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Loudoun County School Board, Specialized Programs & Centers Committee Meeting, Tuesday, March 4, 2025

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[00:00:58] Good afternoon everyone. I'd like to call this March 4th, 2025 Special Programs and Centers Committee to order. My name is Dr. Rasheed. I'm the chair of this committee. We appreciate your presence today. The purpose of today's meeting is to approve the minutes and we have an action item which is the Academy of Global and Linguistic Studies proposal and then we have a couple of information items which is the five-year plan of CTE and the charter school calendar for 25 and 26.

[00:01:27] Before we proceed, we do value public input. If there's anyone from the public that'd like to address the committee, fill out a speaker card at the registration table, which I just reviewed, in which nobody signed up for public comment, which is totally fine.

[00:01:43] Please know that your comments are always welcome to the committee. So we need to approve the minutes from our last meeting. Has everyone had a chance to review those minutes, and are there any corrections or additions? Is there a motion to approve the minutes? Move to approve the meeting minutes.

[00:02:01] Thank you Mr. Streffi. Do I hear a second? Second. Thank you Ms. LaBelle. The minutes have been approved. All those in favor of the minutes say aye. Aye. Any opposed say nay and the minutes have been approved.

[00:02:17] Okay, so let's begin by reviewing the agenda. I briefly stated that we are going to have an action item for the Academy of Global and Linguistic Studies proposal. We do have information items, like I mentioned before, which is the development of CTE, the five-year plan, and the charter school calendar for 25 and 26.

[00:02:39] Are there any adjustments or additions to the agenda? If so, raise your hand and state your proposed change. Let's go ahead and move on to our first agenda item, which is an action item, which is the Academy of Global and Linguistic Studies proposal.

[00:02:55] I'll turn it over to Mr. Slevin if you would like to add in a comment or anything you'd like, any details you'd like to add. Mr. Slevin. Thank you, Dr. Rasheed. As you stated, this item is coming back to the committee as an action item. Our team has presented the proposal for the Academy of Global Linguistics Studies as an information item two times to get feedback from the committee, and so we're ready to proceed with action.

[00:03:24] So what you're approving today is forwarding this to the full board for consideration. As you may recall, an initial planning year was approved in the FY26 budget. We anticipate a coordinator being hired with a July 1 start. This proposal is aligned to our special programs policy for an internal group to develop a plan, review by senior staff, and then bring to the full board for approval for going forward.

[00:03:52] There will be opportunities in the future for the board to have influence on the launch of the academy through the FY27 budget process. And so we'll continue to have conversations about what this academy will become. In the future, we'll be bringing to the committee the site selection process, for example.

[00:04:10] So while this proposal will be approved, there'll be ongoing work around the development of this particular academy. One update that we made based on feedback generally is around the accessibility of the program. A board member brought that up during our budget process. so on page 15 we did include language related to English learner and special education staffing we do envision special education students and English learner students having the option to attend this program and as such we know that staffing will need to be generated by their attendance so as is happening

[00:04:45] currently with hampsi you know we consider the needs of the students that are in the program and we work with the office of special education and office of school leadership to make sure those students are being supported besides that there's no changes to the proposal that have been shared in the past so we're happy to answer any questions we have Ms. Graham here and Ms. Clark so we're open for feedback or questions thank you Mr. Slevin I'd like to open the floor for any discussion or questions from my fellow board members do you have any questions or comments yes Ms. LaBelle I'm really excited to see this program moving

[00:05:25] forward and moving forward so quickly I think it's going to be a really good option for students in our area that want to work in the international arena especially with so many businesses and government offices being located close by I think this will be great thank you Mr. Bell yes Mr. Struffy no other questions from me I appreciate the back and forth during the budget process and answering my questions that I had around the program and I'm also excited about all the potential partnerships that might come for the school division around this

[00:06:01] program as well so thank you thank you mr. streffi and I echo my the sentiments of my colleagues here there are no further questions I'll entertain a motion to approve this action item 4.01 to go to the do I have a motion I move that we forward this to the full board for information for them thank you miss LaBelle motion has been brought forth do I hear second thank you mr. streffi if this motion was approved and seconded.

