hope to be mini around this.

[00:46:22] So would you please come and interact with these boards and spend your dots?

[00:48:55] One more minute to finish spending your dots.

[00:50:00] As you start to return to your seats, kind of take a look at what you're seeing. I will know you are done when you do return to your seats.

[00:51:29] Okay. So yet again, hard but good work. I heard many of you as you were going from banner to banner over here saying, this is hard. And it is because remember, everything on here is important, right?

[00:51:47] If it doesn't have a sticker tonight, if it didn't get circled tonight, that doesn't mean it's not important. And so this, for us, is incredibly helpful because when we take this back and we start working on the CIP for FY26 to 31, this information that you have provided here tonight is going to inform what we're able to put together for you in that initial draft, that superintendent's recommended CIP that will come to you on the 22nd.

[00:52:16] It's in the work sessions that follow that you'll have a chance to really dig into those numbers to see what staff and the superintendent have recommended to you in terms of sequencing, in terms of costing, all of those things. But I want to just thank you again for what you've done here.

[00:52:33] We do have a couple of extra minutes and just wanted to know two things. One, are there any questions that bubbled up in you? Maybe that you didn't have coming into this room, right? But that did start to bubble up as you went through this exercise. And two, is there anything that you started to notice as you took a look at these banners and tried to place your stickers?

[00:52:56] Did any trends or patterns start to pop for you? Would anyone like to share? Thank you so much. Thank you for the opportunity to have this conversation.

[00:53:12] and many, many thanks to the staff behind the scenes who have worked with each of us over the last couple of weeks to really understand this process and what we're coming into. So I appreciate that. One of the things that I'm noticing is there's a lot of stickers on the sustainment and improvement side, which I'm actually really happy to see because personally I'm struggling a little bit with new things coming into the picture and getting elevated over commitments that have been made in past budget cycles, particularly as it pertains to some of the buildings that are in Sterling and in Leesburg and just need those renewals and are counting on those improvements.

[00:53:51] And that's kind of where my focus is going to be throughout this process. So I was encouraged to see that I think we're kind of all similarly thinking in the same vein. And to that end, I would just ask moving forward that staff consider, for me, it's going to be obviously cost is a factor.

[00:54:08] We're not looking at that today, but that may influence where our priorities shift. If something's more expensive or if something new pushes something else out, that's going to be an important part of the conversation for me. I'm going to need to know what those things will look like. Potentially, obviously, it's not a perfect science and we can't always know the exact numbers.

[00:54:28] But it would be nice to have a realistic idea of what might get pushed off if we opt for something new that wasn't already included. Just so that we can make decisions that are well-informed and that we know, like you said, it's all important, but not every single need can be met every single year.

[00:54:49] And so I want to make sure that I have that information at my fingertips in order to make a sound and wise decision. So I appreciate the work. Thank you. Thank you very much for this exercise.

[00:55:09] Just a few things that popped up. I noticed there's been some discussion around a Welcome Center in Eastern Loudoun. That didn't appear in this. Is that something that would be in the CIP, or would the resources be more for the operating fund? The Welcome Center project is ongoing.

[00:55:28] The Board of Supervisors purchased the facility that will be doing that, and as soon as we get the approvals to do that, we'll start the renovations, which were funded in a prior year, so that project is moving forward. Oh, that's wonderful. Okay, and then my understanding, so I didn't put any stickers on the special program, and I can talk through that at a later point, but my understanding is that IV program expansion is more of a lift when it comes to FTEs and not so much for the CIP.

[00:55:54] Is that accurate? Okay, so awesome. So I'm still supporting that in Eastern Loudoun, but it's just not a CIP kind of discussion. And I do agree with Ms. Chernoff as well.

[00:56:12] A lot of my concerns are also related to cost and what would get pushed off. Of course, priorities do change, right? And that's expected in this process every year. But when commitments are made, we have to be sensitive to that.

[00:56:30] And how we, you know, rearrange things will have trade-offs, right? And so if and how we rearrange things would have trade-offs. And so I'm also encouraged by the fact that we're focusing on sustainment and some of our, you know, building needs.

[00:56:45] And then the last thing I'll mention, Actually, I'll end with that. Thank you. Okay, we have three minutes. Anybody else? And so much for engaging in this exercise with us.

[00:57:07] A couple of things that we do want to point out. If we could go to the next slide. These banners, we are going to take good pictures of these tonight and have them available to you electronically. Our hope is that not only are these banners a resource for us as we continue to work towards this goal of providing you that superintendent's recommended CIP on the 22nd.

[00:57:29] But we want them to be a resource for you as well, as you engage in your discussions as a board, as you think through your committees, all of those things. We want this to be a resource for you as you continue to engage in this work as well. And don't worry, the cost and all the additional detail is coming.

[00:57:46] We will have oodles of spreadsheets available for you. So I know that many of us need all sorts of different types of information to really make those thoughtful and informed decisions and so thank you for your commitment um as a board to doing that mr lewis for the evening and i thank you as miss sype did for your time and attention and we'll turn it over back to dr ellis williams oh chair mansfield sorry thank you mr lewis and thank you so much for um putting this together um i'm excited to see i appreciate that you guys are helping us

[00:58:24] through the process this time and we're getting it done a little bit earlier to be more thoughtful and better partners. Okay, so we will move on to 4.02, Diversity, Equity, Inclusion, and Accessibility Update, presented by Dr. Letitia Ellis-Williams, Assistant Superintendent of Division of Diversity, Equity, Inclusion, and Accessibility.

[00:58:46] And I will allow you to make your other introductions of the rest of everyone else who are helping to present. Good evening, Chair Mansfield. Dr. Spence and school board members, thank you for the opportunity to share the great work endeavors of the LCPS, Division of Diversity, Equity, Inclusion, and Accessibility.

[00:59:04] I am Dr. Letitia Ellis-Williams, and I'm joined by my esteemed colleagues, Supervisors for the Division of DEIA, Ms. Cynthia Lewis and Mr. Shaheed Muhammad. Although not seated at the table, I would be remiss to not shout out the Director of Research and Evaluation, Dr. Ryan Tyler, and the Supervisor of Research and Evaluation, Mr. Dave Blakelock.

[00:59:25] They have been instrumental and pivotal in the work that we are able to accomplish in our roles. I will introduce the remainder members of my team in a later slide. The lines of effort for the Division of Diversity, Equity, Inclusion, and Accessibility align with all of the four goals for the one LCPS strategic plan for excellence.

[00:59:46] Our division is the golden thread throughout LCPS. The members of the Division of DEIA hold the professional experience, certifications, and prowess to collaborate with all of the division departments within LCPS. Our collective knowledge and experiences afford us to engage authentically.

[01:00:08] We are all familiar with the LCPS commitment to equity, but it's on this slide because I want to anchor you into your thinking and mindset because this is the ethos of our division. I'd like to start with a quote by James Baldwin.

[01:00:27] I begin by saying that one of the paradoxes of education was that precisely at the point when you begin to develop a conscience, you must find yourself at war with your society. It is your responsibility to change society if you think of yourself as an educated person. And that was an excerpt from his talk to teachers in 1963, and I selected that quote because this is still very relevant today.

[01:00:51] The members of my team include myself, Ms. Cynthia Lewis, Ms. Mohamed, my colleague Jessica Hayfield, who is our coordinator for DEIA, and my six specialists, Ms. Laura Freeman, Ms. Michelle Fresina, Mr. Everett Calloway, Ms. Camille Jones, Dr. Gerard Jellick, and Anthony Beckett.

[01:01:11] Thank you for standing. They're over in the corner. Thank you to Dr. Spence and the school board for your continued support in growing our division with the task of serving 100 schools. With this support, we have more bandwidth to further engage with schools, often in a one-on-one setting, and are able to use our individual skill sets to meet the unique needs of each school.

[01:01:34] Our division collaborations consist of collaborating across the division with both internal invested parties and external invested parties. As a division, we consistently engage, support, and monitor division student data to proactively mitigate the recurrence of student barriers to include, but not limited to, social, emotional, academic, systemic, and institutional student barriers.

[01:02:01] As a proactive mitigation and measure of consistent improvement, we have developed a logic model to ensure the step-by-step connections between our planned actions of our division and our intended results for LCPS as per our strategic division goals.

[01:02:20] And again, I thank Dr. Blakelock for his efforts to ensure that success. Support for Standard 6 for educators and building leaders is an integral part of our work. Standard 6, as we all know, is a part of the Virginia Department of Education requirements so that students are fully engaged in a culturally responsive environment that exudes equitable practices.

[01:02:46] In other words, the teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

[01:03:01] The quotes have been socialized with the board previously, so we will not reread them, but please take the time to do so because I feel like this is really insightful. It's one thing for us to talk about the work that we do. It's significant to hear from those we work with directly on their experience in working with us.

[01:03:24] Mr. Mohamed? Thank you, Dr. Ellis Williams, and good evening, school board members. I am Shaheed Mohamed, one of the supervisors in DEIA, and we want to first start talking about some of our endeavors, and we're going to highlight one of the new endeavors, which is regional school clusters.

[01:03:42] We are very excited about this new endeavor because it will increase our productivity of support to schools with their equity work. This shift will foster a fidelity of culturally responsive pedagogy, leadership, and student sense of well-being. We know that the equity work is expansive in our school division, and there is variance of focus from school to school.

[01:04:03] With the addition of our three new specialists, we were able to separate all of our schools into six planning districts that contain three high school clusters of schools. Now, each school has a point of contact from our office to support them with their equity work.

[01:04:22] Next slide. The work with the school clusters really centers around school support, professional learning, student agency, and resources. With school support, we actively are thought partners with administrators and equity leads with their year-long focus.

[01:04:41] The focus aligns with, in many cases, their school improvement plans. We support schools with anti-hate or anti-offensive language campaigns, strategies to reduce racial slurs and hate speech incidents, strategies for increasing the number of students in IB honors and AP courses, enriched academic supports, the culturally responsive framework, student leadership groups, and more.

[01:05:04] We continue to meet with our equity leads on a monthly basis, and the regional clusters allows us to go from or decrease from 120 participants in one meeting to 20 or less. It also helps align work with schools in the clusters and share great ideas that the equity leads are implementing within their schools.

[01:05:25] We meet with elementary and secondary leads separately, furthering our differentiation of approach. Professional learning, we are consistently developing training plans and informational content on various topics which enhance school efforts on school climate and culture.

[01:05:44] Schools identify a problem of practice or have an idea of learning that the staff needs and we collaborate and build out learning plans for staff. This is in addition to the county-wide professional development opportunities that we participate in and the train the trainer sessions.

[01:06:00] Student agency, enabling students to have voice and take action on improving environmental conditions in their buildings is very important. Ensuring that students are seen, valued, and heard is paramount in students having a sense of belonging. This empowers our students and builds self-confidence and self-efficacy that leads to greater access, opportunity, and equality.

[01:06:26] Student equity ambassadors and MSAC student delegates use their voice to advocate for others who show quiet leadership. Our high school principals are forming more student leadership councils that allows for diverse thinking on a myriad of school programs, issues, and celebrations.

[01:06:45] The student voice becomes useful data for school principals when checking the pulse on school climate and culture and resources. Schools are able to make use of the resources we have created, and we have a lot, as a division to support teaching and learning environments.

[01:07:01] Most recently, as Dr. Ellis Williams stated, the Standard 6 crosswalk communicates the connectedness of Standard 6 to all the other teaching standards. We also ensure that schools know that we are always available to create resources to fit their individual needs.

[01:07:20] Good evening, members of the school board. I am Cynthia Lewis, and I'm one of the other supervisors in the Division of Diversity, Equity, Inclusion, and Accessibility. I'm going to speak to our work

with LCPS leadership. So we support leaders in the Division of School Leadership, Department of Student Services, EL, Division of Teaching and Learning, and many others.

[01:07:42] And that partnership is really a form of guidance to help build, sustain, and elevate school climate and school culture. And where that's really most impactful is where we collaborate to build inclusive spaces, affirming spaces, welcoming spaces for our students, and culturally sustaining practices that can be seen in teaching and learning across the division, where we provide guidance and support for instruction to build students' sense of belonging and building welcoming, inclusive, and affirming spaces for all LCPS students.

[01:08:19] Our work involves helping leaders and teachers implement the curriculum in a way where students are centered, students are driving the learning, and where students see themselves connected to the content. This curriculum collaboration supports teachers in demonstrating the VDOE Evaluation Standard 6 that we mentioned earlier in the presentation.

[01:08:40] And that standard is culturally responsive instruction and equitable practices in the classroom. In all of these areas that are listed on the screen, inclusive curriculum, school climate and culture, professional learning, and student-centered support, We are providing for staff and for leaders ongoing professional learning to build the capacity of our staff to reach our LCPS strategic goals.

[01:09:11] These are examples of professional learning that we have ongoing for all members of LCPS staff. We also work heavily with other school division leaders to provide direct support to schools requiring enhanced support.

[01:09:36] And this is part of the school improvement process. For example, helping schools with strategies to create a deeper sense of belonging among students and creating more opportunities for student and family voice. All of our equity leads are members of the school improvement teams in their schools, and through our cluster model, we have the opportunity to support actions towards goal attainment.

[01:09:57] Other efforts that we engage in are observing learning environments and engagement with students to provide recommendations of top-line relationship and expectation, teacher moves, such as risk-taking, respectful language, warm demands, optimistic language, teacher talk versus student talk, of course, collaborative grouping, student-shared responses, and academic scaffolds. We also engage with focus groups on discipline disproportionality, disaggregating data to have a better understanding of office referral data, and why there is

[01:10:35] perception from some students that they are not being disciplined equitably. School climate and culture to ensure that all students have a sense of belonging, as belonging is a factor which influences student success, and reviewing course pathways and access to higher level courses.

[01:10:53] We consistently work with the consultation with administrators on mitigating racial slurs and hate speech because we know that that has a negative impact on our school culture and it does harm to our students. I know we talked a little bit about student leadership earlier in the presentation, but this is such an important...

[01:11:24] aspect of our work that we wanted to make sure we highlighted it. Strategic Plan Goal 1 is empowered students, and students are at the center of our work. So valuing students' hopes and dreams and preparing them to make meaningful contributions to the world is paramount.

[01:11:42] Our students' understanding the importance of diversity and inclusion makes them more competitive in the global marketplace. Student voice opportunities provide empowerment for our students, so when students are able to express their thoughts and opinions, they're likely to fully engage in their own learning process.

[01:12:01] It also helps to build critical thinking and communication skills. Empowering students to take action on their ideas for a positive school environment that is welcoming benefits everyone. It helps to build leadership that gives voice and agency to others, which strengthens the sense of community in our schools.

[01:12:21] And with social emotional learning, there's a focus on self-awareness, knowing their strengths and weaknesses, and social awareness so that students develop strong empathy for others, and understanding different perspectives by being more aware of different backgrounds and cultures.

[01:12:38] All of this helps to build student leadership and leadership development, encouraging responsibility and self-efficacy with our students. We focus on peer-to-peer mentoring, empathy, and developing community. Learning how to maintain civility is something we work with students on so that we practice civil discourse, so that when they disagree with others, it is a vital leadership skill that they remain civil, as everyone deserves to be treated with dignity and respect.

[01:13:09] Our SEAs and MSAC delegates partner with other student groups in their schools to problem-solve and create sustaining student-driven programming. This year, we will have our second annual student-led Student Equity Ambassador Symposium right here in this room in February.

[01:13:27] We can't wait to see what our students create and how they support each other in their schools to fulfill our commitment to student excellence. And, of course, we have a couple of quotes from persons within the Office of Student Support Services to demonstrate the collaborative approach we take.

[01:13:55] Family and community engagement, something near and dear to our hearts as a division, is awesome because we get to engage with individual families that may have voiced a concern or may need school support. We also collaborate with the Loudoun County Chamber of Commerce for DEI.

[01:14:11] We collaborate further with the Bridges Interfaith community, as well as the two school community endeavors that we have with MSAC and the Equity Committee. And lastly, the Loudoun County Office of DEIA, and we're really excited about that work. We have been formulating for some time an administrative thought partner forum, which we have launched, and we're proud to say that Loudoun County Public Schools has an Administrative Thought Partner focus group on the improvement of student daily experiences in LCPS.

[01:14:42] Through honest discourse, the Administrative Thought Partners share experiences, information, understandings, and insight with the end goal to foster a more welcome, inclusive, and supportive schooling experience for our students. Our collaborating partners consist of, but it's not limited to, DOCEL, Family and Community Engagement Office, as well as, there was two, three, and Student Services.

[01:15:08] Thank you, Shahid. I had it written on my second page. So we're really grateful to have this exchange, and it's low risk and very student-focused, and everyone comes with the spirit of giving of information, knowledge, and prowess to be able to further bolster everything else that we have happening here amongst other committees supporting our students.

[01:15:33] Just some photos of endeavors. So along the lines of continuous improvement, we consistently engage, support, and monitor student data To proactively mitigate the recurrence of student barriers, again, to include but not limited to social, emotional, academic, systemic, and institutional student barriers.

[01:15:59] As a proactive mitigation measure of this consistent improvement, we rely heavily on the logic monitor that we spoke to earlier to ensure the success of each and every student. So that is our barometer. That is the way in which we check, if we were to say check for understanding and make sure that we are on the right course to maintain the fidelity of understanding around how our students are experiencing their daily school lives.

[01:16:23] And that's significantly important to our team. And this last picture, of course, is a picture of our team since we have grown. And I'm really excited to, again, have the bandwidth to support the tasks of supporting 100 schools and LCPS. At this time, we have crafted a couple of questions because we thought it would be fun to be interactive.

[01:16:43] We got a little jealous of Mr. Lewis' team. So at this time, I wanted to pose two questions, and I'll give the first one. And I don't mind left to right or right to left, but I'd like to hear from each board member as a response to the following question. Now that you've heard about our focus and work for the school division, what examples of equity have you noticed or observed during your school visits or community engagement?

[01:17:08] So I'm going to say real quick, I want to say that right now in our society, with everything happening worldwide, we need more civil discourse and less unkindness, and we need less reward for nastiness and polarization and more reward for inclusivity, listening, empathy, and collaboration.

[01:17:37] And I think as a culture right now, we've habituated to dehumanization, and I just think that DEIA brings back the focus of the human in our schools and I appreciate that especially in your discussion about the students and the student voice and bringing that out and teaching them about civil discourse and it was I mean Ms. Chernoff and I attended the equity the student symposium the student symposium that was a beautiful thing for them to even come up with

[01:18:12] their own figuring out programs for their own bullying and and those kinds of things that like freedom and and their different programs that they came up with that they came up with solutions and I think that's what we need more of so that's what I saw thank you yes it feels like a good time to piggyback um I I was going to bring up the symposium as well and our students continue to blow me away across our division especially I've come from an elementary background so I'm used to like kids kind of giving it to you straight that way but let me tell you our our young people who

[01:18:51] are getting ready to launch are really impressive and they're thoughtful and that day when we got to sit down and literally just sit down and have lunch with them I found that to be so powerful because it was it was the formal presentations were great and they had great ideas and talking about the significance in their school but when you really like get to know who they are and some of the things that they're struggling with or sharing enjoy with it it really was a humanizing moment for me with these kids and they're ready they're ready to tackle these things they have great critical thinking skills they have great communities that they're building around themselves

[01:19:30] and it does give me hope for the future because that that piece of the student agency I think is where we can really lean in, um, in this area. Um, so I just appreciated the invite to participate, um, and, and talk to them at that level because it was, it was really empowering.

