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Loudoun County School Board, 4th Tuesday School Board Meeting, Tuesday, May 20, 2025

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[00:00:29] Good afternoon. I called to order this May 20th, 2025 Loudoun County School Board meeting. I was wondering, we're supposed to have remote attendance. Do we have that up yet? We're working to get it online now. There's a fiber cut in the area that's impacting it, but my understanding was Mr. Streffi wasn't going to join until 7 or 7.30.

[00:00:57] Okay, so we're good. So I'm just going to wait on that until after dinner, right? okay okay so we will go ahead with disclosures um i'll start as a member of the loud and kenny 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'm eligible to receive health insurance and related benefits as an lcps employee these benefits however affect thousands of employees

[00:01:34] 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. Ms. Chandler.

[00:01:51] 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. 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. I can and will. Thank you, Madam Chair. As a member

[00:02:30] 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. 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

[00:03:04] statutory three employees whose interests may be affected, of which my spouse, my sister-in-law, my minor children, and 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. Thank you, Vice Chair Donohue. Mrs. Griffiths? 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

[00:03:40] benefits for LCPS employees. 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 be affected of which i am included i can and will participate fairly objectively and in the public's 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 griffis uh miss shirnoff oh she's not here right now um we'll

[00:04:14] have her uh state her disclosure when she gets here um we'll move on to item three approval of the consent agenda. Board members, are there any changes to be made to the consent agenda? No. Before we vote on the consent agenda, we have five proclamations to read. Our first

[00:04:38] proclamation, let me get it here, recognizes May 2025 as Ehlers-Danlos Syndrome and Hypermobility Spectrum Disorders Awareness Month and will be read by me. Whereas Ehlers-Danlos Syndromes are a group of connective tissue disorders that affect people of all ages, causing symptoms such

[00:05:12] as joint hypermobility, skin fragility, and chronic pain. And whereas hypermobility spectrum disorder is diagnosed when the muscular skeletal complications of joint hypermobility and joint instability arise in a person who does not have the defining features of an underlying syndrome, such as eds or other heritable disorders of the connective tissue and whereas there is currently no treatment or cure known for eds or hsd conditions that can significantly impact students educators and families within loudon county presenting unique challenges that require

[00:05:49] understanding accommodations and support and whereas loudon county public schools is committed to supporting all students by promoting awareness and education about eds and hsd ensuring that those people of all ages, races, and genders affected by these syndromes feel seen, heard, and

empowered. And whereas the month of May is recognized in the Commonwealth of Virginia as Ehlers-Danlos Syndromes and Hypermobility Spectrum Disorders Awareness Month, providing an opportunity to educate our community and help foster an inclusive learning environment where all students receive appropriate resources to thrive academically and socially. Now therefore

[00:06:27] it be resolved that the Loudoun County School Board formally recognizes May as as Ehlers-Danlos Syndromes and Hypermobility Spectrum Disorders Awareness Month, encouraging schools and the community to participate in educational initiatives, awareness campaigns, and support efforts to enhance the well-being of individuals living with EDS and HSD.

[00:06:48] A witness thereof, the Loudoun County School Board issues this proclamation to honor and witness the month of May as Ehlers-Danlos Syndromes and Hypermobility Spectrum Disorders Awareness Month. And our next proclamation recognizes June 2025 as LGBTQ plus Pride Month, and will be read by April Chandler.

[00:07:09] Ms. Chandler. Thank you, Madam Chair. Whereas the month of June is recognized across the United States as LGBTQ plus Pride Month, commemorating the ongoing pursuit of equal justice for lesbian, gay, bisexual, transgender, queer, and other sexual and gender minority communities, and celebrating the accomplishments and contributions of LGBTQ plus individuals to our society.

[00:07:34] And whereas Loudoun County Public Schools acknowledges and highlights that the many achievements and profound contributions made by members of the LGBTQ plus community throughout history and today to the economic, cultural, educational, and political development of the Commonwealth of Virginia and the world.

[00:07:53] And whereas LGBTQ plus students, staff, and families are valuable and vibrant members of our school community whose diverse identities and experiences enrich the educational environment for all. And whereas LCPS is committed to fostering a culture of equity, inclusion, and respect for all students regardless of sexual orientation, gender identity, or gender expression.