[00:06:40] Any final thoughts or comments on this agenda item before it goes to the full board? Thank you. - Just confirming, did you have a vote or did you just do the motion? - I can't hear what it was. - So I think you have the motion.

[00:06:56] I think you still need to vote. - Okay. Yes, let's go ahead and vote. All those in favor of this action item to move forward to the full board say aye. - Aye. - Aye.

[00:07:12] - All those in favor say nay. Okay, great, wonderful. So we look forward to this action item moving forward. yes Mr. Slevin so just one point of clarity as this is coming out of the special programs committee generally it's presented by the chair of the committee but staff will be available to provide the overview that we provided to the to the committee to the full board so you and I can talk about that as that would likely be helpful to your colleagues yes thank you thank you Mr.

[00:07:38] Slevin let's move on to our next agenda item which is 5.01 it's an information item development of career and technical education the five-year plan I will now turn it over to mr or dr grubbs uh if you would like to add anything to this or present thank you thank you dr rasheed good afternoon mr streffi good afternoon miss labelle thank you for having us here today i'm joined by my colleague jen helpers the supervisor of career and technical education we're here to present to you the development of a career and technical education

[00:08:15] five-year plan we are going to give some updates on the progress next steps and just some pragmatic things that have happened since our lcps workforce summits so before we begin what's really driving this five-year plan are two initiatives that have occurred over the course of the school year obviously the introduction of the 3e readiness framework primarily the employment component of the 3e readiness framework which is prioritizing ct completers and students getting an industry recognized credential in a high demand high wage field that part is really driving expansion of CT programs in the county more

[00:08:55] opportunities for students so we have students graduating with an industry recognized credential also this presentation is the result of our workforce summit that we had in the fall two main findings came from that summit it was really around program expansion in the school system and employability skills so we're gonna unpack some of those topics on the slides that are coming up so we are really here today we're centered around our top two priorities which is program expansion, a five-year plan, and our workforce outcomes. We know that the goal to expand strategically over the next

[00:09:33] five years is top priority here and that's why we're here to share a little bit more about that. It is through intentional planning and collaboration with industry partners and stakeholders that our CTAE initiatives will help drive student success. So you may have seen this chart we shared this at the LCPS Workforce Summit this is one of the first initiatives that we started this school year where we are now is we're looking at current program offerings we took all of our 17 career clusters which ends up being about 83 pathways and we've been expanding by the six planning zones examining by the six planning zones where our programs are and where they are not I'm not going to go through

[00:10:13] every single gap but here's some example gaps like no agriculture education that in loudon county public schools across any of our six planning zones in any of our high schools we currently have no energy programs in loudon county public schools the finance cluster is not in all planning zones so we do have that program but it's not accessible to all students in the county and then more at the school level we do not have business management and administration in every single high school as the figure shows we do not currently have it in the eastern loudon planning zone so students do not have access to those programs and also

[00:10:51] Heritage High School in Central Loudoun does not have that program and this slide continues to highlight some example gaps health and medical sciences is only available in two of our six planning zones human service cluster is in all but two high schools and as you can see that nice white row there there's no law public safety programs in any of our schools and if i could add this is outside of programming that exists at the academies of loudon so we are

[00:11:29] really focusing on our comprehensive high schools in this current program offerings map so as the previous two slides illustrated we've been working as a team looking at enrollment figures working with teachers working with schools on where programs currently are the last three months we've been engaging our department chairs our advisory council members even individuals at the lcps workforce summit and i'm really trying to spark wonderings what sticks out what surprises you what concerns do you have what program offerings and program types do we need to expand so we've been really spending the last three months just collecting feedback from

[00:12:07] our various stakeholder groups and so from those stakeholder groups and in those conversations we know that we need to expand CTE. And so our focus is not on what to expand, but how to expand.

[00:12:23] And what we should be asking in this example, or we should be asking, do we add option A or option B? And how are we going to do that? So by shifting our focus from what to how, we can create a strategic, balanced, and effective five-year expansion plan that will benefit all of our students.