[01:19:49] Thank you. We have 10, 10 minutes. I just want to make sure that everybody has, uh, a time and we'll have like one question I think, or one comment and then to make sure that everybody gets a space and then if they have more, they can send to Dr. Smith. Okay.

[01:20:10] Yes. Thank you, Madam Chair. I tend to feel a little bit differently. I'm very concerned about the training for teachers and instruction for students regarding diversity and equity and inclusion for a number of reasons. It appears it seems to prioritize certain groups over others, and I find this discriminatory. Everyone should be treated the same regardless of identity.

[01:20:34] There shouldn't be any identity politics in our schools, period. But yet, when I sifted through the links associated with today's presentation, I found a one-pager titled LCPS Culturally Responsive Framework. This one-pager uses the word affirm five times, culture or culturally five times, and identity four times.

[01:20:56] So I do have, DEI is controversial, so I'm expecting a little bit more as far as educating us. um, on how DEI works. And I did want to mention there was, um, a renaming ceremony last Tuesday and, um, everybody was against renaming except for one person who continued to call everyone a racist and a white supremacist. So I would like to know from you, um, is that hate speech? If not, why not? Thank you. Ms. Griffiths, I don't think that we should go through that right now. We'll

[01:21:33] talk about that a little later around new business to discuss the town hall and what we can do better and differently but as far as not knowing what DEIA is I think that we should have our own training and how do you guys feel about a training for us for a board retreat because it seems to me if you have questions then the best thing to do would be to experience it yourself and we have that unique

[01:22:05] opportunity here to do that ourselves. Anybody? Yes? Thumbs up or one? Looks like that would be a good thing to put on our agenda for the next board retreat. Thank you. Vice Chair Streffi.

[01:22:21] Thank you, Madam Chair. Thank you so much for the presentation. To try to answer the question, just to give my observations, I believe that you and this team are really at the forefront of of empowering our school communities to tackle some of our biggest challenges.

[01:22:39] Bullying, discrimination, discipline, looking into the data, really trying to understand how do we empower those school communities with new and different tool sets to be able to help those students thrive, right? I would also say that this team, from what I've experienced in my interactions with all of you, is you're actually helping LCPS and our division to increase our capacity to show up for every single student in a way that they need us to show up so that they can thrive.

[01:23:11] And so we have students with different needs, right? We can't just give everybody the same boilerplate. And I think that that analogy is, you know, at the heart of every educator, what every educator in division tries to do.

[01:23:27] But you all have the privilege and are obliged to actually do that focused work and to help our educators even further at the school level, so really appreciate that. And I think to the second question really, I think that DEIA is really a vessel for student voice, and you all said it in better words, but the

example is the student equity ambassadors and the examples that you all gave about the symposium, and just empowering our students, like that being the strategic plan crutch is empowered students, you're really at the center of that work.

[01:24:02] So I'm looking forward to seeing all of the amazing things you'll continue to do. - Thank you, Vice Chair Struffy. Anybody have an answer to question one or question two? We have, I'm sorry, Ms. Chandler.

[01:24:20] - Thank you, Madam Chair. One of the efforts that I try to make as a school board member is to consider the community that we serve together. We need to understand who these students are, and I personally love to notice and celebrate the rich diversity of the school communities that we serve across the division and across the county.

[01:24:42] This work of noticing, growing, and understanding is essential to that service. And to that end, Ms. Richardson's comment really resonated with me. I mean, really, the idea that we're weaving a tapestry where every thread, every color, every texture contributes to a masterpiece of belonging and shared success for our students, our schools, and our family, I mean, that's wonderful.

[01:25:08] What a wonderful vision for us to have in our work together. And when I consider that and see how DEIA is working with that in mind, I just think it's completely essential.

[01:25:24] And I noticed how much effort your team is putting in to bring that idea forward. And I just really appreciate it. I think that's the most important thing that we can do to make sure that each student And NLCPS feels safe, seen, and respected in their school and in our community.

[01:25:42] So thank you for that. Yes, Dr. Deans. As I visit schools, and that's my happy place, I see the work having infiltrated areas in June that were not there in January when I first started.

[01:26:04] So the work has been done, and the work is obvious. One of the places that I particularly was excited because the Capstone Labs at Freedom High School for the African American History course, the kids that didn't have attire that they thought was appropriate for their presentation, I went to the bathroom and heard them talk about, no, you can't wear that because that doesn't represent us well.

[01:26:40] I mean they were being they were offering each other's shoes they were offering each other jewelry they were so intertwined with each other that there was no there was no barrier no color barrier no age barrier because they had some ninth graders that had helped them with some of the physical building projects and there was no barrier there were no barriers It was great. It was great.

[01:27:11] And I applaud the work that DEIA is doing in Loudoun County Public Schools. Yes, Ms. Donohue. Thank you, Madam Chair. Thank you, Dr. Ellis Williams, and thank you to your team for the presentation and for all the work that you do to support our entire LCPS community.

[01:27:32] I wanted to briefly mention two things. One, that I had the opportunity to accompany Jessica Hatfield on a visit to one of our elementary schools where she sat down to talk to a principal about the programs that he was enacting at that school related to diversity, equity, and inclusion.

[01:27:54] And it was a really useful opportunity for me to hear from this principal the way that he was proactively trying to engage the students and support diversity and inclusion efforts in the school.

[01:28:11] and I was very pleased to be part of it. And I would also say, in hearing everyone talking about this, that was one of the things that jumped out at me that was so wonderful about the graduation

ceremonies.

[01:28:27] You know, I went to nine different high school graduation ceremonies in the spring, and the opportunity to see so many different students with their individualized, right, They had different stoles, and they had different messages on their motor boards.

[01:28:45] And I just really enjoyed seeing the wide array of interests and, at the same time, how leveling it all was. That they're all here, they're all going through this experience together, they're all, they seemed happy and excited.

[01:29:02] And it just really, it really touched me and made me grateful to be part of this division. Thank you. - Thank you, Ms. Donahue, and with that, I think we have to close, because we have to rearrange the room.

[01:29:20] Thank you so much, Dr. Ellis Williams, Mr. Muhammad, we appreciate you and your work, thank you. Okay, and with that, the school board will now recess for dinner and reconvene at 6:30.

[01:59:54] - Good evening. The board is coming out of recess at this time. We will continue with item seven, the Pledge of Allegiance in the National Anthem. Our pledge leaders and National Anthem performers today are from Willard Chamber Strings.

[02:00:12] Willard Chamber Strings is a select group of the best orchestra students at Willard Middle School. Excitedly, the Willard String Program has over 400 young musicians this year. These students and their directors, Bryce Anderson and Somak Yu, are deeply grateful to be part of a thriving music program at Willard, which includes 85% of the overall student population. That's pretty cool. They wish to take this opportunity to thank the school board for their support of music in schools so that LCPS students can experience all the vital and enriching aspects that music programs

[02:00:48] provide students. At this time I will ask you to please stand for the Pledge of Allegiance and the National Anthem. the united states of america and to republic for which it stands one nation under god indivisible

[02:01:11] with liberty and justice for all thank you so much we will continue with item eight the student

[02:03:12] school board representative comment we have two students here with us tonight our first student is Reyna Sherwani, a Stonebridge High School senior. She is the SCA president for the 2024-2025 school year. In addition to her duties as SCA president, she serves as the varsity tennis team captain. Reyna is fluent in Kurdish, Farsi, and English. Reyna is proud to represent Stonebridge as the student school board representative. Ms. Sherwani, you have the floor. Good evening,

[02:03:50] everyone. My name is Rina Shirwani and I'm a senior at Stonebridge High School. This year I've had the honor of serving as SEA president, mock trial president, and varsity tennis team captain. First, I would like to thank the school board, Stonebridge administration, and most of all my family for giving me the opportunity to talk tonight. Today I'm excited to share more about Stonebridge High School. Stonebridge has been a second home to me and I'm sure it's been the same for many others as well. Stonebridge would not be where it is today if it weren't for Dr. Flynn.

[02:04:21] Through his monthly meetings with student council leaders, he actively listens to us and our ideas. Dr. Flynn is dedicated to creating the best possible environment for Stonebridge, and his efforts have truly transformed our school community for the better. While Stonebridge has been...

[02:04:37] Oops, sorry. At the end of the last school year, student school leaders had a meeting with Dr. Flynn about the amount of students who were unable to attend clubs and activities before and after school due to personal reasons. After the meeting, Dr. Flynn and the Stonebridge High School administration found a solution.

[02:04:54] This year, Stonebridge implemented club days on certain Fridays to allow students to be more involved with their school. While Stonebridge had been trying to improve student involvement, they're also improving student safety. Vaping has been a cause concern in many high schools. Fortunately, Stonebridge was selected to be a pilot school for vape detectors.

[02:05:13] As a result, not only has vaping decreased drastically since the device's implementation, but has also created an even safer environment for students. Statistics have shown that vaping has decreased by approximately 60%. In addition to increasing the safety of our school, we have established a stronger learning environment due to the implementation of the phone policy.

[02:05:34] Many students disliked the phone policy in the beginning. They were not comfortable relinquishing their phones. However, this has had a positive impact because students have been more focused in class. Many students realize their own lack of self-control when it comes to their personal devices, and having them out of reach helps them focus on their classwork.

[02:05:51] In addition, many students have started to interact with one another instead of focusing solely on their cell phones. As much as I have emphasized the accomplishments of Stonebridge, one thing that sets us apart from other schools is our desire to be better. We are not afraid to recognize that there is always room for improvement.

[02:06:08] As a student leader, I actively listen to my classmates and listen to their ideas and relay them to the administrators and teachers who can bring those ideas into practice. As I conclude my time here today, I would like to thank you for taking the time to listen to my speech as I share about Stonebridge.

[02:06:29] Thank you, Ms. Sherwani. Our second student here with us tonight is Chair Salaam, a senior at Thomas Jefferson High School for Science and Technology. As president of the Sports Statistics Club, I have to ask, what is that?

[02:06:50] Sports statistics. I can't even say it. Sports statistics. Essentially, we look at the past week's sports, and we analyze each and not each and every game, but the main games. and we look at what player did what statistic, what that statistic is, and then we play games which help other students learn what the statistics are, how to keep an eye out for them, and we just want more people to understand the math and science behind all the sports.

[02:07:22] That's fascinating. Treasurer of the Humanitarian Aid Club and head logistics of TJ Starr, one of the largest high school research symposiums in the country. He has developed a passion for leadership and collaboration. Cherish is also an active member of the German Honor Society and the public forum debate team and starts for the varsity football team.

[02:07:46] Outside of school, Cherish enjoys watching and analyzing sports, volunteering in his community and learning about business and propulsion to pursue a career in aerospace engineering and business. Cherish is excited to contribute to the school board and looks forward to making a positive impact on the school community during his senior year.

[02:08:04] Mr. Salam this floor is yours. Thank you. Good evening. My name is Sheriff Selam and I'm a senior at Thomas Jefferson High School for Science and Technology. It's a privilege to be here tonight to share some of the highlights from this school year and more. I would like to thank my assistant principal Mrs. Russell and Ms. Jeniton for providing me with this opportunity to speak to everyone. The 2024 to 2025 school year is off to an exciting start. In August we were all excited to return to a full school with over 2,000 students and a new freshman class of over 550 students. Our new student body was eager to make the most of this year and the foundation laid in

[02:08:41] August set a positive tone for what's to come. Earlier this month, our annual eighth period activity fair took place and it was bigger and more diverse than ever. Over 130 clubs participated and I just want to take a moment to acknowledge how diverse our extracurricular activities have become. Whether you're interested in robotics, environmental sustainability, creative writing, sports statistics, business, or culture clubs, there's something for everyone.

[02:09:07] This fair is not just about joining clubs, it's about discovering new passions, building leadership skills, and creating a sense of belonging among students from all over Northern Virginia. This is all because of our eighth period system ran on our very own intranet, ION, which is something unique to only TJ.

[02:09:25] On the academic side, our research program continues to be one of the best in the country. Already, students are preparing projects that will be presented at national and even international science fairs. The support from our faculty and resources available to us have allowed students to pursue groundbreaking work in areas like artificial intelligence, marine biology, gene editing, and aeronautical engineering.

[02:09:46] Last year, we had one student recognized as a Regeneron Science Talent Search finalist. Two students named as 2024 Koch Scholars, and five different groups of students from TJ were named as Conrad Challenge finalists. And those are just the big competitions.

[02:10:02] Districtwide and statewide, dozens of students have won awards and received recognition. However, I believe that this year we're poised to achieve even more. I believe that this is a testament to our school's commitment to fostering innovation and pushing boundaries in STEM education. TJ and our students have hosted a multitude of events this past year.

[02:10:21] TJ Starr, the annual research symposium for seniors, was a massive success with over \$21,000 spent on hosting the event by our academic boosters. iNight, a celebration of cultures, had over 600 students participate and it raised over \$5,000 for charity.

[02:10:37] TechMUN, the largest high school-run model UN conference in the country, had over 1,100 participants over the two days it happened. HackTJ, the largest high school hackathon in FCPS, had 500 participants and was funded completely by corporate sponsorships.

[02:10:55] Finally, TechStravaganza, a science expo where students of all ages are exposed to a wide variety of STEM activities, was the largest event held at TJ this year, with over 2,000 participants and organized by an all-women leadership team. Athletically, we've had a strong start to the year. A new varsity sport was introduced, boys volleyball, and there's been a lot of interest in students joining.

[02:11:16] Last year, we had one of our most successful seasons in recent memory, with both our girls soccer team, our boys tennis, and girls tennis teams advancing to the state tournament. And as we move

further into the 2024-2025 school year, I would like to thank LCPS for allowing students from Loudoun County to attend TJ.

[02:11:33] Without our students from Loudoun County, many of the things mentioned earlier would not have been possible. Thank you for your time, and I look forward to seeing what we can all accomplish together this year. Thank you, Mr. Selim. Is that correct? Okay. I'm sorry for mispronouncing it.

[02:11:57] All right. Thank you, Ms. Shirani and Mr. Selim, for being with us today and for your comments. And we will now move on to the superintendent's report presented by Dr. Aaron Spence. Thank you, Madam Chair and members of the board. It's my pleasure to be able to present to the board and our community this evening good news from around our school division. I'd like to start with some appointments that you all made this evening, and we're appreciative of the board's decision here i would like to begin by asking mr bob marple to please stand up mr marple has been named the next principal of brambleton middle school

[02:12:31] mr marple has been the principal of cedar lane elementary school since 2013. he began his career with lcps in 1996 as a physical education teacher at leesburg elementary he's also held the positions of principal at hamilton elementary assistant principal at parkview high school and dean of Farmwell Station Middle School as well as other positions in LCPS. Mr. Marple has a bachelor's degree in physical education and health education from Shepard College and a master's degree in education from Shenandoah University. His start date as principal at Brambleton will be September

[02:13:08] 30th and congratulations Mr. Marple on your new role. I'd like to ask Mr. Clifford Dozier to please stand up. We're pleased to welcome Mr. Dozier to LCPS. He has been named the Director of Workplace and excuse me, workplace and labor relations. Mr. Dozier comes to LCPS from the Colonial Williamsburg Foundation where he served as senior vice president since 2021. Previously he was chief

[02:13:44] of staff to the DC Auditor. Mr. Dozier has a bachelor's degree in political science from Alabama State University and a law degree from the Howard University School of Law. We'd like to welcome Mr. Dozier to his new role. Congratulations. On to other good news. First, 57 LCPS students have been named National Merit Scholarship Semi-Finalists. These LCPS students were amongst the 1.3 million high school juniors who entered the 2025 National Merit Scholarship Program by taking the 2023 PSAT and National Merit Scholarship

[02:14:23] Qualifying Test, which served as an initial screening for program entrants. More than 16,000 students were named national merit scholarship semi-finalists so congratulations to our 57 lcps national merit scholarship semi-finalists next i want to comment on a remarkable event that happened recently lcps hosted a roundtable discussion last thursday to discuss the development of a recovery school this school will provide a structured environment for students who are in early recovery from substance use disorders in a recovery school students work towards their

[02:14:57] high school diploma while receiving additional layers of support in their recovery journey during thursday's roundtable discussion lcps staff school board members legislative leaders members of our supervisors and community partners came together to learn more about the school including the goals of the school and to discuss solutions to support the school's success lcps has pushed for legislation that prioritizes funding for recovery schools in the fiscal year 25 state budget. Through collaboration with the General Assembly, we've secured resources needed to begin developing this life-changing educational model, and we continue to advocate with state and local

[02:15:37] government officials and community partners to fully fund the LCPS Recovery School. Next, the LCPS Mobile Health Clinic received a commendation from the Virginia House of Delegates on Tuesday, September the 17th. The LCPS Mobile Health Clinic was established in June 2023 by the Office of student services to serve the health care needs of LCPS students in the Sterling Park area.

[02:16:00] Since its launch, the clinic has served over 380 students, providing free school entrance physicals and basic health care services. The services that the clinic provides help to ensure students' ability to enroll in and attend school on time. Clinic staff also connect our families with local medical and dental providers. The mobile clinic is made possible through a partnership with inova health systems which provides the bus the driver and registered nurses the first year of funding for the mobile clinic was provided through a community schools development and implementation grant from the department of education and the costs of the mobile clinic are now covered within our budget with additional support from the loudon education foundation

[02:16:40] 100 women strong and amazon web services in the photos on this slide christina jung lcps community school's nurse practitioner and mobile health clinic nurse practitioner shows some of the resources the clinic provides to students and the staff to support the mobile clinic and these are shown in front of the bus these staff are shown in front of the bus during the receipt of the commendation and we'd like to thank delegate Rieser for presenting the commendation. Next Freedom High School, Loudoun County High School and Loudoun Valley High School received the 2024 for Cognia School of Distinction Award.

[02:17:16] These three schools are amongst 60 schools and school systems worldwide to receive this recognition. This award recognizes schools and school systems that exemplify excellence in education as demonstrated in meeting the Cognia performance standards. These performance standards for accreditation are based on research and an understanding of learning.