[00:08:18] And whereas research shows that inclusive educational settings where all students feel safe, respected, and valued positively impact academic achievement, mental health, and overall well-being, and whereas LCPS recognizes the importance of affirming and supporting LGBTQ plus students and staff, combating, bullying, rejecting, and condemning hate and discrimination, and ensuring that all individuals have the opportunity to thrive in a welcoming and inclusive learning environment

[00:08:52] and whereas LCPS is stronger when reflecting and respecting the full diversity of our school community that enables 97% of all LCPS students to graduate in 2024 and now therefore be it resolved that the Loudoun County School Board proclaims June 2025 to be LGBTQ plus pride month and encourages staff and community to recognize the contributions and achievements of the LGBTQ plus community to the Commonwealth of Virginia in Loudoun County and our school community now

[00:09:28] and throughout the school year. Thank you, Ms. Chandler. Our third proclamation recognizes June 2025 as Juneteenth National Independence Day and will be read by Dr. Deans. Juneteenth National Independence Day, June 2025, whereas Juneteenth, observed annually on June 19th, commemorates the day in 1865 when the last enslaved African Americans in Galveston, Texas, were informed

[00:10:03] of their freedom, which was more than two years after the Emancipation Proclamation was issued by President Abraham Lincoln. And whereas, Juneteenth represents the triumph of freedom over

slavery, the strength and unique historical experiences of African American, African, and Black Americans, and the ongoing journey toward justice, equality, and civil rights in

[00:10:33] the United States. And whereas in 2021, Juneteenth was officially recognized as a federal holiday known as Juneteenth National Independence Day, becoming a symbol of the nation's commitment to reflecting on the past and building a more inclusive future. And whereas the Commonwealth for Virginia recognized Juneteenth as a state holiday in 2020 as a celebration of black culture,

[00:11:10] history, resilience, joy, freedom, which are American values. Whereas the Loudoun County School Board acknowledges the importance of teaching history in its full complexity and truth, including the legacies of slavery and the contributions of African Americans to our nation.

[00:11:38] And whereas African Americans make up 8.2 percent of residents in Loudoun County and 7.3 percent of students in Loudoun County public schools. And whereas LCPS is committed to fostering inclusive learning environments that honor the dignity, culture, and contributions of all people and to empowering students to become thoughtful, informed citizens who value diversity and justice.

[00:12:16] Whereas, especially on Juneteenth, we acknowledge and highlight the many achievements and profound contributions made by African-American, African, and Black Americans to the economic, cultural, educational, and political development of Loudoun County, the Commonwealth of Virginia, and the United States.

[00:12:42] And now, therefore, be it resolved that the Loudoun County School Board recognizes and honors Juneteenth as a day of reflection, education, and celebration within our school community and an opportunity to engage in learning that will ensure improved relationships and respect and improved collective sense of belonging and freedom from prejudice and hate.

[00:13:14] be it further resolved that the Loudoun County School Board encourages all students, staff, and families to engage in meaningful learning experiences, classroom discussions, and community events that commemorate Juneteenth and promote equity, awareness, and unity. Thank you, Dr. Deans.

[00:13:39] Our fourth proclamation recognizes June 6, 2025 as National Gun Violence Awareness Day and will be read by Vice Chair Donohue. Thank you, Madam Chair. Whereas ensuring the safety and well-being of every student, teacher, staff member, and family in our school community is a paramount responsibility of the Loudoun County School Board, and whereas gun violence poses a serious public health and safety crisis impacting students and families across the nation, including right here in Virginia, and whereas tragically guns are the leading cause of death among children and teens

[00:14:13] in Virginia, with an average of 119 children and teens dying by guns every year, with 31% of these deaths, suicides, and 62% homicides. And whereas this violence affects children's sense of physical safety, emotional well-being, and ability to learn free from the fear of violence. And whereas Loudoun County Public Schools is committed to fostering a safe, inclusive, and supportive educational environment where every child can thrive and every educator can teach without fear and whereas community awareness prevention education responsible policies and open dialogue