[00:12:45] - And so as the previous slide illustrated, It's not a matter of do we add agriculture education here? Do we add a dental program if Dr. Rasheed asks that to be the next program? It's a matter of how we're expanding. What are the sustainable long-term effects of program expansion around the county?

[00:13:01] And so for the past two months, we have had a Google form. We've been asking our advisory council, our department chairs, a lot of our employers to start to weigh in on their highest, medium, and lowest priority in terms of program expansion. We are going to share this feedback form with you all, so you can also, if you wanted to partake in the form.

[00:13:21] But some of the examples we have are, is it more important that we ensure all 17 career clusters are offered somewhere in LCPS, or is it more important that we offer, for example, new programs like aviation maintenance, or is it more important that every high school has the exact same programs from school to school?

[00:13:38] From there, we as a team can start to pick and work with schools on what programs we're going to expand. But it's really important we start with that strategy for how we're going to expand first. And this is a quick snapshot of some of the data that we are starting to see.

[00:13:54] As Dr. Grubbs alluded to, we're really starting to see group priorities come into play. What's being ranked as the highest or the mid-level priorities in our community. And this continues to change. We just pushed this out to another group just last week.

[00:14:11] And as of Friday, answers and priorities were shifting. still so it's kind of exciting to see that so obviously that's not in no expectation to read all those figures we have it summarized for you on this slide out of those 10 different options for expanding programs we're starting to see a few that are really bubbling up from our state quarters so we have about 70 individuals that have completed that google form out of those 10 different options for how do we expand programs as that previous slide simply illustrated our top three priorities right now are from our feedback groups are expanding programs that are aligned to

[00:14:47] high-demand career fields, which is very different than aligning to high-wage fields. Bullet point two that we're seeing as a priority for us is expanding programs that are fast-tracked to industry, so programs that are more for entering the workforce immediately, maybe are not requiring a four-year degree.

[00:15:04] And then the third priority that is bubbling up is ensuring that all six Loudoun planning zones have an equal number of CT programs distributed within their schools, so really making sure that, for example, Western Loudoun and Ashburn have a comparable number of CT programs.

[00:15:20] So we're still collecting that data, but it's helping us really start to think about how we expand programs moving forward. And then with this data, in an effort to ensure strategic and data-driven decisions, we are using a design matrix, and this will help guide our approach to the five-year plan and really pushing out what that looks like, right, in draft form right now.

[00:15:45] So this allows us to evaluate options objectively. This ensures that our choices align with our priorities and long-term goals and really helps us assess multiple factors such as feasibility, impact, cost, and our alignment to our superintendent's post-entry plan in a structured way to determine the best path forward.

[00:16:07] And this is a process that I've used in the past. It really helps us when a school or a principal or a board member or a community member says, hey we really want this program instead of us focusing just on that program in one school we can really put it back into this decision matrix and say well hey this is how it's weighted against our three priorities for how we expand and so we can quantify a little bit around how we're expanding our programs versus focusing on a specific cluster or specific school slide so we did want to bring some examples that we do feel very strongly as we're formulating our five-year plan that are probably going to happen an example as jen alluded to is health care we're really

[00:16:44] really proud of our Hammside program it's off to a good start we had over 700 kids apply for essentially 150 seats so we've a really growing interest in the health care profession but it's only offered at Tuscarora High School in Briarwoods so if you look at the map on current it's only in two of our planning zones so our hope is we would start to work towards a phase one where we would add it to two additional planning zones and then maybe long-term phase two with that we would be offered in every single planning zone in loud and county public schools so maybe not necessarily every single high school would have health medical sciences or maybe even a ham sci special program

[00:17:23] but have some health medical science programming available within their region this is another example sort of the agricultural education that's that is bubbling to the top in what our community and stakeholders are sharing as a priority so currently we have no agricultural education programs in loudon county public schools and so a possible phase one would be to start in western loudon and then potentially move possibly into dulles north but to ensure that both eastern and western loudon county has has ag programs in place i think this one's really important we're having a