[02:17:35] Once an institution is accredited, it engages and reviews every six years to maintain its designation. Earlier this spring, the historic Douglas High School Education and Development Campus unveiled a new sculpture designed to capture the legacy of black education and the fight for equality. Designed by local artist Jeffrey Hall, the sculpture stands in front of the school honoring the black community's struggle for access to education for their children prior to the full integration of Loudoun's public schools. The installation of the statue marked the culmination of a larger project to preserve the history of the former Douglas High School, which was built during segregation and was

[02:18:12] Loudoun County's first and only black high school from 1941 to 1968 when segregated education ended in Loudoun County. Also pleased to report that LCPS has officially launched a new app designed to enhance communication and keep our families informed. The app allows users to access important documents, news updates, and emergency notifications in one centralized location. This is available on both Google Play and the App Store and will streamline access to school and division information providing our families staff and students a more reliable way to stay connected

[02:18:49] the app also enhances communication between our schools and community promotes our school programs and activities and allows for quick dissemination of important information and notifications so we encourage our community to download the app today our school nutrition services program is hosting its very first food show on friday october the 4th from 10 a.m to 2 p.m. at

Independence High School. School food service vendors, community partners, and school nutrition services staff are uniting to share new and exciting recipe ideas for our school

[02:19:24] menus and to offer education on health and wellness resources in our community. The food show, which is titled Fueling Futures, Taste the Change in School Nutrition, will gather feedback on preferred comfort foods, culturally inclusive recipes, and delicious snacks so that school nutrition services can provide food students love that also aligns with current food service trends and federal guidelines. It's important to note this event is open to the public. LCPS is also hosting a workforce summit on October the 18th at the National Conference Center. This half-day

[02:20:00] event will bring together community business and LCPS team members to discuss the future of work and how to best partner together in support of our students. This initial conversation will include more than 350 invited community members. The summit will include panel discussions and breakout sessions designed to have folks collaborate and have conversations around industry pathways.

[02:20:26] And as the Loudon Education, finally as the Loudon Education Foundation shared in its annual report which was released last week, they are in a ready-set-grow moment. LEF brings together generous partners and businesses to support the needs of our schools and our educators. In the past year, LEF raised \$3.4 million to support LCPS programming. This includes \$2.1 million in funds to enrich student learning. The Health and Medical Sciences Academy, the K-12 Computer Science Pipeline, and a number of STEM-based activities such as Propel and Level Up are amongst the LCPS activities that LEF supported last school year. LEF also supports LCPS students in need through

[02:21:06] its fueled program. Each week, for example, LEF serves 2,000 students at 40 schools through meal bags and in-school pantries. One of LEF's signature activities is the Innovation in Education Grants. In fiscal year 2024, LEF awarded \$75,000 in Innovation in Education Grants. These grants are designed to empower educators to bring innovative ideas, projects, and learning experiences to life for our students. The application window for this grant is open again and interested educators should apply before October the 7th. I want to encourage our community to check out the LEF website to learn

[02:21:44] more about what this great organization does and to be able to partner with LCPS as we continue to focus on student achievement in the coming year. Madam Chair this concludes my report. Thank you Dr. Spence and now that brings us to item 10 our public comment. Thank you for engaging with the school board through the public comment process the school board welcomes comments from Loudoun County residents and believes that a strong community engagement and outreach are important components of a successful school system speakers must limit comments to the time allowed and allotted based on the

[02:22:21] number of speakers and the agenda this evening all speakers have been allotted two minutes for each for public comment please be advised that 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 the dignity of the school board at all times please remain seated unless arriving departing speaking at the podium or during a break violations of civility decorum and respect include shouting heckling jeering applause or other noise which disrupts or displays the meeting obstructing speakers from being able to see the school board and vice versa interrupting speakers attempting to

[02:22:59] speak when not called to do so by the chair and approaching a speaker or 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.

[02:23:17] Nor may speakers target, criticize, or attack individual students and or individual division employees during public comment. Speakers should communicate 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 to be shared at public meetings where the disclosure could violate applicable confidentiality requirements.

[02:23:43] 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 directing staff to remove the attendee from the remainder of the meeting.

[02:24:04] 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.

[02:24:24] Copies and materials for board members should be given to the public information officer in the media box at the back of the boardroom before the start of the meeting. 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.

[02:24:51] The live stream of the meeting may be viewed on the website. We look forward to hearing your comments, and we will start with a virtual public comment, starting with Mukund Rajendran, and then followed by Brenda Banktson.

[02:25:09] We do not have the first caller. We don't have one? Okay, then Brenda Bankston, Banktson. We have a second caller?

[02:25:35] Yes, I'm here. Great. The theme of Banned Books Week, Freed Between the Lines, is the freedom to seek and express ideas. Censorship is this enemy of freedom, says Anna DuVernay. By banning books, we deny ourselves the opportunity to learn from the past and to envision a braver future. Amanda Jones, author of

[02:26:09] That Librarian, states, education is about knowledge, facts, truth, and what censors are pushing isn't about that. It's nostalgia for when whites ruled society, when women were subservient to men, and when gay people stayed closeted. So isn't it ironic that people who muttered future communists to day one voters might be those who wish to ban books? And that

[02:26:44] governor who ostracized teachers with a public toxic tip line said we need to learn the good, the bad, and the ugly. Local committees who studied renaming schools found connections to Daughters of the Confederacy, which advocated for enslavement and promoted historical misinformation.

[02:27:07] Why honor that? Project 2025 is an assault by extremists who create distrust with sanitized stories to ensure public schools fail. So this whole pretense of valuing liberty while denying rights for others is censorship. Chilling. That librarian is about refusing to be a target, have a reputation ruined, or

deny voices from being heard. So to those who still ask, what about us? There are allies who wish to see you freed between the lines.

[02:27:46] - Thank you. We'll follow with our in-person speakers, starting with Jordan Nguere, and he will be followed by Shannon Nicholson.

[02:28:03] - Good evening. Currently here at LCPS, we have one athletic trainer at each high school and six associate athletic trainers that float between two to three high schools. Just this past year, we had close to 15,000 student athletes participating in after-school athletics and over 5,000 participating in fine arts activities after school.

[02:28:22] That's over 20,000 student athletes or fine arts activities, or 52% of our student population that's staying after school under the medical supervision and care of one athletic trainer. That's one athletic trainer for every 1,182 kids at each high school when the bell rings until late into the night.

[02:28:41] Think about that. As a parent, I can't help but ask, is this the safest possible medical supervision and care we can provide at LCPS? Unfortunately, we've found as athletic trainers over the years that many people just don't fully understand or are aware of what all we are educated and trained to do as athletic trainers.

[02:28:57] The easiest way I try to explain it when people ask me is to have them imagine taking an EMT, a nurse, a physical therapist, and a sports psychologist and rolling them all into one, and you have a certified athletic trainer. During the academic day, you have the school nurse as the medical professional. During the athletic and fine arts part of the day, you have the athletic trainer as the medical professional.

[02:29:16] If we care for our kids' health and safety during the academic school day, why can't we provide the same continuum of care and resources when the bell rings? As we look around the country in our home state of Virginia at some of the recent tragedies in athletics, we see that no longer can we solely rely on first responders for medical emergencies.

[02:29:34] We need immediate responders. Athletic trainers are immediate responders. Sudden cardiac arrest, exertional heat stroke, opioid overdose, mental health crisis, anaphylaxis, diabetic emergencies, asthma emergencies all require someone trained to recognize and respond in the first two to three minutes, which are critical to survival.

[02:29:51] One athletic trainer for every 1,182 students spread out across a large campus over 15 different venues participating in high-intensity sports all at the same time. Is this reasonable and safe? Please add more athletic trainers to every LCPS high school.

[02:30:07] Thank you. Thank you. Shannon Nicholson, followed by Ben Spain. Good evening, school board members. My name is Dr. Shannon Nicholson, and I'm a nurse practitioner with the National Sports Medicine Institute.

[02:30:24] I've been a medical part of this community for over 16 years. I'm here to ask you for your support on providing two athletic trainers per high school. Participation in sports has been shown to improve academic performance, peer and parental relationships, mental health, and decrease high-risk behaviors among teenagers.

[02:30:42] It's essential to keep student-athletes safe and healthy. There are currently 24 master's-level prepared, licensed, and board-certified athletic trainers to cover nearly 15,000 students, athletes, in

Loudoun County Public Schools. Athletic trainers provide crucial, high-quality medical care for both emergent and non-emergent medical conditions.

[02:31:02] An athletic trainer can see upwards of 40-plus athletes in a training room in 30 minutes. They're responsible for the assessment, management, rehabilitation, and coordination of care of the athlete. For example, in my practice, however, I see 30 patients but spread out over 8 hours.

[02:31:20] So it's a significant load that the athletic trainer takes on individually. the field, athletic trainers may be spread out to cover multiple teams or venues and provide care to upwards of 400 athletes independently. This places our student-athletes at substantial risk for medical harm by delaying access to rapid emergency care in the event of heat, cardiac, diabetic, and asthmatic emergencies among others. Having two athletic trainers per school will allow for greater access to high quality medical care at our schools. This also increases access to care for those with financial housing and transportation insecurity where sports provides a positive environment for student

[02:31:58] development lastly it's important to me as an orthopedic provider in the community to work with an established athletic trainer this allows for better continuity of care and trust between the athlete the athletic trainer and myself having access to athletic trainers that rotate between schools disrupts that continuity of care thank you for your support in this matter thank you Ben Spain followed by Sally Osevand hi board thanks for being here tonight as we're going into the capital budgeting season just reminder that playgrounds are still important to a lot of us

[02:32:35] that's all so please think about playgrounds as you're doing the capital budgeting and i'd also like to thank mr Lewis and his team he did those community meetings back in June and they were really good i'm sure they were not super fun for him we were a little bit passionate but but uh thank you for doing those as well. That's all. Thanks. Thank you. Sally Osevand followed by Carrie Kidwell. Good evening. My name is Sally Osevand and I'm the parent of two LCPS students

[02:33:12] and I'm here today along with the rest of our group in white as opposition to the construction of cell towers on LCPS schools. Even in the latest previously referenced WHO review, it's noted that the regulatory limits on RF radiation are based on studies with short-term exposure and adult subjects, meaning that they may not adequately protect children from potential health impacts, and that the increasing use of cell phones among younger people and the lack of data on long-term use warrant further research.

[02:33:42] And in this case, we're not even just talking about personal use, but rather compounding that personal use with emissions from these proposed cell towers, for which, again, long-term studies and prolonged chronic exposure, especially in children, are still lacking. What is certain here is that by approving the placement of these towers on schools, we will be increasing the RF radiation exposure of our students and staff, creating potential long-term risks that might only be realized decades later.

[02:34:09] So given that cell towers emit RF radiation continuously and that the potential for long-term health consequences is still unclear, I implore you to please put the health and safety of our children first by exercising the precautionary principle, which as you know would dictate that as long as there is this uncertainty about the long-term health effects especially in children caution should be exercised failure to do so could lead to the detrimental scenarios in school districts seen in school districts such as Encinitas California and others where as the possible risks are being increasingly noticed more and more parents are avoiding such school districts who have approved such contracts altogether while others are

[02:34:47] starting to take their kids out of the schools in question please vote to not increase our kids exposure beyond that which they're already exposed to. I thank you for your time. Thank you. Carrie Kidwell followed by Chris Countryman. On behalf of Loudoun Moms Demand Action I am here to ask you to support the secure storage notification resolution. With recent school shootings in Georgia and Maryland and the recent threats investigated nationwide, school safety is

[02:35:24] top of mind in every community. In addition, youth suicide rates are the highest they have been in 20 years. Research shows that limiting access to firearms reduces the threat of school violence, as well as firearm suicide, unintentional shootings, and homicide. There have been 139 incidents of gunfire on school grounds in America so far in 2024. In Virginia, they have occurred four times in a parking lot and once near a gymnasium. In addition, recently a Virginia Beach student was shot and killed at a school bus stop.

[02:35:55] None of the 2024 shootings on school grounds in Virginia took place inside a school building. Every situation is different, but as understandably fearful families look for solutions with metal detectors, school resource officers, and bulletproof backpacks, the one thing we know works and matters across the board is removing access.

[02:36:14] It is the quickest and easiest intervention. Secure storage is common sense and evidence-based. It impacts the reduction of gun violence inside schools, in the parking lots, at bus stops, and at home, everywhere. An estimated 4.6 million children live in households with at least one loaded and unlocked firearm.

[02:36:32] Over 75% of school shooters under 18 get their firearm from the home. The same is true for the 700 youth who die from firearm suicide each year in America. Keeping all of our children safe is a community issue, and it needs to be a community solution. Educating our community is what LCPS does best.

[02:36:50] And even better, this valuable, effective intervention won't impact your budget. Please use your platform to ensure families are familiar with secure storage practices, Virginia law, and the tax credit for firearm storage purchases. Let's prevent our children from accessing weapons before we have to respond to a crisis, and let's do that together. Thank you.

[02:37:12] Thank you. Chris Countryman, followed by Bill Wilkin. Good evening. I have a very simple update for you on collective bargaining. I'm very happy to say that at this point, we are waiting for the appointment of the LRN so that we can actually proceed with the election. At previous meetings, I've shared the importance of a strong collective bargaining agreement here in Loudoun, and just this morning during one of our school visits, I was speaking with someone who was

[02:37:49] new to LCPS who had just left a neighboring district. We discussed the pros and cons of the two, and I can assure you he's not the only one looking. We have many, many educators looking around at all of their options here in Northern Virginia as well as further out, and a strong collective bargaining agreement will be the key to making LCPS successful and filling all of our vacancies. Educators want to work for a school system that values and treats us as the professionals we are. Educators are watching and listening and let's

[02:38:27] make it clear why they should choose LCPS. Which brings me to the additional PD days that are coming up. October 4th is the first one. They were created to help us meet the new VDOE requirements,

and I was told by some of you up there on the board that these days would be used at the principal's discretion to best meet the needs of their staff. Fabulous. However, the emails are starting to roll in. We were assured that additional trainings would not be created to fill these days with more requirements. Not only have new trainings been created, but employees are being

[02:39:06] required to report to their work locations for in-person training that's been created. Taking away flexibility educators are already overloaded we do not need more people telling us what to do what we need is the time to put into action what we already know you would not treat kindergarteners next time thank you bill wilkin followed by jordan saco thank you board my name is bill wilkin

[02:39:43] i am a member of the loudon county heritage commission but tonight i'm speaking on my own behalf. And I guess that probably means that means that means there's a 18 year teacher at Stonebridge High School now retired. So I sympathize greatly with with the burden that the previous board previous board set aside the the renaming issue. And then unfortunately for you folks, it got resurrected. And I'm here today to suggest that you somehow step back from the

[02:40:17] renaming. I was very, very pleased that seven out of the eight of the comments supported keeping the name of Frances Hazel Reed. Her stand against the KKK and her illustrious career, I think, makes it a worthy name. I don't think an ancestry organization should be considered as disqualifying.

[02:40:38] I'm pleased that Margaret Mercer has been noted as an educational hero for her school for boys and girls black and white the fact that she emancipated those enslaved persons that who she inherited i am a little bit concerned about the structure of the renaming committees made up of self-nominated people from each school zone the this committee uh sincere and wonderful will not be able to address the wider issues which remain the responsibility of you members of this board to set the standards. The phrase associated with slavery is a very wide net, given the way that

[02:41:16] Virginia established place names. This is not New England with tight little townships. Our place names are named after neighboring mills, neighboring farms, and yes, even neighboring plantations. And I think we're going to find that we're not just talking about 10 place names, or schools with names, but Leesburg, Ashburn, Hamilton, all of us, all of those names are associated with

[02:41:42] slavery. Thank you. Thank you. Jordan Saco, followed by Devin Riley. Devin Riley, followed by Jamie Bishop. I'm a parent of an autistic child. I'm here tonight to express my deep concern and

[02:42:15] frustration that for a second year in a row, my son is without a teacher in his autism classroom. Last year, his kindergarten year, he went without a teacher for nine weeks, and his classroom was not fully staffed until January. This year, after four days, his teacher resigned, and he is again left without a teacher.

[02:42:38] He is once again left with a revolving door of subs and administrative pop-ins. This is not even close to a dedicated special education teacher who understands the needs of these students. so there is no confusion. LCPS has not been able to provide my child with a teacher for two years.

[02:43:02] Having a teacher is the backbone of education. It is not a bonus. It is not a privilege. It is a right. This isn't just about filling one vacancy. We have an undeniable crisis in special education staffing. Currently in LCPS, there are nine elementary autism classroom vacancies, and 35% of LCPS vacancies are special education. I urge the board to consider the following solutions to help with this crisis. Hiring bonuses for special education, retention bonuses for teachers

[02:43:41] to stay, and a separate pay scale for special education teachers. We cannot continue to operate under the assumption that teachers will stay out of sheer dedication or because it is their calling. I propose these solutions not just as a parent, but I am also a teacher of 20 years.

[02:44:02] I am asking the board to make special education staffing a priority. Our children, my child, deserves better than the luck of a draw when it comes to their education. Thank you. Jamie Bishop.

[02:44:18] Good evening, and thank you for the opportunity to speak with you again.

[02:44:34] My name is Jamie Bishop, and I'm one of over 840 LCPS parents that have signed the petition regarding concerns over policy 6350. I have three high schoolers at Dominion High School, and two weeks ago I was here, and my commentary was centered around the health of our children and the unknown impact of having cell towers placed on our school campuses throughout the county.

[02:44:56] Today I'd like to use my time to ask this board about what we're trying to solve for with policy 6350. Professionally, I have been working in commercial real estate for 20 years, and I have direct experience with leases that generate additional income for the property owner, including billboards, mineral rights for natural gas, and, yes, cell tower leases.

[02:45:19] The key difference between those properties and the LCPS properties are the busy, well-trafficked commercial thoroughfares where my prior employers owned land versus LCPS property with the presence of children on the property throughout the day and the close proximity to densely populated residential neighborhoods that abut the schools.

[02:45:39] Another big difference is the need to maximize the profitability of commercial properties, whereas for LCPS, I don't imagine that's the top priority for the board. I'm quite familiar with the struggles of the inadequate cell coverage on school properties around the county, but is that the problem that the LCPS board needs to solve?

[02:46:00] I know you make a lot of decisions, of which there are so many more than I could probably even imagine, but I would think that ultimately they center around the well-being of the students throughout Loudoun County, and not to fix cell coverage issues of the surrounding neighborhood. Sure, if there's a readily available solution that doesn't compromise the well-being of students then maybe lcps can be of help i think that the edits made to policy 63 50 limiting the building of new cell towers to properties that don't include elementary middle and high schools is a wise amendment otherwise i think the cell tower come cell phone company should fix thank

[02:46:36] thank you and with thank you all for coming out today and for providing your public comment board members at this time we can go ahead and take a little short recess and be back around

[02:46:53] i guess 7 30. thanks all right the board is back from recess and we will continue with item 11

[02:59:52] our action items starting with 11.01 finance and operations committee revision of policy 6350 wireless network facility co-location presented by Vice Chair Streffi who's also chair of Finance and Operations Committee do I have a motion Vice Chair Streffi I move that the Loudoun County School Board approved the staff recommended revisions of policy 6350 wireless network co-location as amended

[03:00:25] by the Finance and Operations Committee just to be clear this is what we this is what came out of committee completely so you'll see the revisions in the action item that's your question yes um okay uh i

have a motion by vice chair streffi do i have a second second i have a second by miss donahue it's been properly moved and seconded that the loudon

[03:01:03] county school board approve it was miss chandler madam chair what did i say miss donahue Thank you, Ms. Chandler. It's going to be a long night.