[00:14:51] are essential components to addressing and reducing gun violence and whereas national gun violence awareness efforts such as wear orange day unite individuals and organizations to honor the lives lost support survivors and promote meaningful change and whereas the Loudoun County School Board renews its commitment to help reduce gun violence and pledges to do all we can to keep firearms out of

the hands of people who should not have access to them, encouraging responsible gun ownership and storage to help keep our families and communities safe. Now, therefore, be it resolved

[00:15:27] that the Loudoun County School Board formally recognizes National Gun Violence Awareness Day in Loudoun County Public Schools on Friday, June 6, 2025, and encourages students and staff to wear Orange, participate in activities that honor victims and promote gun safety awareness, and further commits to ongoing efforts to educate students and families about gun violence prevention, mental health support, and safe, inclusive school communities.

[00:15:52] Thank you, Vice Chair Donohue. And our final proclamation recognizes June 2025 as Caribbean American Heritage Month in Loudoun County Public Schools, and would be read by Dr. Rasheed. Thank you, Chair. Whereas in June 2006, President George W. Bush made a presidential proclamation that June would be designated Caribbean American Heritage Month. And whereas the Caribbean diaspora is vast, encompassing numerous ethnicities, languages, and cultures that have given shape to the quintessential idea of the American Dream and have contributed to every aspect of society, including the arts, business, sports, politics, military, science, and more. And whereas the

[00:16:30] composition of cultures, languages, and religion across the United States and Caribbean islands highlights a shared racial diversity in history that connects all to the ideals of liberty and equality, and whereas we acknowledge and highlight the many achievements and sacrifices made by Caribbean Americans of all racial, ethnic, and cultural backgrounds and celebrate their cultural and historic legacy, and whereas Loudoun County Public Schools is stronger when we reflect and respect the full diversity of our school community that enables 97.1 percent of all students in Loudoun County Public Schools to

[00:17:05] graduate in 2025. And whereas the Loudoun County Public Schools recognizes that one of our strengths lies within our diversity and inclusive practices and has a commitment to equity where all students and members of the learning community are afforded a safe, supportive, inclusive, affirming, and respectful environment. Now be it resolved that the Loudoun County School Board recognizes June 2025 as Caribbean American Heritage Month in Loudoun County Public Schools and encourages staff and community to observe and celebrate the culture, heritage, and contributions of Caribbean Americans to our country, the Commonwealth of Virginia, our diverse county, and our schools during

[00:17:45] Caribbean American Heritage Month and throughout the school year. Thank you, Dr. Rasheed. I will now entertain a motion to approve the consent agenda. Vice Chair Donahue. Thank you, Madam Chair. I move to approve the consent agenda. I have a motion.

[00:18:00] Do I have a second? Second. I have a second by Ms. Chandler. It's been properly moved and seconded to approve the consent agenda. Is there any discussion? Yes, Dr. Rasheed. Thank you, Chair. I'm going to go ahead and vote in favor of approving the consent agenda today, but I do want to point out a concern that I've been thinking about specifically with respect to the item 3.06, the F&O Committee item regarding TJ's contract with FCPS for the school year of 26-27.

[00:18:32] I'd caution my, and I sound like a broken record, but I'd caution my fellow board members, to think about this a little bit more closely rather than simply going ahead and approving it year after year. I'd like us to take more of a closer look and ask more questions about it to see if the contract as presented is what's in the division's best interest for all students.

[00:18:53] Again, I'm going to go ahead and vote to approve the consent agenda today, but I did want to raise, I wanted to raise this as I'll be reviewing the contract more closely next year and would ask my college to do the same in the future. Thank you, Chair. Thank you, Dr. Rasheed.

[00:19:09] I think part of that also is to maybe have it come a little earlier than when it's supposed to be adopted, like a month or two earlier. Okay, at this time we will go ahead and take a vote to approve the consent agenda.

[00:19:25] Clerk, please open the vote. Board members, please record your vote. Clerk, please close and display the vote. And that motion passes, five, with Mrs. Griffiths abstaining for the vote, and Mr. Streffi, Ms. Chernoff, and Ms. LaBelle absent for the vote.