[00:18:01] really strong focus community engagement around ag in loudon county and i think the first natural inclination is western loudon but we want to also make sure that we have a plan to bring those types of opportunities to our eastern loudon community members and so i think with this type of phase-in approach we think more sustainability across our county and school system versus one geographic region so the last one those are two realistic ones that we're getting another one is we're getting requests for dental programs data center programs aviation maintenance programs and so a lot of those programs we don't offer anywhere and so how do we begin to expand aviation maintenance

[00:18:39] This is one that we are looking at potentially in Dulles South, close proximity to Dulles Airport, but then also some expansion into Central Loudoun for the Leesburg Airport. So that's a program that we're starting to look about with some long-term expansion efforts moving forward.

[00:18:58] So what does that look like in timeline form? And we are, as we highlighted on a previous slide, still in draft form. There are a lot of moving parts here that we are putting into place. But you can see that we began July 1 as a new division with a brand new team.

[00:19:18] We've come a long way since July 1. So this outlines some key milestones in our planning. Each phase is designed to ensure thoughtful decision-making, stakeholder engagement, and successful implementation. So you can see where we are here in spring 2025.

[00:19:36] We have a more clear understanding of our landscape. We are gathering feedback, and we are drafting our five-year plan. As we are looking ahead to the fall, we will have drafted our five-year plan. We will be in the planning process and really looking at preparing for phased implementation.

[00:19:58] So we want to open it up for board member input. We've heard from some of you throughout the year. I just want to give appreciation for those that attended the LCPS Workforce Summit, participated in those breakout sessions. I think we've gotten a really good gauge on some programs from board members in terms of their interests, but we want to open up the floor to programs that you are personally interested in, expansion priorities as a board member or a community member, and then what would be helpful for you as a board member in terms of information or tours or resources to help influence future program expansion.

[00:20:34] On that note, we will open it up for questions or feedback or comments. Thank you, Ms. Albers and Dr. Grubbs. Thank you for that presentation. It's really exciting, this stuff, a lot of stuff that's coming into play. Members of the committee, do you have any questions or comments?

[00:20:53] Yes, Ms. LaBelle. Well, I was glad to see agriculture there. That's a big one for Western Loudon. I get a lot of questions about that. I can give you some outside references of people, businesses, organizations that would be happy to work with us.

[00:21:13] And I will mention that Dr. Shipp at Woodgrove told me he had plenty of land and plenty of room if we wanted to start in agriculture there. I will also mention that the teacher that we had here last

week, or at the SBAD meeting, if you were there, I'm sorry, Mrs. Bingaman, She is teaching also aviation and has been for several years over out in Woodgrove, and she might be a good touchstone for you as you're working through things.

[00:21:50] Yeah, we appreciate that. I was with Dr. Shipp last week, and he brought up ag, and we were at the new ag school last week as well, talking about a potential partnership with Fabioli Sellers as well. So we've been having some of those conversations, but we welcome more. The other group just deserted me.

[00:22:12] It was a farm organization. It wasn't Future Farmers of America, but I will get that information back through you. Thank you, Ms. LaBelle. Any other questions or comments? Yes, Mr. Struffy.

[00:22:29] Chair, I just wanted to make a few comments. First of all, I appreciate the entire approach to the five-year plan, and I love the idea that as a division we're engaging stakeholders and making our decisions based on what we think are going to be the assumptions for what the community wants and what we need in these programs.

[00:22:50] So, for example, having a minimum of three programs at every high school, I think, is amazing, right? And just being able to see the data based on the planning zones and seeing where our gaps are has, you know, and I'm guilty of the same thing, right?

[00:23:07] I come from the tech education space, and so I get excited about those programs. But having been presented this information and seeing all the work that's been done so far, I can now take a step back and slow my roll a little bit and join you all and just be deliberate about this planning process.

[00:23:28] So the one thing I did want to mention is maybe if there's a focus on how we can streamline or improve our existing programming, there's a lot of things that I think about when I look at improving our programming, what we have currently across the division.