[03:01:22] It's been properly moved and seconded by Ms. Chandler that the county school board approved policy 60 through 50 as it came out of committee. Is there any discussion? Yes, Ms. Donoghue. Thank you, Madam Chair. So I asked several questions from staff related to the proposed revisions to these policies, to this policy.

[03:01:47] From the information that they related back to me, I have some concerns with the addition of lines, I believe it's five through eight, that would exclude any future co-location of cell phone towers, rather than simply leaving the discretion to make individual decisions to the board to determine on a case-by-case basis.

[03:02:19] My reasons for those concerns are that the cell phone towers bring in tens of thousands of dollars of revenue to our division every year. That limiting addition of cell phone towers on our school-owned properties could have a detrimental effect on connectivity for cell phones or wireless access in our LCPS facilities, which would have other harmful effects for our students and our staff, could have other harmful effects for our students and our staff.

[03:02:59] and i am generally constrained about limiting the future authority of this board in this way so i have those concerns and i move to amend the policy by deleting lines five through eight of the red line version okay we have a motion do i have a second i have a second by mrs griffiths it's been properly moved and seconded uh ms donahue's striking of um lines five through eight

[03:03:34] Is there any discussion? Yes, Mrs. Griffiths. Just to be clear, yes, this did go through finance and operations, and it looks to me like this red line, I only see red line here, is basically saying not to have them at the schools, any middle school or high school, or elementary, is that correct? I'm looking at the red line, not a clean version.

[03:04:00] Yes, it's considered that it will not be considered for a location on an LCPS property property that includes an elementary, middle, or high school. This does not include any of the schools that are owned by the county. The county owns property as well as any of the property that we own that doesn't have a school on it like admin or the one that's at Mickey Gordon Park.

[03:04:29] Any other discussion? Yes, Vice Chair Strafi. Thank you, Madam Chair. So I wanted to kind of clarify my how I've been thinking about this in my position on it I actually am on the Finance and Operations Committee I chair it and I voted to approve those amendments out of committee and in just thinking about this I looked at our information item that we have for granting an easement to Dominion Energy

[03:05:02] to basically power up the the cell tower at Woodgrove High School and looked at background from that and you know I was going back and forth on this to miss Donohue's points like should we be you know putting this in policy right when to not consider any applications or any proposals and so I saw in the background of that cell specific cell tower that there was a collaboration between Loudoun

[03:05:40] County Board of Supervisors there was I'm checking now they called it the radio users group animal control sheriff's office fire rescue town of Leesburg Police Department and Emerge Office of Emergency Management and the list goes on and the the the primary reason for that cell tower was for emergency management and better connectivity, and I understand that. And so that's why I've kind of,

[03:06:16] in my mind, I was going back and forth on this. However, I'm really going, I'm going to stand by my original vote, because I believe that, you know, as things continue to develop in Loudoun County, and just, you know, defaulting to our public schools for cell towers, as space is more limited um and you know seeing the space that is available at our public schools i just don't think that matches the aspirations of our community um and so i'm i'm gonna kind of stick with the vote

[03:06:54] and uh oppose the amendment um to the original motion thank you vice chair streffi any other discussion yes ms chandler thank you madam chair um when this process started uh initially back in the spring with consideration of adding two towers to two different Algonquian district school sites I really tried to be engaged at every level and within the community public briefings I asked the community we had a great deal of

[03:07:31] community input we had people show up at both sites not everyone agreed of course but I did ask the community to please provide feedback to help me make the decision with my vote on this issue and overwhelmingly the feedback that I've heard from the community is opposed to having towers on school sites and I will note that I pulled up the petition and there are 853 signatures as of now my policy my practice as a school board member is to seek out as much evidence based information and scientific data to inform my decisions this has been

[03:08:11] incredibly challenging on this issue and it's really hard for me to quantify the number of hours that I've spent trying to read as much as I can to try to get my hands around this issue although I appreciate some of the new World Health Organization data that came out I am hesitant based on two fact factors one that the report although includes many studies does not include many studies on cell towers. There are some, but it's not a lot. And the World Health Organization, as far as I understand, is expected to release more studies and reports, and it's possible

[03:08:48] that that could inform our decision in the future, but as of right now, it's just so challenging. On the U.S. standards, I'm personally stuck on the FCC continuing to maintain standards that were established in 1996.

[03:09:05] That was quite a while ago, I was in my second year in college and the hesitation that I have really stems from a decision in a case the Environmental Health Trust versus the FCC.

[03:09:26] The U.S. Court of Appeals in Washington found that the FCC had failed to meet even the lowest threshold of reasoned analysis with the court noting in the decision that the court's perspective, from the court's perspective, the FCC had waived off any concern for protections for children and the environment. The court ordered the FCC to explain why it ignored scientific evidence showing harm and since this decision the FCC has continued to maintain that the 1996 rules are the

[03:09:59] standard and have applied that to their judgment around 5g networks in reporting as recent as this month it's also noted that there have not yet been any major studies on 5g networks I promised my community that I would center my decisions while serving on the school board on the students needs and with the students in mind and out of an abundance of caution I will not be able to support the amendment

and i support the eligibility for placement language that's currently in the policy that passed out of committee thank you thank you miss chandler mrs griffiths thank you

[03:10:38] madam chair um if i may it's a little confusing i don't see a clean copy um can we get a clean copy before we vote on this is it there where i don't see it the the specific title in board docs mrs griffith is 63 50 mrs griffiths yeah just i'll point out in board docs the specific title of the document is 63 50 wireless comm facility i'm actually in 63 50 but i didn't i don't think i

[03:11:14] updated on my computer the agenda i think that was the issue thank you mrs griffiths i think what he was trying to say is that it doesn't say clean copy on there it's titled something else it says

[03:11:49] it's a 63 50 pdf but that's not the right one she's right there is no clearing can you articulate why that would be a difference that makes a difference to you i mean we can't do we have

[03:12:26] a clean copy so there's a clean copy the existing policy attached to the item and then the item that we're looking at with the edits are shown in red so that the board can identify where the changes have been made so but there's not a clean copy with with the changes made but it would be no different than just that document with the red line if it was black text okay so i think in other committees we also have like there's a clean copy of the edits that were made in the committee but we don't have that you are correct

[03:13:01] the one that has the 6350 wireless communication facility SB 91024 PDF okay okay we have a motion on the floor any more discussion yes miss Donahue thank

[03:13:38] you madam chair i just wanted to briefly respond to some of the comments that were made in particular to state that if the board were to approve the proposed amendment and remove lines five through eight that would not automatically result in additional cell phone towers being erected on any of our school properties as those decisions would be made on a case-by-case basis by the board going into the future and in particular regarding Ms. Chandler's point

[03:14:15] about if there were additional studies coming out that would be persuasive on this issue i would suggest if we adopt the current amendment in order if we then wanted to encourage or allow additional cell phone tower placement And this policy would then have to be amended again in order to do that.

[03:14:38] i appreciate the engagement and being able to have this conversation with my colleagues. Thank you. Thank you, Ms. Donahue. Any other comments?

[03:14:54] We will go ahead and take a vote on the amendment from Ms. Donahue to strike the lines.

[03:15:13] five through eight from this policy, from, i think that's her amendment, strike five through eight. All right. So board members, we'll go ahead and take a vote on that amendment. Clerk, will you please open the vote? Clerk, please, everybody go ahead and record your vote. So just to be clear, no would be to not do the amendment and yes would be to do

[03:15:47] the amendment. Okay. All right. Clerk, please close and display the vote. And that motion does not pass with Dr. Deans, do i have to read all the names, Ms. Chandler, Mrs. Griffiths, Chair Mansfield, Vice Chair Struffy, Ms. Chernoff, Dr. Rasheed, and Ms. LaBelle opposed to the vote.

[03:16:16] Okay, and now let's look through this really quickly to see if there are any, okay.

[03:16:42] Yes, Madam Chair, I did notice earlier in Section D on line 45 of the red line, it refers to factors in Section A, which I believe with the language in its present form, that should read Section B.

[03:17:07] That is correct, looking at it. So, Mr. Allen, should we, is that kind of a technical change that we can do here, or do I need to make an amendment to change that?

[03:17:23] And also on line 47. And also on line 46, I think. Yes, Madam Chair. There would be a technical change, since that's an inadvertence that the board is catching prior to its approval of this motion.

[03:17:40] So, you can go ahead and make those changes to the base motion, their technical changes, and move forward in that regard. Okay. So, how would I state that? We're going to vote on the base motion with these technical from line 45, change that to section B, and on line 47, change that to, what, B3?

[03:18:11] That's correct. Yeah. Okay. All right. Did everybody understand that? Okay. We are voting on the red line. Yes, with those two technical things that were missed earlier. Okay. There is a motion on the floor.

[03:18:28] It has been seconded. We will now go ahead and vote if there is no more discussion. Any more discussion? No. Okay. Clerk, please open the vote. Board members, please record your vote. Clerk, please close and display the vote. And that motion passes with Ms. Donahue abstaining.

[03:18:55] We will now move on to item number 11.02, Specialized Programs and Centers Committee, Hillsborough Charter Academy Lease Renewal, presented by Dr. Rasheed. Do you have a motion, Dr. Rasheed?

[03:19:12] Thank you, Chair. I have a motion for the school board to approve the HCA, Hillsborough Charter Academy Charter School Renewal Agreement, which was presented, or rather voted to add it as an action item today and it was voted on september 24th to become an action item today um i wanted to defer to dr ellis if she wanted to add anything again to this item thank you i don't have any additional information and we did not receive any questions about this item dr rasheed do you have a motion

[03:19:46] i motion to approve um to approve uh the hca charter school renewal agreement second i have a motion by dr rasheed and a second by miss donahue to approve that the loudon county school Board approved the Hillsborough Charter Academy lease renewal as presented. It has been properly moved and seconded. Is there any discussion? Seeing no discussion, clerk, would you please

[03:20:14] open the vote? Board members, please record your vote. Clerk, please close. Oh, not yet. Sorry. Sorry. Clerk, please close and display the vote. And that motion passes 8 to 1 with Dr. Deans in opposition. We will now move on to action item 11.03, Legislative Audit and Policy Committee 2025 Legislative Program. Ms. Chandler, do you have a motion? Yes, Madam

[03:20:54] Chair. I move that the Loudoun County School Board approve the legislative program. We've been working over the course of many months to bring together our policy positions to guide our advocacy in the upcoming General Assembly session. We've worked together with board members and staff to develop the program and I look forward to having a fulsome discussion of it tonight. Thank you. Second. I have a second by Ms. Donahue. It's been properly moved and seconded that the Loudoun County School Board approved the 2025 legislative program and is there any discussion? Yes, Ms. Chernoff. Thank you,

[03:21:29] Madam Chair and thank you, Ms. Chandler. I just wanted to go on the record and say that while I have expressed concerns about Title IX being included and while I still feel some apprehension given the status of things in our courts, I'm going to trust that that will play out and that we will monitor that and ensure compliance if necessary.

[03:21:46] And there is a lot, I've given this a lot of thought and I'm really, really proud of the work that we've put forward in this legislative program, especially as it relates to fully funding our schools, supporting our teachers as it relates to professional development, as well as supporting some of our vulnerable student groups.

[03:22:02] And so I will be supporting this program and hope that we can continue to advocate for the things for our students, educators, and families, the things that they need. So I just wanted to say that. Thank you, Ms. Chernoff. I would like to make a proposed amendment.

[03:22:19] I would like to move to amend the proposed motion that the Loudoun County School Board approve the 2024-25 legislative program so that the approved 2024-25 legislative program includes support for special education transition programs and services as a priority legislative position of the school board.

[03:22:40] Specifically, I propose moving the support for special education transition programs and services, which is currently reflected in the lines 209 through 225 under policy positions to the earlier priority section of the document, such that it would be reflected on line 191 and it's accounting for a line space at 190 with the following header, priority support for special education transition programs and services.

[03:23:11] Do I have a second? Second. Well, I got lots of seconds. I'm going to go with Ms. Lavelle. I know that's her priority, too. I have a second by Ms. Lavelle. Is there any discussion? Yes, Ms. Chernoff. Thank you, Chair Mansfield. I just wanted to say, you know, especially in light of our conversation with the budget, I think this is really important to remember that if the state can fund these programs, it opens up other opportunities for our district, especially as it relates to the recovery school and these transition programs.

[03:23:41] So I absolutely will be supporting your amendment, and if the state is listening, we really want these things so that we can open doors for other projects to get done. Thank you, Ms. Chernoff. Any other discussion? Okay. Clerk, would you please open the—yes, we're voting for my amendment to move transition up to priorities.

[03:24:06] Clerk, please open the vote. Board members, please record your vote. Clerk, please close and display the vote. And that motion passes unanimously. um and then we get to go back to the base motion as amended so is there any discussion okay seeing no discussion we'll move to vote on the base motion as amended clerk please open the vote board members please record your vote i think i need a new like we need more batteries

[03:24:53] clerk please close and display the vote and that motion passes with eight um to one with mrs griffiths opposed we will now move on to action item 11.04 a legislative audit and policy committee the new policy 3410 office of the auditor general ms chandler do you have a motion i do indeed madam chair i move that the loudon county school board approve policy 3410 office

[03:25:27] of the auditor general i have a motion by ms chandler do i have a second second i have a second by Dr. Rashid is from properly moved and seconded that the Loudoun County School Board approves policy 3410 as presented. Is there any discussion? Yes, Ms. Chandler. Thank you. This policy really is meant to encapsulate and guide the work of the Office of the Auditor General. The language is fairly standard, as I've mentioned before, and in line with recommendations that are set forth by the Institute of Internal Auditors, which is the governing body that details the Office of the

[03:26:03] Auditor General's authority. It's my belief that every organization can benefit from an internal audit division and the internal audit policy is vital to the success of the internal audit activity. Thank you for your consideration. Thank you, Ms. Chandler. Is there any more discussion?

[03:26:21] Seeing no more discussion, we will go ahead for the vote. Clerk, please open the vote. Board members, please record your vote. Clerk, please close and display the vote. And that motion passes unanimously and we will now move on to action item 11.05 legislative audit policy committee revised 2610 loudoun county school board aides miss chandler do you have a motion i do i move that the loudoun county school board approved policy 2610 loudoun county school board aides as was publicly posted

[03:27:00] on september 20 2024 which incorporates staff's clarification to miss donahue's question from the September 10th, 2024 board meeting and includes proposed language that I requested staff include on September 18th, 2024. Second. I haven't even said anything yet. Do I have a second? Second.

[03:27:27] I have a second by Ms. Donahue. It's been properly moved and seconded that Lallon County School Board approves policy 2610 as posted on what date? September 20th, 2024. September 20th, 2024 okay is there any discussion okay let's go with Ms. Chandler and then we'll just go this way the LAMP committee worked collaboratively over many sessions to update the policy in a

[03:28:04] well-thought-out way I am honestly quite pleased with how hard staff worked to bring forth revisions that really captured what our conversation was in committee and I find this updated policy draft particularly responsive to the community's desire for clearly defined processes and consistent expectations.

[03:28:25] The latest updates further this clarification around expectations as the language that I requested to be added incorporates feedback from SEAC to offer more emphasis on the expectations to protect confidential information related to students with disabilities. I look forward to our discussion.

[03:28:44] Thank you, Ms. Chandler. Mrs. Griffiths. Thank you Madam Chair. Per this policy, I find that legally this policy can only be limiting speech. Not only that, there are a lot of typos in the document, including one paragraph that is in the wrong section, but I do want to mention section F.

[03:29:02] These restricted and prohibited activities are not intended to limit the rights of board aides to support or oppose any political candidate or party on their own time or to prevent them from performing duties associated with the official permissible duties of the school board members who have appointed them.

[03:29:19] Such restricted and prohibited activities are intended to assure that no public funds or resources are used to support any candidate for public office and to assure that the public is not given the impression that the school board and or school division support or oppose any political candidate or party. Now, I have already seen support on Loudoun County Facebook pages, so whether it's the school board

member or the aide, the impression is already given. I also want to mention, I bring this up because the policy discusses involvement in politics on their own time and not putting in for

[03:29:58] LCPS pay during these times please take note there is no board aid that is in solid there is a board aid that is in solidarity with organizations that come to these board meetings a particular shirt has been worn in solidarity with this group during a school board meeting I think we need to be very careful with this policy and remember it will apply to both sides of the aisle When you redo these policies, you must think how it will affect everyone in case of all aides.

[03:30:26] And with that being said, in this policy, while the board at large may not have oversight over individual board aides per policy 164, per 164 policy 1035, board members could face disciplinary actions, private or 165 public warnings or reprimands, public censure, removal from being a chair of a committee or removal from committees for acts of their respective board aides conduct. Again, let's be very careful about how this policy is worded.

[03:31:01] It will need to go back to committee. It's a little bit messy and not clear. And again, I want to reiterate, be careful when wording this policy because it could affect both sides of the aisle. Thank you. Mrs. Griffiths, did you just make a motion? Yes, I made a motion for it to go back to committee. Thank you. All right. Ms. Griffiths have made a motion for it to go back to committee. Is there a second? I have a second by Ms. LaBelle. Is there any discussion? No.

[03:31:37] Since there is no discussion, we will go ahead and take a vote on sending it back to committee. Clerk, please open the vote. Board members, please record your vote to committee. Clerk, please close and display the vote. That motion does not pass with two to seven with Dr. Deans, Ms. Chandler, Chair Mansfield, Vice Chair Streffi, Ms. Donahue, Ms. Chernoff, and Dr. Rasheed in opposition.

[03:32:15] So now we will go back to the base motion as amended by Ms. Chandler. I mean, the base motion, sorry, the base motion. Yeah, the base motion. Base motion. Ms. Donahue, we're going to continue our discussion. Thank you, Madam Chair.

[03:32:32] I have a point of clarification for Mr. Allen, with your permission. Looking at the red line version on line 286, that's on page 8, I believe there should be a comma in between board aid and should not take place.

[03:32:49] And I apologize for being so persnickety, but I feel very strongly about the necessity of appropriate comma placements. So I believe it should be...

[03:33:07] Ms. Donahue, can you say how that would work with a pause? I believe it should read, Board aid's participation in such political activities must not adversely affect the performance of their duties as a board aid, comma, new phrase, should not take place during the hours in which they are being paid with school board funds, comma, new phrase, and shall be in compliance with all applicable laws, rules, and regulations.

[03:33:28] Thank you. Ms. LaBelle? Mr. Allen, we can go ahead and make that technical change at this point. Oh, you don't need it. Fantastic. That's what I was hoping was that it could be a technical change and not necessary to do it as an amendment, but I was hoping that Mr. Allen could confirm.

[03:33:48] Okay, so in the clean copy, if this so should pass, in the policy, we would have a comma there. That is correct. Okay, any other discussion? Ms. Chernoff. Just a quick question. I want to thank SEAC for

working with Ms. Chandler on a couple of additions that, you know, slipped our minds.