[00:19:52] We'll move on to the work session, Department of Teaching and Learning, CTE Update, Development of Five-Year Plan, presented by Mr. Neal Slevin, Assistant Superintendent for Teaching and Learning. And I'll have him introduce everybody else.

[00:20:38] Good evening, Chair Mansfield, Board Members, and Dr. Spence. We are excited to be here tonight. I'm particularly excited to be joined by our department, members of our Department of Career, Technical, and Adult Education. And I'll have each of them introduce themselves briefly before we begin. Good evening. I'm Michael Grubbs.

[00:20:56] I'm the Director for Career, Technical, and Adult Education. Good evening. Jennifer Alvers, Supervisor, Career and Technical Education. Good evening. Nick Rosita, Computer Science Supervisor. Good evening. Christina Lee, Work-Based Learning Coordinator for the Division of Career, Technical, and Adult Education.

[00:21:15] I'd also like to acknowledge we have a number of members of the team in the back who will be joining us during this presentation to have a little bit of dialogue with you around the content of our presentation. I just appreciate the whole team being here to support this conversation around CTE and LCPS.

[00:21:33] Tonight's conversation is guided by the LCPS Strategic Plan, specifically Action 1.2 around the development of multiple accessible pathways to success, expanding student access to participate in specialized educational opportunities. While that goes beyond CTE, there's definitely plenty of room for conversation about those pathways within the division of CTE.

[00:21:57] We also, in that strategic action, talk about revising the program of studies to expand elective opportunities and new course offerings based on student interests and workforce demands of the local community. And then we also are connected to the work of the superintendent's post-entry plan with the vision of offering a robust career and technical education program and evaluating our current offerings.

[00:22:19] So tonight we're going to dive into a little bit of the process we're taking to make those recommendations, and we look forward to the conversation with you all. At this point, I'm going to turn it over to our director of career, technical, and adult education, Dr. Michael Gross. Thank you, Mr. Slevin. Before we begin, I want to share a story about a student that guides how I approach career and workforce development, and I'm hoping is the foundation of our five-year plan that we have spent the year discussing and will unpack tonight. Almost 15 years ago, I was facilitating an engineering shark tank event for our senior Capstone students, and a student named Andrew, who took four years of our engineering program, was presenting to a room of professional

[00:22:58] engineers. When asked what engineering university he would pursue, he shared he would not be pursuing engineering. Shocked, the engineers in the room asked what he would be doing after high school, and he responded that he would be a lawyer. Even more shocked, he went on to share that he took the engineering courses because they would provide the opportunities for him to be a better critical thinker, collaborator, technical writer, and communicator. To me, that's the purpose of current technical education. And so before we get into the five-year plan and program specifics, I think this story illustrates how we're going to approach this work moving forward. It's not just about the

[00:23:37] programs that we're going to put in these school buildings, but it's more about how we're going to change the conversations that we're having with students. And so the days of posting a flyer about a career and how much money they make is not working, like the flyer in the middle of the presentation, and the career ladder is not working with our students. Rather, the career jungle gym and having meaningful conversations with students about their careers is the direction that we need to head. To that end, we think it's important that before we jump into all of our exciting programs that we want to expand, it's important that we develop a common language on how we plan to discuss

[00:24:12] CT programs with our students. Because if we focus on just program expansion and how we promote them, they would just be empty spaces. We will be taking you through the RIASAC model, a theory also known as Holland Codes that categorizes people into six personality types. This model is not new. ASVAB is based on these six letters.

[00:24:34] And it's also the components of our CareerLynx platform that many of our students have taken the square. However, the conversations and connection to programming is the area of growth that we wanna bring to you tonight before we get into our five-year plan discussion.

[00:24:51] - So we're going to start with a short video highlighting the letter R for realistic. - The realistic is about hands-on doing.

[00:25:07] It's about physical activity, it's about being outdoors, It's about working with your hands. It's about manual dexterity. So when I think about the careers, carpenters, for example, score very high on the realistic theme. One thing about the realistics too is that they like to see the output of their labor.