[00:23:46] What is our approach to work-based learning? And how do we integrate our partnerships outside of just the academies or the centers that we have right now? How do we integrate our partners into those existing programs or whatever new programs that we decide on?

[00:24:04] And how do we make workforce readiness? And you mentioned this in the chamber event. There was one example that you gave that was really profound, is that there was a student, I think, who had doubled down on becoming a doctor. And, you know, they went to a job shadowing event, and then they saw blood, and that was like they painted.

[00:24:27] Passed out five minutes in. They had invested so much time and effort into going down that pathway. But I think one thing that you said, which was, again, profound for me, was that no matter what option that they look at, whatever CTE programming that we have that that it'll serve them regardless of what they end up choosing after they they graduate and I think that that is something that I hung on to from what you said and I think that when you look at employers regardless of the space if they're looking at community college graduates or four-year degree graduates or people come just entering the

[00:25:06] workforce it's a lot of the basic life skills or employability skills that they feel are missing regardless of you know how much education or you know training that that person has so I think that that you know I would be curious as to how we're implementing that across the division even if it's not in CTE is how do we think about life skills and employability skills in general because we know it's gonna serve

them regardless of the pathway so I have a lot of other comments but I think this is a really good starting point and a lot for me to

[00:25:44] learn as we go on in the process. So thank you. Appreciate it. Thank you, Mr. Streffi. I have more of a comment, not so much of a question, depending on how you take it. With all the programs, my only concern, like, for example, with you said, HAMSI, we intend to go into phase two, phase three. Are we considering the transportation, though? Because I know as we expand, we have to have enough transportation, and I understand we have a little bit of a shortage. So it's just, are there any, are there any plans about that uh i understand that it's a step-by-step thing but what are your

[00:26:22] thoughts on that yeah it's a great question it's one that um katie clark and i have been having with um transportation off and on throughout the year and i know that they've been giving updates around the challenges for transportation um you know obviously this is a plan it's organic and it's just kind of throwing our wishes against the wall uh what i like about mapping it against the six planning zones are those are also our transportation routes so i think that if we think about these are potential programs we could then take that back to transportation and say here's our wish list it already maps back to the transportation zones that a school system has already outlined so I think at least it starts moving us in that direction for those conversations have

[00:27:00] the answer to but I think I think at least gets the right information and the right people thank you yes Miss LaBelle I had another thought that is more in line with Mr. Streffi's questions. Yesterday I was sitting with the committee that is working on our new transition center for our special ed students. And one of the big things that we started teaching at that time were work readiness skills, alternate career paths, things like that.

[00:27:35] Are we planning for any career assessment for students? I know it should be available through Squalogy how much are we doing are the students actually looking at that and will that be used in helping them determine a pathway yeah I think it's a great question we're using school links now which is mapped back to the Holland's code in the RISAC model I presented a little bit that at the chamber event on Friday we have some preliminary data so we're able to look at where our students interests are across the school system as a division we're also bringing in

[00:28:12] And April 7th, some consultants to train our teachers in the RIASAC model. And just last night, we took all of our courses, every single CT course in the school system, we mapped it back to the RIASAC model so that we can start working with students on what your skills, your values, and your interests, and then what courses align to that model.

[00:28:32] So I just shared that last night with Jen, coincidentally, to help with those conversations. You know, what do you, are you more artistic? Are you more conventional? Are you more hands-on? And then how does that map back to our existing coursework? And I think there's room to grow, but I think we're laying a really good foundation.

[00:28:48] We're trying to partner with school counseling more on some of that work also. Some of the other things that we had discussed in our meeting yesterday was the importance of teaching how to behave in business, how to do interviews, how to do resumes.