[03:34:06] And maybe they shouldn't have, but I thank you for that. As far as the training goes, I just wanted to ask, so our board aides went through training in January. And obviously, they probably did not receive some of these items that are being added into this policy.

[03:34:24] So my question is, for them, when will that training take place? Do we have a timeline, a proposed scope of when that will take place? Or is that something we're going to wait until the new NDA comes out in January and do alongside of that?

[03:34:41] And just didn't know if we thought that through yet. Just for their clarification so they know what's coming. I don't know who should answer it. - Ms. Chernoff, I'll take that if that's okay. - Thank you, Dr. Smith. - It's my understanding, our intention is for, if this policy passes and takes place, that we would update the training with January 1, when they would sign new NDAs, that we would update the training and plan for that to make those opportunities available.

[03:35:09] - Thank you. - Any other discussion on the base motion? Seeing none, we'll go ahead and take a vote.

[03:35:24] Clerk, please open the vote. Board members, please record your vote. Clerk, please close and display the vote. And that motion passes 7 to 2 with Mrs. Griffiths and Ms. LaBelle in opposition.

[03:35:43] We will now move on to our information items, starting with, I think we're done, right? 12.01, Department of Teaching and Learning, English Learner Program Updates, presented by Cherise Rosario, Director of English Learners, and Mr. Neal Slevin, Assistant Superintendent for Teaching and Learning.

[03:36:12] Good evening, Chair Mansfield, members of the board, and Dr. Spence.

[03:36:29] I'm pleased to be joined tonight with Ms. Cherise Arzario, our Director of English Learners, and we are honored and grateful to have the opportunity to speak with you this evening.

[03:36:52] Our LCPS vision and mission include our English learners, and we specifically highlight them in our work. This is our true north. We use an asset-based approach, which is key to our mission and vision for ELs. This means recognizing strengths and expecting success. Everyone in LCPS must share this vision to set relevant learning goals and implement effective instructional strategy for ELs.

[03:37:14] We have a moral obligation to educate our children as global citizens, starting by integrating their cultures and experiences into their learning. Additionally, we are committed to preparing our students for graduation and beyond, whether it be in enrollment in higher education, enlistment, or employment.

[03:37:30] By valuing their unique backgrounds and equipping them with necessary skills, we ensure that they are ready to succeed in any path that they choose. Dr. Spence's post-entry plan emphasizes the importance of individualized, rigorous, and differentiated learning, which is a key focus of Aligned Actions 1.1 and 1.2 in the LCPS strategic plan.

[03:37:52] Additionally, his commitment to Aligned Action 4.1, which aims to deepen relationships with LCPS families by offering inclusive opportunities for community conversations, particularly on topics where perspectives differ, highlight his dedication to fostering meaningful connections.

[03:38:07] We appreciate the superintendent has prioritized both tailored education and community engagement within the post-entry plan. At this time, I'm going to turn it over to Ms. Rosario to proceed with the presentation. Thank you, Mr. Slevin. Good evening.

[03:38:23] This is a depiction of our eligible EL students over time. We are surpassing enrollment numbers prior to the pandemic, as we are projected to grow to approximately 12,168 eligible EL students in the fiscal year of 2025.

[03:38:40] Overall, we are growing at an average rate of 6.5% since the pandemic. We remain the third largest EL program in the state of Virginia at 8%, only behind Prince William at 14% and Fairfax at 27%.

[03:38:57] This is a depiction of our teachers over time. Our EL staffing has grown and is reflective of our EL student growth. I am thankful to the board in supporting our Dual Identified Enhanced Staffing Standards implemented in 23-24 school year, which supports the need for additional EL teachers at the secondary level to support the unique needs of students who are eligible for EL services and have a documented disability, otherwise known as Dual Identified.

[03:39:31] In Loudoun County Public Schools, language is a reflection of the rich tapestry of cultures and backgrounds that come together in the classrooms every day. 125 languages, in addition to English, are spoken by over 11,000 English learner students enrolled and across over 100 schools.

[03:39:55] The linguistic diversity of the student population has become one of the district's biggest strengths. Here's a glimpse into the top languages spoken within the division. According to a data poll from our LCPS research office, the top five languages are Spanish, Telugu, Arabic, Hindi, and Urdu.

[03:40:19] Our offices are focused on integrated, impactful, and student-centered work. We are structured in a way that supports student outcomes. Our instructional team serve all ELs consistently and effectively in their development of English language proficiency and academic achievement.

[03:40:39] The EL Professional Learning Team provides professional development to staff to support ELS students. The Family and Community Engagement FACE Team, the EL FACE Team, engages our communities and families with ongoing support. The Welcome Center ensures timely, appropriate, and consistent enrollment and identification of English learners.

[03:41:02] Our division is accountable to federal and state requirements in identifying, serving, monitoring our students identified for ELS services. We're provided Title III funding and utilize local dollars to meet these requirements.

[03:41:17] It's important to note that we hold these requirements as baseline in program planning to ensure we are meeting state and federal compliance in serving ELS students and families. I am pleased to share that we have successfully completed all tasks recommended by WestEd and have received our final Title III monitoring report, confirming that we are in full compliance with both state and federal requirements.

[03:41:44] In collaboration with the research office, we have developed a comprehensive monitoring plan which will be used for our internal oversight in addition to the ongoing Title III monitoring.

[03:41:59] To ensure appropriate placement for students, we need to focus on the reasons why behind choosing an inclusive model and determine when a sheltered course is the most appropriate option. Research from the Office of English Language Acquisition at the U.S. Department of Education shows that

sheltered courses, while offering language support, often limit students' access to the general education curriculum and segregate them from their peers.

[03:42:28] By moving to an inclusion model, we aim to provide English learners with equitable opportunities to participate in rigorous, grade-level content alongside their peers while still receiving targeted language support.

[03:42:44] We are committed to fostering an environment where all students, regardless of language proficiency, can thrive academically and socially. While the appropriate placement for some students might be in a sheltered course, inclusion promotes collaboration among students and teachers, supports diverse learners more effectively, and aligns with best practices in language acquisition and special education.

[03:43:11] By embracing an asset-based approach, we recognize and build upon the strengths and culture wealth that English learners bring, ensuring that they are valued contributors to the school community. It also helps dismantle barriers to success by ensuring that English learners are fully integrated to the school community, promoting both language development and academic achievement.

[03:43:37] In describing the services provided by the Division of English Learners, the journey begins at the Welcome Center for families who register their students with a language other than English or transfer from an international school. The Welcome Center's multilingual staff provides students and families with a welcoming and affirming introduction to Loudoun County Public Schools and offers families the information and resources they need to be engaged and supported partners in their students' education.

[03:44:08] The Welcome Center also registers students. This service is being phased in. They currently support Central Loudoun and Ashburn schools. In addition, they gather students' social and academic history to assist school staff in welcoming new students and their families to their school.

[03:44:28] They determine if a student is eligible for ELS services, and they also evaluate secondary international transcripts. The dual language assessment is an additional service offered by the Welcome Center for students already enrolled in Loudoun County Public Schools who are being evaluated for special education services.

[03:44:49] As shared during our one LCPS spotlight, we are deepening and broadening opportunities for professional learning and capacity building focused on English learners. We are strengthening our professional learning approach by tiering professional learning offerings and ensuring that training is followed up with observations.

[03:45:10] Research from Harvard Graduate School of Education explored how a content-based, comprehensive approach to instruction promotes students' literacy, social, emotional, and critical thinking skills, thereby serving as a lever for cultivating healthy adolescent development.

[03:45:28] Our professional learning aligns with this research by promoting increased peer-to-peer interactions in the classrooms, incorporating rich, grade-level texts, and establishing consistent routines and language use.

[03:45:44] Quality teaching for English learners has been well received, giving teachers the pragmatic tools they need to accelerate language development, promote academic literacy, and develop disciplinary knowledge of all students, particularly English learners.

[03:46:00] QTEL supports teachers' development of expertise, providing students high-challenge learning opportunities coupled with high support. Recognizing the importance of supporting duly identified students, once again, those are students who have been identified with an IEP and also are eligible for EL services.

[03:46:20] We have partnered with our special education colleagues to provide and create professional learning opportunities focused on the accountability and instructional support for these unique Our instructional teams employ a variety of language instruction education programs, also known as LEAP models, to cater to the diverse needs of English learners, including newcomer sheltered courses, English language development courses, and content with integrated ESL, or better known as co-taught courses.

[03:46:56] These models are supported by detailed instructional guidance and curriculum tailored to enhance language acquisition while ensuring academic growth. Our instructional facilitators provide essential support to educators and collaborative learning teams, offering training and resources to effectively implement these models.

[03:47:18] This comprehensive approach ensures that both students and teachers are equipped for success, fostering an inclusive and effective learning environment. At the elementary level, the inclusion rate has more than doubled since the initial WestEd review.

[03:47:37] Following the review, in spring of 2022, the elementary EL instructional team visited 59 elementary schools and observed 187 lessons, in which, at that time, only 33% of those lessons were being delivered within the EL students' general education classroom.

[03:47:59] Fast forward to this past school year, we have visited approximately 20 schools and have seen a 79% inclusion rate. At the secondary level, we have followed up with schools that participated in QTEL cohorts and observed notable improvements in instruction, especially in rigor and student-to-student interactions.

[03:48:21] Between fall of 2023 and spring of 2024, observations revealed a significant rise in instructional rigor, increasing from 26% to 65%. Similarly, student-to-student interactions improved from 29% to 49%.

[03:48:41] The Virginia Department of Education has emphasized the importance of ensuring English learners are on the path to attaining English language proficiency and have set progress goals for each division.

[03:48:57] With the new VDOE accountability, progress and achievement, English language proficiency will account for 10% at the elementary, middle, and high school level. In 2023, the VDOE set progress goal for 52% and LCPS surpassed that goal at 52.13%, which was higher than the overall progress of Virginia schools.

[03:49:21] In 2024, our division was just shy of the goal of 54% by a tenth of a percent, while still outperforming the state by an entire percentage point. Analyzing our progress data allows us to determine schools that have exceeded this goal and that are in additional need of support.

[03:49:43] 57 of our schools increased their percentages from 2023 to 2024, with 53 schools meeting the goal at 54% progress. While there is a focus on progress, our division also monitors proficiency reporting as well.

[03:50:02] Students can demonstrate proficiency at the State English Language Proficiency WIDA Access Assessment by meeting the exit criteria of a score of 4.4 or higher in their overall proficiency. In addition to assessing overall student progress, we delve into specific subgroups to tailor our instructional support more effectively.

[03:50:26] This targeted approach ensures that the unique needs of each subgroup are addressed, enhancing overall educational outcomes. On this slide, you will see the subgroup of newcomers. The term newcomer refers to K-12 students born outside of the United States who have arrived in the United States in the last 12 months and who are also learning English.

[03:50:51] Long-term ELs, also known as LTEL, are EL students who have not yet attained English language proficiency by their fifth year in U.S. schools, as demonstrated by the WIDA Access.

[03:51:06] And beginning in their sixth year, the student is designated LTEL until they demonstrate English language proficiency. The last row are students who are duly identified, meaning they receive, once again, special education services and EL services.

[03:51:23] And the data shows that the largest subgroup remains are LTELs, who are primarily U.S.-born students. We recognize that families are vital to LCPS as they support their children's academic journey.

[03:51:40] We work together with schools to create a positive learning environment. After the Welcome Center introduces families to LCPS, the EL FACE Team Office continues to support parents and guardians in actively participating in their children's education.

[03:51:56] You may remember that our EL FACE Office was highlighted in the LCPS Spotlight in January of 2024. Some of the programs offered by the EL FACE office include family workshops, Parents as Educational Partners program, also known as PEF, resource fairs, virtual family rooms, and school-based feedback circles with students and families.

[03:52:19] We cannot do this work alone. It is certainly a heavy lift. And we believe that building connections leads to stronger alignment and greater success for our students. Integrating content areas create a more cohesive and meaningful learning experience for students.

[03:52:39] We are working with our content offices to embed scaffolds and incorporate English language development standards to further support this integrated approach. By collaborating within our department, we ensure that English learners have access to personalized academic and career opportunities tailored to their unique interests and goals.

[03:53:02] This includes special programs, Korean technical education, and the dual immersion program. Student services play a crucial role in providing support and resources that address the social, emotional, and academic needs of each English learner.

[03:53:17] And continuous improvement efforts drive ongoing refinement of teaching practices and programs ensuring that students receive the best possible education. As our program continues to expand, we must strategically plan for its future by investing in scalable resources, enhancing our infrastructure, and anticipating evolving needs to ensure sustained growth and success.

[03:53:46] Fun fact: In 2025, we'll mark the 10th anniversary of the Welcome Center, its opening, and a milestone that is particularly meaningful to me as the coordinator who established it when it was originally located right here on the fifth floor of the admin building.

[03:54:04] Our future goal for the Division of English Learners is to realize our vision of having our two centers, including a dedicated Welcome Center in Sterling. Additionally, we aim to strengthen school-based support by enhancing the EL Elementary Staffing Standard, which will ensure that every school has the necessary staff to meet the growing needs of its EL students.

[03:54:27] And expanding our EL FACE programming will foster stronger connections between families and schools promoting inclusive communication and collaboration. These initiatives will provide an even more comprehensive and supportive environment for EL students and their families.

[03:54:48] I want to take this time to thank you for your dedication to our programs and your commitment to supporting our students and families. We view our efforts as a guiding force for students throughout their educational journey. much like a lighthouse provides crucial navigation, our program offers clear direction and support to help students achieve their full potential.

[03:55:10] By working together and enhancing our initiatives, we ensure that students receive the guidance they need to navigate challenges and succeed. Mr. Sullivan and I are happy to answer any questions at this time. - Thank you, Ms. Rosario.

[03:55:26] You know, there's a special place in my heart for EL teachers. When my son was identified with dyslexia, He was what they call triple dipped. And he went to an EL class, as well as he went to what they had pals tutoring, reading specialist at that time.

[03:55:47] It was a while ago. And then also he had special education. And I always thought it was really pretty cool that people were really that collaborative. They collaborated and helped all the kids out.

[03:56:04] I do on slide when you're talking about dual identified, I think this is something that I want to kind of pursue a little bit. First of all, thank you for doing that because I know for a long period of time a child who was an English learner, we didn't even contemplate really looking for eligibility at all for a long period of time.

[03:56:27] And our understandings and our culture has changed And I know that's a lot in parts with Ms. Richardson and Dr. Carter. And I really do appreciate that because I can't tell you how many calls I got as a dyslexia advocate.

[03:56:48] My son or my child has dyslexia and is also an English learner, but we can't get services. I am wondering about this 25% in middle school. is it because we're just not finding them early enough or and so they're hitting fifth or sixth grade and then where they hit in fifth grade and then they get found eligible in sixth grade could could you do we maybe that's something we'll look at the performance monitoring committee I think is something that we'll dig into as well but just wondering how early you guys are are able

[03:57:27] to identify them yes I would agree that we could certainly take a closer look to those students but can you please repeat which slide you referring to I just want to make sure it's the data driven support slide yes and you have dual identified there you have 17% in elementary and 25% in middle so and then we go down a little bit in high school yes I just don't know you know it's hard to figure out what that means absolutely and oftentimes it is an uncommon that is there's a practice of providing interventions and providing support and disseminating whether it's a language difference or a language

[03:58:05] disorder so it's not uncommon that you would see the eligibility rise a little bit more at the secondary level which is why we were so intentional on providing that additional enhanced staffing standard for those needs because there's additional time needed on the EL teachers caseload to participate in eligibility meetings and CLT meetings related to those all those services the both services that students have the right to so yes I think the timing of it in ensuring that the interventions are appropriately placed, making sure that they're trying to decipher between language difference and disorder typically rise in higher eligibility at the secondary level.

[03:58:45] Thank you. Any other comments? Yes, Ms. Chandler. Thank you, Madam Chair. And thank you, Ms. Rosario and Mr. Slevin, for this update. I'm delighted to hear about the impactful work that you're doing in our community and just have a question.

[03:59:03] I'm hoping that you can offer us just a bit more context about how the evolution occurs from a sheltered classroom to an inclusive classroom, and how has our practice changed as a result of evidence-based best practice?

[03:59:20] - Absolutely, thank you for that question. So for students who are at a lower proficiency or are considered SLIF, SLIF for students with limited or interrupted schooling, we do have programming at the secondary level that is specifically focused that are sheltered classes.

[03:59:37] And these classes aim to develop students' foundational literacy skills while acquiring English language. And additionally, there are content classes that are specific to math, science, and social studies that are really tailored to help those students at those specific levels build essential content knowledge and academic language skills, preparing them for grade level coursework.

[03:59:59] Generally speaking, our program supports inclusive instructional model and having students in co-taught English classes, the classes with their English-speaking peers, really helps our students to acquire language and develop content language at the same time. We know that research just highlights the significant academic and social benefits of this approach and L students really thrive, quite frankly. Even in receiving feedback from student feedback circles, they want to be with their English-speaking peers.

[04:00:30] we know that interaction is crucial and we really ultimately want to provide them and afford them the same opportunities as the their English speaking peers I hope that answers your question yes thank you very much yes thank you madam chair I'm I want to steal a page out of dr. Ellis Williams presentation earlier and kind of just highlight some of the things that I'm seeing when I'm in schools because I think it is important for us to highlight what we are seeing. And I thank you so much for your work. And you know, having worked with a lot

[04:01:06] of EL students in my career, again, this is near and dear to my heart. And I think I've probably talked about subgroup data more than anything up here. And I remain committed. And I know we have a heavy lift, but I think all signs are pointing in the right direction. And I especially loved how you talked about the asset approach, you know, based approach. Is it, we really need to start seeing the strengths that these children are carrying into the building with them already and I think if we start there we can really leverage that and we've seen that with our learners and I'm trying to apply that to the state accreditation process as we're looking at video II and I know some of those

[04:01:43] timelines have shrunk and that makes it feel really unfair but also it is bringing light and people are really starting to talk about this now and maybe the resources will come and you know we can start to maybe see it in an asset-based approach as well so I'm gonna take a page from that and try and see it that way and see what we how well we can do you know and I think we can get there I had the pleasure of visiting the Welcome Center with you all in the spring and it was it really was amazing to see just all the people coming together for our families that they have such a beautiful space it is warm it is welcoming and that's their first encounter really and so that really

[04:02:22] makes a big difference and so I was excited to hear mr. Lewis say we're often running with a Sterling Welcome Center because I think that's going to be just a great addition and I too remember when all the littles were running around on the fifth floor here and now having a separate space I also something else I'm hearing in schools is you know we're really pushing a co-teaching model we know the power of that in our especially in our elementary schools but I am hearing from EL teachers they want to co-teach but there's not enough physical bodies in some buildings to do it based off of the increasing enrollment and so that's something that I think as we look at the

[04:03:00] staffing standard we really need to consider because we're gonna really support co-teaching we can't just have co-teaching for this five minutes and then co-teaching for that lesson and we need the continuity and the consistency for especially for our language learners and then lastly this was just something I saw last week in a high school they were working on QTEL strategies in the hallway we just happened upon a teacher we wasn't even one of the classes we were visiting and something she said and it really struck me and the work that we've done here on the board with cell phones is she actually said that Qtel is great for all students and that was so much more talk going on because the

[04:03:36] cell phones are gone that it's like making Qtel even more amazing and so just thinking about that as a side effect of getting rid of the cell phones I hadn't really considered that you know student talk has increased exponentially we are hearing that but I'm hoping that that will also help to support our English language learners so again thank you for all you do any other discussion comments no thank you so much appreciate you all right we are going to be moving

[04:04:11] on to item information I'm 12.02 gun storage resolution presented by miss April Chandler from the Algonquin district thank you madam chair before I I start with my comments on the information item.