[00:25:26] So at the end of doing the physical work, they like to see the accomplishment, whether it's a house that's built, something that's been drafted or designed or created. So electricians, builders, carpenters, but also your physical therapist, typically leading with that realistic, Athletics and sports, you know, athletes typically leading with a realistic theme.

[00:25:44] Also, your military professions, many of them also will fall into that realistic side of the house. Those who lead with are, they're realistic, they are doers.

[00:26:01] They tend to adapt a problem-solving approach and can be assertive, competitive, and interested in activities that require motor coordination, skill, and strength. Possible careers may include landscaping, firefighting, or civil engineering. What you'll notice, or what I hope you'll notice, about these illustrated slides is that not one of them calls out a specific career.

[00:26:25] They are based on skills, values, and interests to reduce biases for students. If any of these realistic attributes or characteristics are resonating with you, please raise your red realistic card in your packet.

[00:26:41] Cabinet is also included and encouraged to participate in this interactive activity. - The next letter is I for investigative, sorry.

[00:27:09] - So the investigative theme is all about using math and science to solve problems. So our investigatives are deeply curious. They are your lab rats, your scientists. They're gonna be in the library. They're gonna be in the stacks. They're gonna be reading. They're gonna be processing.

[00:27:25] Constantly in the experiments and constantly troubled around why the solution isn't working. So again, it's your scientists, it's your professors, your researchers, they are very commonly the ones that we're going to think about wearing lab coats and are going to fall into that investigative category. So our investigative students are thinkers. They are curious, analytical, independent, logical, enjoy learning and solving complex

[00:27:59] problems. These tend to be careers such as scientists, researchers, doctors, data analysis, software developers detectives if you identify as i for investigative please raise your letter thank you and i have the pleasure of a artistic so the artistic theme we often talk about creative

[00:28:34] self-expression right it's the artistics and they are just as it sounds oftentimes found in the fine arts so dance music theater the artistics are definitely going to be found in that environment they just have a different level of creative self-expression and so that takes us over to journalism authors writers designers they might have colored hair unique clothing whatever it might be those artistics are using their creative self-expression in order to create the things that

[00:29:06] we appreciate in life so those that connect with a they're typically creators expressive they enjoy unstructured environments, self-expression and innovation. They're drawn to music, art, drama, and design. And they also, they prefer their work environments to be flexible and open for emotional, excessive, expressive spaces. Some of the career paths for these individuals, they're graphic designers, they're photographers, interior designs, and they enjoy project work,

[00:29:41] project-based work if anybody resonates with a please raise your card thank you we are now going to introduce you to social so social helpers is a really important theme to think about because it truly is a helping theme so it's about caring and nurturing service to others and they can be found

[00:30:15] in hospitals as nurses or they can be found in schools as teachers they can be hr professionals as well, but at the core of who they are, they wake up every day wanting to help others. So social is often confused with being extroverted or social. It is also associated with being a helper. Helpers often are seen as helping others, teaching, counseling, leading groups, providing care, working with people. They are empathetic, cooperative, friendly, understanding. They enjoy

[00:30:52] social interaction and overall helping others. Occupations tend to be associated with teacher, counselor, nurse, social worker, human resources, clergy. If you identify as S, please raise your letter. Love it. Thank you. So I have the pleasure of E, enterprising. Enterprising is all about public speaking and persuasion. So the enterprisers like to start businesses, take risk.

[00:31:31] They're brave when it comes to finances. They might be willing to roll the dice on a new big idea and put a lot of money towards that investment, but they're also politicians in a lot of cases. Public speaking and persuasion falls within those political realms. We'll also find that lawyers will oftentimes lead with that enterprising theme. You think of a case that a attorney is speaking on behalf of, getting in front of a court, getting in front of a judge, so that enterprising interest is really important. So based on the

video, our enterprisers, they're leaders, persuaders, and they're very business-oriented. They are confident. They're natural-born leaders

[00:32:10] and motivators. They enjoy taking a risk and making strategic decisions. They enjoy public speaking and effective communication. Some examples, as they mentioned in the video, lawyer, entrepreneur, sales manager, politician, and they involved leadership and strategic and influence. Do many of our school board members resonate with E. And the final letter here is C for conventional.