[00:29:05] Do we have a place for that in our program? I feel like this was like our chamber presentation on Friday. This is perfect. Sorry, I wasn't here. no no it was good we just released a workforce development

handbook for employers and businesses in that handbook we have a new continuum that we're hoping for for students by grade level to get more involved in things like mock interviews resume building we're also flipping some things on its head so we do job for a day as a junior and a senior to mr astreffy's point if you are for the first time walking into a hospital as a senior you've already applied to

[00:29:44] a university and you're seeing blood for the first time and you're passing out like the experience is a little bit too late right so we're trying to map all the experiences that we think by grade level students should have by the time they graduate loudon county public schools so the model we're moving more towards next year is more centralized mock interview days more centralized resume building days and so i think that you have also seen our new reorg and we're devoting some new ftes to work-based learning around the county so we're going to have five individuals next school year one for special programs four that are regional that are going to be doing work-based learning

[00:30:21] and their job is they'll be they'll be assigned to three to four high schools and the hope is that they're doing more regional support around mock interviewing skill development resume building those types of things career fairs and opportunities like that I think we're heading a really good direction we'll share that handbook with you and you can start to see the direction that we're going in So that's amazing, and I think, I assume that career advisement is also like just advising people about the different pathways.

[00:30:52] One of the things that I think about, I don't know if it's helpful for this conversation, but I'll offer it, is in IT, for example, you, you know, the field has broadened so much in the last 10 or 15 years. And so typically you would have needed that four-year degree background and having that foundation and systems to then do coding or whatever you would do in the field.

[00:31:15] And now you have the inverted T, which is you focus immediately on a very direct pathway or a job, and then you build up that foundation over time or through additional education. So there are so many more opportunities in IT that the field has broadened.

[00:31:33] So I do have questions around, like, I love the idea that we're aligning towards credentials, industry certifications and credentials, but I wonder about this early on in a student's, you know, this early on in their life, doubling down on the diagnostic technician field, or a very specific field, for example, in IT or another field, and wonder, you know, how do we balance the two?

[00:32:05] Because you have some of those students who would go into that career, and then you have some of those students who would pursue something else in health care, potentially. And so that's a little bit of a curiosity on my part, maybe, for a future discussion. Yeah, I mean, I would love to have a future discussion.

[00:32:22] I'll take a stab at it if you'd like. Yeah, well, I think it's a lot of the presentation on Friday. It's meeting kids where they are. I think I gave an example of a student that I taught years ago that was a successful engineering student. and he said, I'm not going to be an engineer, and everyone in the room kind of jaw-dropped, and he said, I'm going to be a lawyer, and they didn't see the connection.

[00:32:43] So I think the whole point of that message was meeting kids where they are. And I think we just need to meet kids where they are, have those conversations instead of tracking them. The student that wants that very discreet skill set, let's get them that skill set. The student that's exploring, let's just get them ready for their first job, not their career, right?

[00:33:00] So I think we just need to have more conversations with kids and meet them where they are and expand upon their skills, values, and their interests. I love that. Thank you. Yes, Ms. LeBell. I just wanted to share with, especially Mr. Struffy, but with everybody, if you haven't been to HAMSCI to see it, it's a wonderful program.

[00:33:20] And when we were in there the other day, Dr. Bergen and I took a learning walk through Tuscarora and went to HAMSCI particularly. And she had on the board, it's not just medical science. And she had, and if you want to take a quick look at that, she listed all the other things you could do through medical training.

[00:33:42] She has athletic trainer, blood spatter analysis, fingerprint examiner, coroner. That's the first one I want. Oh, my goodness. Geneticist, nurse practitioner, phlebotomist, medical, I can't read that right now, illustrator, just a whole host of things.

[00:34:02] two full bulletin boards of all the things you could do starting through HAMSci. And that was really enlightening to me that we could take a basic program and expand it out and say, well, these are all the things, and you can take your own little track once you get the basics in.

[00:34:20] She was telling me about one of the projects they had. They did like a CSI exam, and in the back of the room she had a whole scene from something that had happened. And the students had to go back there and examine it and figure out where were the clues, where they could use it, what it could tell them, how it would help them solve the mystery, and then solve the mystery as to what the person died of.

[00:34:45] She even had a dummy for a body there. So it's very, very unique, and she hits a lot of different things. And I hope maybe we'll be able to see some of that through other careers. Yes, Mr. Stratton.