[04:04:31] I would just like to ask the board to please refer to the red line. After a conversation with Chair Mansfield and really after reading that most recent presentation, I thought it would be important, instead of only offering the letter notification in English and Spanish, to make it a notification that would make it more easy, or to make it easier for the translation to occur so that the information can be provided to all of the families that we serve in our district.

[04:05:02] I'm bringing forth this resolution, given that September is Suicide Prevention Month, and given the recent school shootings that have occurred in Georgia and Maryland, and the continued threats that we're experiencing in our schools locally and that have occurred nationwide.

[04:05:20] There is definitely a need to implement research-backed and common sense measures, including safe storage, to keep students and schools safe. Research shows that safe storage of firearms is one of the best ways to prevent school shootings. There are a few fundamental things that I ask you to consider on this issue.

[04:05:38] One, being that 4.6 million American children live in a household with at least one loaded and unlocked firearm. Two, that incidents of gun violence on school grounds occur. When incidents of gun violence on school grounds occur, 75% of active shooters are current students or recent graduates, and roughly 3/4 of the shooters under the age of 18 obtain their guns from their own home, a relative's home, or from a friend's home.

[04:06:08] And finally, under the Code of Virginia, it is unlawful for any person to recklessly leave a loaded, unsecured firearm in such a manner as to endanger any child and sets the penalty if a person is found guilty as a class one misdemeanor.

[04:06:25] One of the best things we can do as a division and a school board is ensure that parents are aware of this information, so that they can make informed decisions about how to keep their children and our community safe. Therefore, in this resolution, I am asking the board to consider instructing the superintendent and division staff to update the student handbook, excuse me, handbook to include information about parents' legal obligations regarding secure storage of firearms, to include in the annual registration materials an appropriate notification, accessible in the languages

[04:07:04] that represent the community we serve, to parents and guardians that explains the importance of secure gun storage, and the legal obligations to protect minors from accessing loaded and unsecured guns, and requiring a signature acknowledging this awareness, and that the board and the superintendent will continue to work with local law enforcement agencies, health agencies, and nonprofits to collaborate and increase efforts to inform district families of their obligations regarding secure storage of firearms in their homes.

[04:07:39] Thank you for your consideration. - Thank you, Ms. Chandler. Any other, yes, Ms. Donoghue. - Thank you, Madam Chair. Thank you, Ms. Chandler for proposing this resolution. I am very pleased that the board is considering and addressing this particular resolution.

[04:07:58] This is an issue that is near and dear to me. It is an issue that I campaigned on that I have been working attempting to work with staff since we were sworn in at the beginning of this year because for all of the reasons that Miss Chandler identified for the reasons that were cited by by other individuals in public comment earlier this is a huge safety issue for our students and by extension for everyone in our LCPS community and I believe firmly that we have an obligation to be as proactive as we can to try and address these issues

[04:08:36] and I one of the ways that I have been wanting to do that is to provide safe storage firearm safe storage information to students and families in our community I'm excited that we are considering this step and I am very pleased to be part of the board while we do thank you thank you miss Donahue any other discussion? Yes, Mrs. Griffiths. Thank you, Madam Chair. I want to be clear that I support safe storage of guns. It's just common sense to me. There are, however, some specific things about

[04:09:11] this proposal that concern me. First, two of my colleagues on this board took campaign donations from every town for gun safety. Moms Demand Action is the grassroots arm of every town. One member took \$8,000 and another took \$20.

[04:09:27] It is troubling that this resolution is backed by members on this dais who are receiving tens of thousands of dollars by this lobbying group. That poses a clear conflict of interest for me. When it comes back to action, I'm asking that they abstain from the vote.

[04:09:45] And I would also like to add that this was rejected by the VSBA. Additionally, I have heard from constituents that have also been provided with an article published in the Loudoun Times about a student who is allegedly associated with a dangerous gang.

[04:10:02] Okay, Mrs. Griffiths, I think that we need to stop there discussing about students. We're not going to have that on the board. His name. It doesn't matter. I didn't say his name. Well, disciplinary action is of the utmost importance over, you know, this letter that goes into an agreement for the parents to sign.

[04:10:23] Thank you.

[04:10:37] I do not see a problem with people bringing gun safety, common sense measures here. And I do have a problem with the continued attack on other school board members for taking campaign donations when that is what we do as elected officials.

[04:11:06] It's not quid pro quo. We're talking about safety for our kids. And this is the second time that this has happened. Part of me wants to get a temperature of the board as to whether or not they would like an apology for being attacked twice because this is the second time.

[04:11:38] Board members, do you have any thoughts? Yes, Ms. Donahue. Thank you, Madam Chair.

[04:11:56] I appreciate your comments in defense of those of us who have now been attacked multiple times on the dais, which I do not enjoy. That being said, I personally don't feel that an enforced apology would be very productive as far as either making me personally feel better or altering behavior

[04:12:32] if that is if those are the potential goals well then i will continue with reminding the board um to adhere to our board norms and code of conduct yes dr rasheed thank you chair i echo your sentiments. I feel like there's a disconnect here with a little bit of what is supposed to be voted on and presented here at our school board meetings. And I feel like we're kind of taking a

[04:13:11] few steps back by looking at what we did as school board candidates or when we were running. So I feel like that kind of hinders our future votes or the future processes that we're trying to pursue. That being said, I look forward to moving forward and moving on, but I do wish that we don't revisit how we were as candidates because we're here now. Thank you. Okay. Yes,

[04:13:44] Ms. Chandler. I'll just say I don't have any concerns or any need for an apology. I'm here to represent my constituents. I was very clear about my history with Moms Demand Action. I have worked with this organization since sandy hook happened and i believe that my bringing forth this resolution and many of the other things that i've done on the school board represent what my constituents want me to do when i'm here and i'm not going to be concerned with any of or sidetracked

[04:14:20] frankly by any of these discussions because i answer to the constituents of algonkian district thank you thank you ms chandler okay can we get back to secure storage notification resolution and um thank you miss chandler for bringing it to our attention and we will this will go for action on the october 8th school board meeting thank you we'll move on to information item 12.03 department of support services school board meeting calendar for fiscal year 2026 capital budgets

[04:14:55] and fall 2024 school attendance zone change processes presented by mr kevin lewis our chief Operations Officer.

[04:15:21] Thank you, Chair Manfield. Let me get my computer set here. So we are bringing to the board tonight some supplemental information as mentioned in the item. At this point, the school board has

approved the calendar for the fall meeting schedule, which includes the CIP and attendance zone changes. And we come tonight with some additional information. As you recall, we proposed this calendar first to you back in June because of all the time it takes to get everyone on the schedule.

[04:15:50] And then you approve the calendar in August. after the the summer break some of the things that we wanted to make sure that you're aware of there have been some changes in in how we can we believe there needs to be a change to policy 6530 related to change in attendance zone because one of the requirements or one of the considerations in that policy does require the school board to consider socio-economic data that we are no longer allowed to provide to you so we need to make that change in the policy and it has been one of the standard pieces of data that we provided for attendance zone changes over the years we also know that

[04:16:30] there is a as we'll be continuing our conversation we started earlier this this evening about the capital budget is we're going to be bringing some information to you regarding the how we calculate capacity of buildings based on new standards for special education classrooms uh is also with how we count students in the title one schools so that will affect the capacity of some of the schools We also note that in the area of the schools that were originally proposed to be changed for the attendance zone,

[04:17:03] that there are a number of unbuilt residential plans that are underway, under approval, not yet built, that may very well require us to come back in a couple of years to do this all over again. So with those and some other minor things, we are coming back to you with a recommendation that we pause this process or cancel the attendance in process for this fall and what that would do is require this board to make a change in the calendar that you approved and essentially that's all you've approved so far to date is the calendar date so what even though it may be confusing this item is just to make revisions to

[04:17:43] the calendar by striking those dates for the attendance zone changes I will say the one complicating factor that we have is that tonight is the 24th the next school board meeting is the 8th and as the calendar is set up and all the notices are required in the deadlines for the newspapers we would be making advertisements for this process on October 7th and if the board agrees to cease this process then you would be taking a vote on October 8th so I just offer that for your consideration here in tonight's conversation I'm happy to

[04:18:19] take any questions board members do you have any questions yes miss Chandler all All right. Just one more time, please, Mr. Lewis, could you clarify for me what you would have to do if we waited to vote on this issue on October 8th? So in order to get the notices out in time to be ahead of the meetings and to meet the deadlines of the paper, we would have to advertise.

[04:18:41] In other words, we'd be publishing advertisements in the papers on October 7th ahead of a vote to change this. Thank you for that clarification. With that, Madam Chair, may I make a motion? Maybe we might want to have one more piece of discussion, one more question, and then you can make your motion.

[04:19:15] Yes, ma'am. I would just like to say I really appreciate the effort that staff put in to process the new information. And, you know, it's so funny. I've heard the term growth mindset throughout my time at LCPS.

[04:19:32] And really, I just want to share with you how much I appreciate the fact that we processed new information that we had and we made a determination that we can change the process that is set forth and

really better serve the community.

[04:19:48] I can't tell you how much Algonquian District is going to appreciate this. I don't believe Algonquian District has gone through a change in 20 years. I mean that my kids are seniors it certainly hasn't happened or my daughter is a senior it certainly hasn't happened in her tenure in LCPS. Um, doing it once if we have to do it is going to be so appreciated and I just want to say thank you for everyone who worked on um coming to this recommendation um and I'll just say thank you thank you Ms. Chandler we'll come back to you.

[04:20:25] Yes Ms. Chernoff thank you Chair Mansfield and Ms. Chandler um I know where you're going I just have one question. I just really want to make sure that it's clear to the public like we have been dealing a lot with special permission and one of the things we look at with special permission is overcrowding and we really you know try to think about you know what that overcrowding is going to do. So it is my understanding and I am fully supportive of one rezone versus two. I think we can all agree and have each other's backs on that. So my question is just do you still anticipate some overcrowding until that process as this process is delayed and

[04:21:03] Can people expect that I guess because it does put constraints on schools and so I just want to make sure that I don't I'm unclear I guess myself is there still we're still planning on having some overcrowding over in with the schools that would be affected we just feel that it's best to wait because there's going to be even more influence from the new developments is that the correct sentiment approximately yes so one of the things that I failed to mention earlier is some of the schools in the area are not meeting their projections and so we're not sure because I'm not able to completely answer that question until we get our full enrollment on September 30th I think it is fair to say

[04:21:43] That some of those schools will be approaching to be full and we'll you know may have some challenges with that but I'm gonna stop short of saying they would be overcrowded at this point until we get our projections in no I

[04:21:53] I appreciate that I just want sometimes constituents come to us and say you know our schools are full and what's going on and I just want to make sure that we as understand that we're pushing this back because we don't want to do it twice and if we do have those challenges we can meet those challenges yes thank you Miss Chandler just I'll add another question and is there are you able to quantify approximately what the capacity or where the enrollment is I mean I think in general most of those schools that were included in the boundary change are at about 75 but I know we were looking

[04:22:31] Specifically at Potomac are you able to speak at where the enrollment is today not confidently at this point we're still collecting that we could collect them the enrollment every single day and changes happen mostly we see them settle out and the official date for enrollment is September 30th the last time I looked Potomac in particular was approximately 50 kids short of the projection but that may change over time thank you for that clarification with that if I may yes you may I move that the Loudoun County School Board amend

[04:23:06] Them or wait let's see I'm I'm sorry it's I've had a lot of speaking today madam chair I moved to suspend the rules and take in for the take information item 12.03 Department of Support Services school board meeting calendar for fiscal year 2026 capital budgets and fall 2024 school attendance zone change processes up to an action item so that we can act on it tonight and and save time and resources by not having to offer a notification for something that could get changed at the next school board meeting

[04:23:44] all right so we are you are remind i'm just reminding the board that suspending the rule well first of all do i have a second i have a second by vice chair streffi um it's been probably moved and seconded to suspend the rules we will need a two-thirds vote to pass suspending the rules which is a six okay so um and there is no discussion so um clerk please open the vote

[04:24:16] board members please record your vote i know okay clerk please clerk please close and display the

[04:24:43] vote that motion passes um eight to one uh with miss donohue in opposition um now miss chandler do you have a motion and i will say that this we will have to have a two-thirds vote to amend a vote that we have already passed thank you madam chair i move that the loudon county school board amend the motion approving the meeting calendar for the fiscal year 2026 capital budgets

[04:25:19] and an eastern loud and elementary school attendance zone change process adopted at its august 13th 2024 meeting by replacing the adopted calendar with the revised calendar as shown on the attached school board meeting calendars strikethrough and clean dated september 24 2024 i have a motion by Ms. Chandler do I have a second second I have a second by Ms. Chernoff the motion has been properly moved and seconded uh do we have any discussion seeing no discussion a reminder that we need two-thirds vote to amend a vote that we've already passed so um seeing no more discussion

[04:25:58] clerk please open the vote board members please record your vote clerk please close and display the vote and that motion passes unanimously we'll now move on to information item thank you Mr.

[04:26:22] lewis um i guess you get to stay there we move on to information item 12.04 finance and operation committee grant of easement to dominion energy at woodgrove high school but i think it will be presented by vice chair streffi unless he moves it to mr lewis yes so i'll give my understanding of this information item that's coming out of finance and operations committee and i'll pass it on to mr lewis to fill in any gaps um this lcps entered into agreement with milestone communications. There was a cell tower that was built at Woodgrove High School. That land is owned

[04:27:01] by Loudoun County and the cell tower has been completed and this easement that's being requested is a right-of-way easement to allow Dominion to install electric service to the tower. It's also worth noting that the county uh we lcps would be a signatory to that um uh right-of-way easement and loudon county will be granting the utility easement to milestone towers to extend that service and the easement will also grant milestone the right to install

[04:27:37] telecommunications lines to the tower and lcps will not be a signatory to the county easement deed so i'll pass it over to you mr lewis if you want to add anything i think you covered it mr Well, very well, Mr. Estreffi. I will only add that there were some questions in the Finance Committee about what the tower would be used for.

[04:27:57] And so we provided that information, and that is support of our bus radio system, our alert radio system in the school, and a significant number of counties fire and rescue and emergency responders. So those folks will also be supported on this tower. Mr. Lewis, my understanding is that the Board of Supervisors already voted to approve?

[04:28:17] That is correct. board members do you have any other questions can I get a thumbs up to place this for consent on the October 8th school board member meeting okay that will go for consent to the

October 8th school board meeting thank you mr. Lewis our next information item is 12.05 student services committee revised policy 5360 medical homebound instruction presented by miss Tedra

[04:28:53] richardson or would miss donahue like to present the item first i'm sorry it's it's nine now not no apologies madam chair thank you um i my voice is shot anyway uh so we are presenting for information this evening proposed revisions to lcps policy 5360 which previously outlined procedures for medical homebound and home-based instruction.

[04:29:31] And as Ms. Richardson will be explaining to my fellow board members shortly, some of the revisions here, this policy is also up for its standard cycle renewal. But in addition, staff recommended separating these two processes into separate policies.

[04:29:51] So you will see some of the revisions are removing home-based instruction from this policy, which will be presented separately as a new policy. We voted it out of committee after considering public feedback, and I will ask Ms. Richardson to take it from here.

[04:30:12] Thank you, Mrs. Donoghue. As Mrs. Donoghue has shared, our original policy 5360 was a combined policy of medical homebound and home-based instructional services. In consultation with LCPS legal counsel, we did agree to separate it out, so we do have a brand-new policy following this one, 5365.

[04:30:35] The substantive changes in 5360, Section A, Purpose of Medical Homebound in Instruction, you can review if you're on the redlined version. The original language was not as positively stated, and so we did take feedback from our committee as well as the community to positively phrase what medical homebound is versus what it is not.

[04:31:03] Section B, eligibility for medical homebound instruction. We added some clarity around what is required with regards to the medical certification for medical homebound.

[04:31:19] Section C, we further outlined the implementation of services. The most notable part there is that we separated out what the requirements are for educational planning teams with the implementation of services with regards to general education students and students with disabilities and those protected under Section 504.

[04:31:41] The noted difference is that for students that are eligible under the IDEA and those under the ADA, it does require that their individualized educational planning teams or 504 teams meet to review the impact of the medical homebound placement in light of their current present levels of performances, services, goals, placement, and accommodations.

[04:32:07] Additionally, you'll see item eight. We were, I'm sorry, let's go back to item seven. The committee asked us to clarify for elementary students. They receive one hour per day of medical homebound. Middle school students up to eight hours per week and high school students two hours per core academic subject per week and other accommodations as needed on an individual basis.

[04:32:33] Section 8, we clarified what the expectations and responsibilities were for homework. And then in section, the most noted section is the new section F on teacher qualification. We were asked by the committee as well as our community feedback to make sure that we were very clear that we worked to align the certifications and qualifications and endorsements of our teachers to what the students on Medical Homebound, those actual courses that they are taking.

[04:33:09] Thank you. - Thank you, Ms. Richardson. Board members, do you have any questions? No. Can I get a thumbs up on whether or not to place us on consent for the October 8th school board meeting?

[04:33:27] And that will go to consent on our October 8th school board meeting. - Thank you, Ms. Richardson, and hold tight 'cause we got another one. Miss, we're gonna move to item 12.06, Student Services Committee, new policy 5365, home-based instruction, presented by the chair of the Student Services Committee, Ms. Donahue.