[00:35:01] I was, last comment, so the one thing that I wanted to, and I know you know this, and everyone on the team knows this, but I think as we go in this direction more and more with our business partners and CTAC and expanding our CTE programming, it will really force the division in a good way to start looking more at what the jobs are in the area and to really just get into the work of workforce development together with our higher education partners.

[00:35:41] I know we've been doing that and we continue to do that, but I think that it will probably push us in that direction even more. I give the example of cybersecurity. We hear reports, you know, White House reports talking about the talent or the skills gap, Yet, what people don't really understand is that there aren't that many entry-level jobs available for people in cybersecurity just because of the way folks are typically hired in those positions.

[00:36:09] And so, really understanding from industry how we can break that cycle and allow more people to access those jobs early career is a problem statement that we need to be involved in those conversations. So, just something, you know, additional to the conversation.

[00:36:28] So I just want to brag on Dr. Grubbs and his team in that I think there's already recognition about the potential of where we're headed with CTE. We've had longstanding relationships with the Loudoun Chamber, Loudoun Economic Development, but they've been really front and center of our efforts.

[00:36:47] So, like, having Dr. Grubbs invited to address the chamber last week, as you referenced, Loudoun Economic Development being such a key player in that workforce summit this past fall and that

going into the future, aligning our thinking around the six economic areas, is that what we're calling it?

[00:37:03] Six sectors. Sectors. All those things I think our partners are seeing as evidence. Like, we're moving in a direction that's aligned with their needs, and I think that's just going to bear tremendous fruit for our students and families at LCPS.

[00:37:18] And I just want to give big credit to this team here that are helping us with that. Thank you so much. And you guys have shared a wealth of information. And I could see the excitement, especially from Dr. Grubbs, like he just can't contain himself.

[00:37:35] You should have seen Dr. Sheep flipping pizza last week. Yes, we were flipping pizza last week. Right, right. That was fun. That was fun. All right. So any other questions or comments before we move on to the next engineer? Yes, Mr. Slovin. So CTE will be a regular topic at this meeting, so we'll be coming back in April with a survey we had talked about, and we're going to include some items around CTE.

[00:38:00] This presentation, and as we further develop the five-year plan, will be an item at a future board meeting, so we can have this conversation fully with the full board, as this five-year plan will have an impact on our strategic decisions going forward as a division. So we really appreciate your support and advocacy and engagement with this topic.

[00:38:18] I'm sure Jen and Mike are just as excited as me to see your excitement. So, thank you. Likewise. Thank you so much. All right, we'll move on to our next agenda item, which is 5.02. It is the charter school school year 25-26 calendars, which I will turn it over to Ms. Elaine Lehman to present. Thank you.

[00:38:37] Hi. Thank you so much. Nice to see everybody. Attached to the SPC agenda are the school calendars for next year for both Middleburg Community Charter School and Hillsboro Charter Academy. We do have representatives from both if anyone has questions about how their calendars differ from the LCPS student calendar.

[00:38:57] But both meet all the requirements in terms of student hours of attendance and things like that, but vary in a couple of different ways. So I can just generally tell you Middleburg always starts prior to LCPS. They start earlier and end earlier, and they have different breaks throughout the year. Hillsboro follows our calendar, but goes longer on each day than we do.

[00:39:17] so they have some different breaks during the year but they can answer any more specific questions that you might have thank you Ms. Lehman thank you for that and I will ask for any questions or comments from board members about this calendars likewise thank you Ms. Lehman all right so we'll move on to our next agenda item but before we do I think that this item will then come to SPC for as an action item for calendar here at SPC okay great any questions about

[00:39:52] that. Awesome thank you. All right so move on to our next agenda item which is new business. Any new business for board members? Okay great. All right. Then we'll I'll turn it over to our future meeting which our next meeting is scheduled for April 1st at 3 30. Go ahead and mark your calendars. It's a lifetime event and if there's no further business I entertain a motion to adjourn the meeting.

[00:40:29] Moved by Mr. Streffi do I hear a second second. Okay seconded by Ms. LaBelle. All those in favor of adjourning say aye. Aye. The meeting is adjourned thank you for coming out.



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