[04:33:51] - Thank you, Madam Chair. As Ms. Richardson was just mentioning a few moments ago, the processes surrounding home-based instruction options within the division have now been pulled out into a separate standalone policy which is new policy 5365 which is before you my colleagues for information this evening. Ms. Richardson. Thank you Mrs. Donoghue. Of course the policy starts with the definition of home-based. It's important to make sure that you know the difference between medical home bound. A doctor is certifying that you're bound to your home because you have medical impact

[04:34:31] versus a home-based placement is an educational placement that can be applied for general education students, students with disabilities, and those eligible under the ADA. In this policy, you will see that we define the process in section one for general education students, and then upon the recommendation of the committee as well as community feedback, we outline what the provision of services is students with disabilities as well as those eligible under the ADA. Again, the notable difference is that IEP and 504 teams must meet to review the present

[04:35:07] levels of performances, services, accommodations, and placement for a home based placement. And we lifted the exact same language from our medical homebound policy for section B of the new policy 5365 on teacher qualifications. Again, making sure that we put forth every effort to align the qualifications and endorsements of the teachers based on the courses that students are participating in. Thank You Ms. Richardson. Board members do you have any questions? Can I get a thumbs up to place this on consent? And that will go to

[04:35:47] consent on October 8th. And then we'll move on to information item in 12.07 Student Services Committee revised policy 8420 student medication presented by a chair Donahue from the Student Services Committee. Thank You chair Mansfield. Policy 8420 outlines student medications specifically medications that students are allowed to carry and self-administer on LCPS property and during the school day. This policy was up for its annual cyclical review and the

[04:36:26] largest most significant change to the policy is is one that I'm very pleased that we are working on because it has been an issue of public concern and requests from the community which is the proposed change that will allow students allow not require allow students to carry naloxone spray in our LCPS buildings and facilities in case of opioid overdoses and I will turn it

[04:37:01] over to Ms. Richardson. Thank you Mrs. Donoghue. The other noted changes to this policy which you have certainly our committee members heard from some parents and community members and as board members you may have also heard but we have definitely added the ability for students to carry and administer pancreatic enzymes, hydrocortisone, and solucortef, which is an emergency medication for adrenal insufficiency.

[04:37:35] The most substantial change to our policy, as noted by Mrs. Donoghue, is Section 4, Student Self-Carry of Naloxone. That is the generic name for the name brand Narcan. We had initial drafts of

policy language.

[04:37:53] We then, under the advisement of our committee members, did consult with other school divisions across the region, Arlington, Fairfax, and Prince William. We have revised our language for the student self-carry for Section A, that students can carry naloxone nasal spray, and they should have completed the REVIVE training or another opioid education training program.

[04:38:23] any student that is over the age of 18 does not require parental consent but students under the age of 18 we did which is an alignment with other school systems we did create a naloxone authorization form which parents need to complete with their students on an annual basis the form does outline what the requirements are for keeping them the medication safe and in its original package certainly if our students are found in the situation where they do use the naloxone spray

[04:38:59] the part c provides the guidance they need to contact an lcps staff member and contact 9-1-1 any additional questions yes ms donahue thank you madam chair thank you ms richardson i wanted to add uh two uh things that we discussed in the committee when we voted this policy to come before the board and the first is our desire to see to see the division mount a robust

[04:39:38] communications effort to reach out to our community to make the public to make this change eventually if this policy is approved to permit the carrying of the naloxone to make the community aware that this change is coming and also to encourage parents and families to support if their students want to carry naloxone in the school because I will speak for myself I am supporting this change because I believe it is a measure that will help us save lives in our

[04:40:11] schools and that will only be possible I think if the parents and families of students who would like to take advantage of this change are supported their parents in doing so. So that was one issue that we raised in part of our conversations about this policy. Also I believe there is at least one district in Northern Virginia where they they have similarly authorized their students to carry naloxone but rather than requiring a separate parental

[04:40:47] authorization form it is dealt with in their student rights and responsibilities handbook. Now obviously that is not possible at this juncture for this year because we are already in the middle of a school year but I would encourage staff to consider if that would be possible or appropriate for next year and possible succeeding years. Thank you. Thank you Ms. Donohue.

[04:41:13] Yes Mrs. Griffiths. Thank you Madam Chair. I just have and by the way thank you Ms. Donohue for inviting me to that committee meeting to hear about it. I just had a couple concerns that there's no minimum age to carry nalaxone. Why does the policy say should have completed revived training and not must receive revived training? Maybe we can change that and make it must receive. The nalaxone authorization form contains the following statement. Disclosure,

[04:41:47] students are not covered by the school board liability insurance in the event they are sued for improperly administering Nalaxone. Can LCPS still be sued if Nalaxone is administered by a student incorrectly and or the student that receives a Nalaxone dies?

[04:42:08] Those are my concerns. First of all, Mr. Allen, can you discuss the Good Samaritan policy for Mrs. Griffiths and how that would pertain to suing the school?

[04:42:27] And then, Mrs. Richardson, I know that Ms. Evans is not here, but in her space, would you mind discussing how the naloxone is a nasal spray, and I think you know where I'm going with that.

[04:42:51] Okay, Mr. Allen. Yes, thank you, Chair Mansfield. Virginia Code Section 8.01225 does offer protection for people who provide emergency care or assistance in such cases.

[04:43:07] So applying it here, students who carry and administer naloxone in good faith to an individual experiencing an opioid overdose would not necessarily face criminal liability. They would have some insulation based on that Virginia Good Samaritan law.

[04:43:26] That's my understanding. Ms. Richardson? Yes, thank you. We did have the benefit of Mrs. Evans in our committee meeting last week when asked very similar questions. So the state of Virginia does not currently require an age restriction on persons that are able to carry and administer naloxone. That is why an age restriction was not added to the policy or to the verification form.

[04:43:55] So should it be the will of the board, certainly staff will consider that and how it might impact our students across the division should this policy pass. What was the second part of the question, Mrs. Mansfield? I do apologize. The nasal spray.

[04:44:11] So naloxone is a prescription nasal spray that is designed to rapidly reverse opioid overdose, meaning that it binds to opioid receptors and can reverse and block the effects of other opioids. It can quickly restore normal respiration to a person whose breathing has slowed or stopped because of overdosing with heroin or prescription opioid pain medications.

[04:44:38] Naloxone is used by paramedics, emergency room doctors, and other specially trained first responders. Revive, which is the noted training and the training that is approved by the Virginia Department of Health, is a free one-hour training offered in Virginia for members of the community to administer the naloxone.

[04:45:02] And local health departments also provide this training. Naloxone can also be purchased in many pharmacies in our state without bringing in a prescription from a physician. The common name brand for the prescription or drug is Narcan.

[04:45:20] Thank you, Ms. Richardson. Ms. Griffiths. Thank you, Madam Chair. Can we update the policy regarding should have completed revived training and make it a must in the policy? If that's going to be your amendment, Mrs. Griffiths, then that would be best done during action next time.

[04:45:46] Yes, Mrs. Chandler. Thank you, Madam Chair. I just want to express how excited I am that we are going to have this conversation at the school board level. One of the most meaningful things that I've heard about Narcan, to be honest, is that it's almost like a fire extinguisher for the opioid crisis.

[04:46:08] There's very little risk because Narcan doesn't, I mean, I shouldn't say there's very little risk, but it's not as if Narcan impacts people who aren't already in medical crisis. The adverse effects, I'll be excited to learn more about it as we move on.

[04:46:28] But if you're not having an overdose, the impact of being exposed to Narcan is minimal. So it'll be exciting to have this conversation. And I look forward to doing what we can to provide more common sense safety measures at school.

[04:46:47] Thank you, Ms. Chandler. So I received this letter from the Chris Atwood Foundation, and I also met the daughter of Mr. Atwood.

[04:47:04] And I think that it's worth me reading this, Ms. Richardson, what do you think, to everybody, and I think you'll understand why after I read it. It was to Dr. Spence, but it was also sent to me as well as chair of the board.

[04:47:24] I want to congratulate you on your proposal to allow students in the LCPS system to carry naloxone as reported in the September 1st, Washington Post. This move is much needed, and the sooner it can be fully implemented, the better. I'm writing to you as the chair of the Chris Atwood Foundation, founded in 2013 in memory of my son, Christopher, who died of a heroin overdose at the age of 21.

[04:47:45] we are the leading private organization in virginia working in areas of recovery from addiction and harm reduction among those who are in active addiction we drafted and lobbied for the lobbied for the pioneering virginia legislation dealing with naloxone and overdose reversal and the naloxone and training we've provided over 1,000 1,200 and i can't ever see numbers how do say that? 124,000 sorry. Doses are credited with reversing more than 2,600 overdoses. Thus I believe

[04:48:23] our organization can speak with some authority on the subject. In today's environment allowing and encouraging students to carry naloxone is frankly a no-brainer and I strongly hope that the board will agree and adopt this policy. At the same time I want to suggest reconsideration of a couple of conditions in this proposal described in the post article. Specifically that students must be 16 and receive training in naloxone administration to be allowed to carry it on school grounds.

[04:48:49] First, there is no basis for a minimum age requirement. There is literally no danger in having a younger person have naloxone. It cannot be abused. It is not addictive. It is completely harmless. Some may confuse naloxone with substances such as suboxone, which are controlled and potentially harmful, but this is erroneous.

[04:49:09] Moreover, there is no minimum age limit on taking opioids. Christopher was 15 when he began taking heroin, so why should there be a minimum age on having the antidote? Such a restriction is simply a barrier to access. Second, while training is commendable and we have trained thousands of persons in overdose reversal, naloxone is so easy to administer that someone with no training can probably do what is necessary to revive a non-responsive person. And what is the risk if an untrained person attempts to use naloxone on someone who is likely to die if they don't get it. If the non-responsive person has not overdosed,

[04:49:47] the naloxone will not harm them. If my child had overdosed in school, I would far rather have an untrained student with naloxone nearby than none at all. Further, such a restriction creates the issue of what will constitute adequate training. Anyone can learn the basics by watching a short video. However, if you have in mind the full-fledged revived training approved by the state, you would make it exceedingly unlikely that any students will follow through with that and qualify to carry naloxone. We strongly support your efforts to prevent further overdose deaths in your schools and we would be delighted to help provide naloxone for your staff and students and to provide an

[04:50:24] education training session on any of your campuses at which time we can distribute naloxone to students who want to carry it. This can save lives and that's what we are about. Please don't hesitate to reach out mark outward chairman and i think that kind of speaks for itself as a parent who had a child who died from an overdose um yes miss shirnoff thank you chairman's field and thank you for the conversation and i want to be really really clear i am all about saving lives i want

[04:51:03] to be clear about that because i do have some apprehensions about this and some questions and And at the onset, when I first engaged with it, I was like, yeah, I'm in. This is, yeah, this is a no-brainer. But as I thought about it more, I, first of all, I'm glad that parents are involved and that parents will approve it.

[04:51:27] I would argue against it being in the student rights and responsibilities only because a lot of times that's just a, like, click to accept, and you accept all these things, and sometimes parents aren't aware. And I think that there is more implication with this than maybe necessarily other student rights and responsibilities.

[04:51:44] So I'm grateful for the parent component, and I think parents will be able to know best whether or not that they feel comfortable with their student doing that or if they support that. And I think it should lie there first. So I'm grateful that that's in place and would support that.

[04:52:02] The thing that I'm mulling over is it all sounds really great. except that by doing this I'm wondering if we're now asking our kids to get more involved with overdoses and I'm wondering what they could potentially be exposed to and I don't want I hate to go to worst case scenarios but we talk a lot about the load that our youth are carrying I was at a meeting last night and there were some youth sharing about how they lack balance in their life and how they have all the stress of school and now they have the you know the stress of the

[04:52:40] opioid crisis and social media and all the things that are weighing on our youth. And that mental health toll is immeasurable. So when we say that there's no damage that can possibly be caused, I pause because our students being thrown into that situation, there could be damage there.

[04:53:04] Seeing someone die that is your peer could be an outcome of this. Maybe not because you didn't administer it correctly or just because of the timing and the circumstances of an overdose. And yes, maybe kids are already seeing that and maybe that's an argument. But I want to pause for just a minute as we talk about this and think about the lift that this will be on our mental health team in terms of responding to a student encountering these different situations with overdoses and the appropriateness that we feel is there. And I'm torn. I'm honestly torn because

[04:53:38] if it saves lives I want that but I also want us to think about are we equipped on the LCPS side to not only communicate but to educate about what all of that could entail and what kids will be seeing and what they could potentially witness so that's kind of where my hesitation is is you know we're talking a lot about suicide rates going up and mental health awareness and we we really emphasize that here as we should because i think it's really relevant but kids witnessing these situations and maybe administering it and then it not being successful it could really be a harmful

[04:54:18] situation for kids and that could cause a lot of different trauma in my opinion um so i'm i'm thinking about it on that end again leaving it up to the parents does help alleviate that i think because if kids want to carry, I did have two just logistical questions.

[04:54:36] One is, can students be found negligent if they did sign the form and are carrying it and do not decide to act if they freeze? Is that covered under Good Samaritan Law if you don't act, but you have it on your person?

[04:54:54] Thank you, Mr. Chernoff. I think that's an interesting question. It's not necessarily contemplated by the Good Samaritan Law. I think it's something that we can discuss operationally, but I

don't think there's any liability unless there's gross negligence, but that'd be a fact-dependent analysis.

[04:55:17] That's interesting because if you have a face shield in your purse and you want to do CPR and somebody is unconscious, it's still a choice to do CPR. Right, that's true. You know, it's still a choice. Dr. Spence, do you want to weigh in on this?

[04:55:37] Yes, thank you, Madam Chair. So, Ms. Chernoff, just speaking directly to what I think is a very thoughtful question around what's the weight of this on our kids, I would just want to point out or offer that we did talk to our Student Advisory Council about this issue specifically because we were curious about that.

[04:55:59] We absolutely did. We talked to our students about this because they have brought up the issue of opioid use and their concerns with that. And so we were curious what they thought about, you know, students having access to Narcan and carrying it.

[04:56:15] And they were overwhelmingly in favor of it. And I think they were overwhelmingly in favor of it, basically leaning into the understanding that whether or not I have it in my purse or in my pocket, this might happen next to me in class anyway.

[04:56:33] So the sort of mental health aspect of seeing it may occur, and I think what they expressed to us was that they would feel better knowing they had a chance to do something about it and to save a life. So I did want to at least give you that. We had asked some students about it.

[04:56:49] Yeah, I'll definitely ponder that. And like I said, at onset, I was like, yes, yes, yes. Like, I hear that letter. I hear what we're saying. But as I processed it more, and just in terms of thinking about the weight of these situations, I just want to make sure that we're prepared on our end.

[04:57:06] My other question is if a student administers it and their parent did not sign the form, how do we handle that? Ms. Richardson. Thank you, Mrs. Chernoff, for that question and Mrs. Mansfield.

[04:57:23] There was discussion in committee about would there be any disciplinary consequence issued students that were carrying naloxone and admitted they administered it to a peer or another person while on school property and we did not have an authorization form and we talked through that in our committee and shared that if you were acting in good faith and your intent was to use this medication correctly to save someone who you suspected was under the influence of an opioid then you would not be disciplined. That then led to some additional

[04:58:01] discussion and Mrs. Evans did review the Good Samaritan law that Mr. Allen cited in code and that's why we ended up moving the policy forward for information because it was discussed in committee and we had clarity but there might be some thought to maybe adding some language to the Good Samaritan code to this policy or the regulation. Appreciate that. And if I do support this, I will look forward to hearing about what that robust communication would look like and how we're going to make sure

[04:58:39] that we educate our community. And I think I would also be supportive of Ms. Griffith's amendment in terms of making sure that we make sure that they have had some kind of training and that if they don't take the revived training, that it is some other approved training. There's a lot out there sometimes. So we want to make sure it's approved. So I'm going to rely on receiving feedback over the next couple of weeks and continue to think about it. And I really appreciate the insights.

[04:59:06] And I was hopeful for a fruitful dialogue. So thank you, Dr. Rashid. So as a health care professional, you know, I've broken a few ribs when I've given CPR. You're not really sued. You are covered under that good Samaritan law when you break a few ribs. And I believe even when you give the Heimlich maneuver if you're in the cafeteria of some sort and another kid is choking you're not going to want to watch them choke and because I'm afraid you give them the Heimlich maneuver and if you again break a few ribs pull a few hairs you won't you know heaven forbid you

[04:59:41] won't you really won't get under the law for that due to you know due to what the Good Samaritan law covers you under. You know, naloxone is something where I believe the, it's called the risk-benefit ratio, mostly that's what it's called. So you have to consider the risk-benefit ratio when it comes to administering something like naloxone or the EpiPen or anything, any emergency medication for that matter. And again, I go back to not to be sentimental about it but for someone who lost a kid if you lost your your child the last thing you

[05:00:18] want to do is like what chair Mansfield said if it's something that you could give right then and there that's something that you would do anything to bring you know your child back to life and that's what it kind of stems stems with so again risk benefit ratio thank you any other discussion okay this will I'm assuming this is not going to consent we will go ahead and go for action at the October 8th meeting. And with that, we'll move to the closed meeting. Vice Chair

[05:00:54] Struffy, do you have a 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 purposes. Discussion of the performance conduct of a specific public employee, employee 109-2424, as authorized by 2.2-3711A1 of the Code of Virginia. Mr. Struffy has made a motion. Do I have a second? Second. I have a second by Ms. Donahue. It's been properly moved and seconded that the Loudoun County School Board go into closed session. Is there any

[05:01:33] discussion? No. Clerk, please open the vote. Board members, please record your vote. Dr. Rasheed, please record your vote. Clerk, please close and display the vote. And that motion is approved

[05:01:59] unanimously.

[05:30:49] The board is now in closed. The board is coming out of closed, and we will move to 13.02. The motion to adjourn the closed meeting. Vice Chair Struffy, do you have a motion? Yes, Madam Chair. 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. I have a motion by Vice Chair Struffy. Do I have a second? Second. I have a second by Ms. Donohue. It's been properly moved and seconded. Is there any discussion? Seeing none, we'll go ahead and vote. Clerk, please open the vote. Board members,

[05:31:29] Please record your vote. Clerk, please close and display the vote. That motion passes unanimously. We'll go to 13.03.

[05:31:46] Motion to certify the closed meeting. Vice Chair Treffy, do you have a motion? Yes, Madam Chair. I move that the following resolution certifying the closed meeting be adopted and reflected in the minutes of this public meeting, 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 with Virginia law.

[05:32:14] Now, therefore, be it resolved that 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 the 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.

[05:32:35] I have a motion by Vice Chair Struffy. Do you have a second? Second. I have a second by Ms. Chernoff. Is there any discussion? No discussion. We'll go ahead and take the vote. Clerk, please open the vote. Yes, ma'am. Board members, please record your vote.

[05:32:57] Clerk, please close and display the vote. And that motion passes unanimously. Now we have 13.04 motion required by the closed meeting. Vice Chair Struffy, do you have another motion? Yes, Madam Chair. I move that the Loudoun County School Board affirm the superintendent's recommendation and hereby dismiss and terminate employee 109-2424 from employment effective immediately.

[05:33:21] I have a motion by Vice Chair Streffi. Do I have a second? Second. I have a second by Ms. Chernoff. Is there any discussion? Seeing none, we'll go ahead with the vote. Clerk, please open the vote. Board members, please record your vote. Clerk, please close and display the vote.

[05:33:44] And that motion passes 8-1. Mrs. Griffiths in opposition. We'll move on to board members. Do you want to go ahead and do your committee reports? comments yes okay we will start with Miss LaBelle she missed it the other day

[05:34:17] in in committee so oh well that's right I had to reach over once for her today the SBAC committee did meet this week we had a presentation on 8230 appeals and hearings and another review of policy 8650 student technology and expect acceptable responsible use both of those are being sent forward for public comment and we also had a presentation on student substance abuse intervention

[05:34:53] and response so we were kind of active this week to go on thank you thank you Miss LaBelle dr. Rashid thank you chair as school board liaison for MSAC I wanted to let you know that the committee has some open leadership positions on their executive board. They're asking for a membership chair, membership admin, and someone to manage their social media. So you go to [lcp.org slash msac](https://lcp.org/msac) for information. At this month's msac meeting, Goshen Post Elementary School principal Brian Klippel and teacher plus equity lead Krishana Goins shared the ways that their school's mission and vision support every child,

[05:35:32] every every child every day it was enlightening to learn how equity is foundational to their work in supporting every child every day today Dr. Smith and I visited John Champ High School in Tuscarora High School we were impressed with the diversity and the joyful ambiance in these schools we were also excited to get a tour of the schools which including which included operating the Anatamage table which was available for the ham size students at Tuscarora High School thank you chair thank you Dr. Rashid Ms. Chernoff. Thank you, Chair Mansfield. Last Monday, we held our LEAF meeting. John Clark, Director of Safety and Security, came to talk to parents about the threats that happened the week

[05:36:11] prior, as well as answer direct questions. That was very well received. It was a very heartfelt conversation and was very grateful that in such a short notice, he could clear his schedule to be there to

talk to parents directly. And it felt like that was very, very powerful. So thank you to him additionally we had an overview of all the upcoming policies we're going to be considering for feedback and one of the big pushes this year is to get all schools represented and we have a very excited leadership board and we filled our all of our slots and there i'm we're compiling a spreadsheet and i'm actually going to be emailing you the schools that don't have leaf reps and

[05:36:49] maybe we could work in conjunction with the other representatives to try try and push it because it It really is a great way for parents to get authentic face-to-face dialogue with personnel here on the admin side, as well as give feedback on policy. So we would love every school represented.

[05:37:06] Thank you. Thank you, Ms. Chernoff. Ms. Donohue. Thank you, Madam Chair. This Saturday, the 28th, Lovettsville Elementary School is having a celebration in the morning for their 50th anniversary of the school up there. It is a beautiful campus, and they have a lovely new all-inclusive adaptive playground for anyone who's interested in stopping by.

[05:37:25] um stop laughing more uh on monday september 30th is the loud education foundation golf classic and banquet uh so anyone who i don't know likes golf or likes lef i encourage you to sign up sign up stop by support uh the loud education foundation um i was i had scheduled office hours this past weekend that i ended up canceling at the last minute because i've been under the weather so i apologize to my constituents who have signed up for that my next office hours

[05:38:04] will be on october 12th also the student services committee is having our second and probably last work session on thursday october 10th at 4 30 to talk about special permission at which hopefully we will arrive at some suggestions for staff to bring us proposals to recommend for consideration in the future by this board.

[05:38:31] So I invite everyone, I invite my colleagues on the board to attend if you want and are able to, to reach out to myself or Chair Mansfield or Ms. LaBelle, committee members or Ms. Richardson as our staff cabinet member if they have questions, thoughts that they would like for us to explore during that work session and I think that's it for me thank you thank you miss Donohue vice chair strappy thank you madam chair just a few quick updates for me I'm the school board liaison to the school

[05:39:07] business partnership executive council and I had the privilege of attending our last meeting last week dr. Spence was there as well there were so many updates I mean that is if you all would like to see some of their work I highly recommend joining. One of the updates was we are one LCPS Spirit Day on October 17th. So definitely want to wear some LCPS gear that day wherever you are. Also, just reminding all of us, everyone is pretty

[05:39:41] much aware, but Workforce Development Summit will be October 18th. I'm looking forward to that. It'll be at the National Conference Center. We talked about it, I think, last week as well. But that's it for me. Thank you, Vice Chair Struffy. And I'm going to pass. Mrs. Griffiths. Thank you, Madam Chair.

[05:40:00] I did want to reiterate that during our work session today, I did not get to continue, but we could save what I mentioned for new business. I'm fine with that. Unfortunately, I was cut off and I do have constituents to answer to. So everyone should have a chance to talk and voice their opinions. I think the DEI presentation was too long and not enough time for questions of the DEI team. As a matter of fact, I don't know that they really got any. I think more time should be provided for questions during work sessions. I would like the Loudoun County constituents to

[05:40:38] know that I am concerned about training for teachers and instruction for students regarding diversity, equity, and inclusion. So I just wanted to bring that up because I was not able to say it earlier um so thank you thank you madam chair thank you miss griffiths miss chandler thank you madam chair um i i will just note i think the school board has been adequate adequately updated tonight on the business of legislative audit and policy committee so i right i don't have anything further to update there um last week dr smith and i did attend the vsba conference in chesterfield

[05:41:17] focus on the legislative agenda. It was very interesting and informative. Dr. Coons gave Loudoun a little shout out, but it was fascinating to be able to really hear directly from her how their sessions around the Commonwealth have gone in terms of the new model policies that relate to the cell phone policy. And there are some differences in what we've passed and what they're suggesting so that's a conversation for another day and in Algonquian district there are lots of festivities coming up this weekend

[05:41:52] including Dominion's homecoming parade and Potomac Falls fair at the fall so it should be a nice week thank you Dr. Deans thank you I'd like to share that the equity committee has asked for volunteers for two subcommittees and we have both subcommittees populated and so and we will not have an equity committee meeting the month of October because the first Thursday is a student holiday so it's a religious religious holiday

[05:42:25] Sylvia Glass and I are having a going to hold a town hall in broad run next month October with that um we have new business and i was going to and uh with miss shirnoff we'll start with mission off and then we'll go from there thank you madam chair um i just wanted to address uh last tuesday on september 17th the francis hazel reed renaming town hall was held um there were

[05:43:03] about 30 community members in attendance and the meeting started with lcps staff explaining the renaming process and the corresponding policy as well as a brief history on francis hazel reed and her life and why FHR is being considered for the renaming based off of History Matters recommendations. After that a public forum was held. Unfortunately there was some heckling, laughing of audience members at speakers as well as some name-calling and that was disappointing as we had asked that participants remain respectful knowing that this is a delicate topic. This was our first renaming town hall and after careful reflection and in an effort to ensure

[05:43:41] that all participants feel safe and respected when engaging in public discussions, I'm wondering if we as a school board will be reinforcing measures to maintain decorum for our town halls going forward. While we fully recognize and respect the First Amendment rights of our citizens and we always welcome public input, I do not think disruptive conduct should be tolerated. I would like us to consider taking appropriate actions to address and mitigate ongoing disruptions that arise in future town halls to promote and ensure civil discourse. And Madam Chair, I appreciate the conversations that you and I have had in reflecting on this, and I'm glad that we have spoken. And I will defer to your thoughts as it pertains to

[05:44:21] next steps. I will say that part of it is our fault for not providing better structure and norms and a code of conduct before, as well as potential, I'm not going to say consequences, but you get it some some actions if those norms aren't respected because we all want people to

[05:44:53] feel safe speaking and we don't want name calling I think that leveraging our current decorum and civility standards that govern our school board meetings and we can socialize that between us And,

Mr. Allen, do you have a good idea about how we might be able to do that?

[05:45:20] Thank you, Madam Chair. I believe if there's no further perspective from the board and if it's the board's will, one way you could address this is for board members to share their thoughts with you, Madam Chair, on an individual basis, which could then, in turn, inform any relevant next steps.

[05:45:39] So, we might think about part of the speech that I give, public comment, part of that speech, and then we might want to think about giving speakers a warning for violating some of that, and giving that warning, and then telling them to sit down, and then perhaps giving them, the facilitator reserves the right to direct staff to remove the disruptive people, attendees.

[05:46:09] So those are some options that I think we can think about. And I would like to get your feedback after this meeting. How do you guys feel about that? Yes. Yes, Ms. Donoghue. Thank you, Madam Chair.

[05:46:25] I have a question for Mr. Allen, if I may. Mr. Allen, if we were inclined to add some measure of structure or guidelines around the process for holding these town halls, Is that something that we would be obligated to do by way of a policy change, or is there a less cumbersome way of addressing this?

[05:46:55] Thank you, Ms. Donahue. I believe, based on your input, that's certainly one approach, but it's not the only approach. It's really, I guess, dependent on the will of the board and your individual thoughts and whether you feel strongly that it should be memorialized in a policy or if it should be more of a practice or guidelines.

[05:47:23] But that's really up to the board as well. That can be in your thoughts to me as well, what path you guys might want to take. I do have some concerns because I was under the pressure we didn't have any more town halls for a little bit.

[05:47:40] But now I'm hearing that Dr. Deans is having a town hall, and so I'm having some okay not her oh as her guest you're not doing it together okay okay

[05:48:16] that's different all right yes Miss LaBelle. I have some new business if we finished with the discussion about town halls. I am very concerned last week there appeared on social media a report that Loudoun County was allowing women into schools to hand out voter registration forms as a former election official, I took it upon myself to see what was going on, and I found

[05:48:55] out that there were women in the schools, particularly Briarwood, handing out forms and telling students that they had to bring them back and they couldn't take them home. Well, one young lady did. It was posted on the internet, and what I noticed as an election official, that at the very bottom, there was a square that must be filled in with the name of the person who gave you that form and their contact information so I knew there was something up I took

[05:49:27] it to Wes Allen he took it to Daniel Smith Daniel Smith took it to dr. Spence we discovered it's the League of Women Voters they were in several schools I I only found out about Briar Wood.

[05:49:45] But at one point, when I was speaking with Dr. Spence, he said that they weren't giving them out, they were giving them to the students to give out. And my hair stood up on end. There are two important points in this discussion.

[05:50:02] One is that if we allow them to use paper registration forms, then we are tacitly allowing them access private student information. The second problem is that they are an outside organization and they

are carrying these pieces of paper with student information on it out of the building. According to election law, people who register other people to vote, they're called registrants, you have to take a

[05:50:39] test, you have to pass it, and then you get approved by the state to do it. Handing these papers to students violates all of that. Also, if you are a registrant and let's say you go to a street fair like the Latino Festival and you're registering voters, you have 10 days to get those papers that you have filled out from the people to the election office. So those are two really big issues that worry me. One, that we are letting student information tacitly, not

[05:51:13] deliberately but tacitly out of the building and that the law has been broken and parents don't even know this is happening. Now Dr. Spence did send out a clarification on the 19th about what we were doing for voting but the election board called me because they knew I was on the school board wanted to know about this. They are very concerned. The election board does have an outreach program that goes into the schools and teaches students about elections how you

[05:51:51] can register why they're important things like that and they will teach them and I know that we would allow them to either use their cell phone or their Chromebook there is a QR code that they could use that goes directly from their device that they fill out themselves to the database in the election board no human eyes see it except the student who puts it in then when they go to vote they give their their ID proof of ID and the person checking them in the

[05:52:26] election officer will tell them either a you're good to go here's your ballot or B oh there's a small problem go over to the help desk and the help desk will solve the problem for them now I know that the League of Women Voters have coupons or literature that has that QR code on them, but they weren't using them.

[05:52:48] They were handing out paper ballots. That becomes the issue and we could be held liable for it. In fact, I was at an event over the weekend where I was asked by Lieutenant Governor Winsome Sears what's going on with this voter issue that I see.

[05:53:06] So I think that we as a board need to, between now and the election, limit voter registration to using the QR code all the kids have Chromebooks if they want to register they can and then perhaps going forward limit it just to the election board I really don't think it's a good idea to give student pupil information out I think it's against code so this is something we need to talk about I know and you had mentioned at one point you saw some information about

[05:53:39] that dr. Spence yes if it's okay I need to respond and offer some clarification so um and i do appreciate miss labelle bringing that concern to me so we could talk about it and and i just want to offer additional clarity so um we we did send out information to our principals earlier this school year about the virginia code which does require that we offer the opportunity for our students to register to vote we encourage them to do that

[05:54:17] either through their internal organizations to work with the Department of Elections or to work with the League of Women Voters. To date, there has been one registration event with the League of Women Voters, which was held in Loudoun County, and that was as noted at Briarwoods High School.

[05:54:34] As Ms. LaBelle mentioned, the individuals who participated on behalf of the League of Women Voters are certified in Virginia to support third-party voter registration drives. Having completed the state training and having the sworn affidavits their names are available on the list at the Department of

Elections as certified individuals they were in the building for two days over the course of two days they collected 14 forms they also did offer a QR code there were at no time actually did students hand out forms there were students in the cafeteria apparently with a clipboard that said if you want to vote there's a table out there go to the table so students were not handing out forms to other students the only

[05:55:14] people who are doing that were those who were certified as third-party voter registrants when the concern was brought to our attention we did have some conversation about that there is one other event scheduled in Loudoun County and that is scheduled at Loudoun County High School on October 8th it's scheduled for two hours and so our conversation with the League of Women Voters one other event scheduled with the League of Women Voters I'll come back to the other events um was to understand how that would work it's going to be an optional session for students

[05:55:53] based on their interest during what they call it loudon county high school psat grades for grades 9 through 11 the table is going to be identified as a senior only voter information table option and then students there will be informed based on our conversations within that there are two approaches that they may use to register to vote either the online form using the qr code which was also available to students at Briarwoods or a paper form that the student can choose to take away and subsequently mail and they will be provided with a pre-addressed envelope for mailing that to the Loudoun County Office of Elections. Also just want to note that we do work

[05:56:32] and I mentioned I would go back to to other processes that we do also work with the County Board of Elections. They do come into our government classes and they are also able to participate as a part, as a third party voter registration within the school. So there are a couple of different mechanisms for that to occur. Our intention has been to make sure that students have that opportunity. And I'll just say with my experience around the state, the League of Women Voters has worked as a third party registrant in schools across the Commonwealth and across the country, as I understand it, for some time, but I can only speak to it within the Commonwealth.

[05:57:13] It's the first time I had heard any concerns, and so I do appreciate folks raising them. We did clarify with some communications what our expectations are there. And, again, have made sure with the only other event that will occur with legal win voters that they will either use the QR code or they will get a form to take home.

[05:57:35] And I will also go back to an earlier comment. We have no indication and no evidence that students were ever told that they were not allowed to take a form home. and that they must turn it in that we don't have any indication that that conversation occurred so I would say I feel confident that students were providing these forms voluntarily they were given the option to do that and I feel confident that based on any concerns raised that we've taken the opportunity to address those with the folks who are partnering with us through

[05:58:10] the League of Women Voters. Thank you, Dr. Spence. Any other discussion? Yes, Ms. Donahue. Thank you, Madam Chair. I wanted to say briefly thank you to Dr. Spence for that clarifying information and to respond to some of Ms. LaBelle's comments. I am grateful that the school district is making efforts to support voter registration. I mean, voting, I think we can all

[05:58:47] agree, is an incredibly important right that we share here in this country and in this commonwealth and is an important part of civic education and instruction for our students on how important it is to go out and vote. And I think it's great that the schools are not just teaching students about

the importance of voting, but actually taking steps to facilitate them being able to vote if they are of age and meet the qualifications required to be able to vote.

[05:59:23] I did receive an email from a community member expressing some concerns over, as Ms. LaBelle stated, reports of individuals in the school asking students to register to vote.

[05:59:43] And having received that email, I forwarded it to some staff members to ask them to look into if they could confirm anything about the allegations that had happened. So that was how I learned of this incident.

[06:00:03] And I did not know other specifics until Dr. Spence provided additional information But I absolutely think that encouraging our students to register to vote if they are qualified to do so is something that we can and should be doing. I will support us continuing to do that, and I will also support us continuing to work with nonpartisan third-party organizations who have the appropriate training and approval to collect voter registrations.

[06:00:33] Thank you. Thank you, Ms. Donahue. Dr. Spence. Thank you. just wanted to add one more piece of information if it's okay there was some question about who was being given the opportunity to register to vote and there was a conversation about pre-registration we we offered some clarification that we wouldn't engage in pre-registration of students but under under Virginia code students who are 16 and older but not eligible to vote on the day of an election are eligible to pre-register to vote so there's a form they can do

[06:01:08] that um and uh and turn that and we're not actually engaging in that but i did think it was interesting to note that on the virginia department of elections general registrar director of elections handbook that they actually talk about going into schools and working with the local high school to encourage registration at least annually and they specifically point out that children who are 16 years of age or older but who will not be 18 years of age on or before the day of the next election can pre-register to vote so contemplating that the registrars local registrars these third-party registrants as well can pre-register students so i suppose it's a

[06:01:48] conversation we can engage in at some point about whether or not we want to provide students the opportunity to pre-register to vote in addition to the opportunity to register to vote so that's right now we've given the guidance to our schools that we're not going to pre-register students we're only going to register students who are eligible but I do think you know students are eligible pre-registered 16 we ought to be making them aware of that and we'll probably seek to to build out something around that for our government classes. Ms. LaBelle. I agree wholeheartedly that we need to register students help them register pre-register them if they so

[06:02:26] desire. My contention is the fact that we are doing it in paper form. That is allowing student private information to leave this building basically with our consent because we're allowing it to happen here. If we need to fix this, we need to make it sure that it goes through a QR code directly to the board of elections the head of the board of elections was absolutely stunned when she found out it was paper forms she said no they really

[06:03:04] need to use the QR information we don't want student information going out in the school that makes them liable as well so I really think we need to move to only QR registration within our school

buildings Ms. LaBelle, do you have an issue with the paper that's given to the kid with the envelope and self the envelope?

[06:03:32] I did not hear anything about an envelope. Yes, they could turn around and mail it in, but most of them just hand them back. That is a general practice among people who register to vote. I think that at that point in time, QR is the way to go.

[06:03:52] That way they know and we know that their registration has gotten to the proper place without anyone else seeing it. I think that was one of the options was to give them a stamped envelope with the Department of Elections on there so that they could take it home and fill out the paperwork as well.

[06:04:11] I think that was one of the options you were talking about. Yes, ma'am. That's correct. That's what I suggested that we have directed that as we go forward, They'll either use the QR code or provide a hard copy of the Virginia registration application that they can take away to complete, and the League of Women Voters in particular has indicated that they're happy to provide students with a stamp and pre-addressed envelope so that they can mail that to the Loudoun election offices.

[06:04:35] And then I would be curious to find out if it's the local board of elections, and we'll do some research on this, if it's their position that they do not want to accept paper from students as well if they're in the building working with us. And if that's the case or if it's the board's direction, then we can certainly tell them that we don't want them doing that and we can ask them to provide the same things that we've asked the League of Women Voters to provide, which would be a pre-addressed envelope and or QR code. I don't think that there's going to be a problem with the Board of Elections collecting this. I think that the problem, again, is the fact

[06:05:13] that we are giving student information to a group that is not part of the school system. They may be a community partner, but they are not part of the Loudoun County government as we are and as is the Board of Elections. They do have people that will go out into the schools and do the same thing, and that way we know it's going directly to the Board of Elections.

[06:05:37] Right, and I just want to be clear. I wasn't suggesting whether or not there was a problem. I had heard you say you didn't think we should be using paper, so I wanted to confirm with the board of elections what how they would want to approach that if you need miss oberlander's number I have it for you okay good any more discussion on new business miss labelle do you have any no okay well um thank you everyone and um with that I will

[06:06:14] adjourn the school board the 9 24 24 school board meeting is now over



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