[00:32:47] Conventional, the organizers, it's all about organizing facts, data, and figures. And the conventionals are really interesting. They appreciate structured environments, typically within traditional business settings. They can be your accountants, your actuaries, financial analysts, but also your software developers. When you think of how software is written, the structure, the organization that software requires is typically a conventional leading disposition. But there's also this other interesting play on conventional, which could

[00:33:22] come from logistics and organizing how products make it around the world. Many logisticians that work in warehouses and organize the materials that come in, they're leading with conventional as well. But again, that core organizing theme is what is the driver. Our conventional individuals are often our organizers. They are methodical. They like to get things done on time and to a very high standard. Those who are conventional, you may find them in careers such as a medical assistant,

[00:33:57] a paralegal, a logistics analyst. Those who are conventional like to create structures and systems. They like to keep accurate records and find patterns in data. So if any of the conventional attributes or characteristics are resonating with you, please raise your card. So we hope you enjoy this activity and learning a little bit about the RISIC model. Research suggests that most people

[00:34:33] have a combination of these letters with typically two or three being more dominant. This combination creates their Holland code. We're going to ask that you take some time to identify your top three RISIC letters. Please turn to a colleague as members of our work-based learning team help you navigate the process. So they're going to come up and engage in some conversation with cabinet and the board and then we'll ask if a few board members and cabinet members would like to share out their results so we'll just take a few minutes to have some conversation in our seats

[00:35:01] okay we're hearing a bit of a lull so we'll take a moment to finish our last thought but a

[00:37:52] board member or a member of cabinet like to share out their letters and reflect a little bit on the RISEC model thank you team would any board member or cabinet member like to share out their letters and a little bit of reflection on how they're thinking about the RISEC model um is that okay madam chair do i need to read my disclosure first i'll wait till after okay um i

[00:38:29] knew i was going to be a little bit late today due to some carpool conflicts so um i took a test online i cheated um i took a free test so i would knew when i came in hot i would be ready for this conversation um i was very high on social which i don't think is um a surprise to me or anyone else I'm the extrovert of all extroverts.

[00:38:50] I am energized by being around people. And then after that, enterprising and artistic were a close second place, which I think also aligns with my career path and where I'm sitting now in terms of the enterprising piece.

[00:39:06] And I have always been a proponent of the arts, but I also was an arts kid. And both of my kids are very involved in the arts and have those inclinations. So all of these things really seem to align. In the dialogue, we were talking about how when I was growing up, it sort of felt like you needed to keep your traits to yourself. I felt like that growing up as a kid. But I think now with everything being so external, and a much more collaborative environment, I think that these kinds of exercises are very powerful for students to help to learn to shape their future.

[00:39:40] So mine was more realistic, artistic, and social, being the music therapist that I am. And it's funny because my husband's the complete opposite.

[00:39:56] And we do Halloween decor and decorations and props. And I'm the one who comes up with everything. And then he is the engineer and the computer programmer that puts it all together. And I guess the therapist in me is that social person.

[00:40:17] I guess that's why I was a music therapist. I put the art and the therapy together. So anyway, that was me. Can I put any of my friends in the back on the spot? Anyone like to share from the cabinet? Thank you, Dr. Ellis.

[00:40:34] Thank you, Mr. Slimmon. So I was investigative, realistic, and social. And just interesting listening to Ms. Chernoff talk about social because I am not at all an extrovert.

[00:40:52] But I do very much like to help people, like to help them solve problems, lead discussions or facilitate large groups. So I definitely fall into that category, but I got kind of hung up on the word social, so I can't remember who was speaking to that, but I appreciate you saying that it's really not an introvert, extrovert thing, 'cause that's definitely not me.

[00:41:17] - So we appreciate your participation in that activity. As we move on to further discussion on the specific five-year plan for CTE, we'd like you to please consider how these attributes might affect your own interest in advocacy and program expansion in LCPS. So at this point, I believe I'm turning it back to Dr. Grobs.

[00:41:35] Thank you, Mr. Slevin. So thinking about RISAC and actionable strategies, as we move this work forward and consider expanding and promoting career and technical education pathways, it's important that we continue to have these conversations. We've already mapped all of our CT courses back to the RISAC model.

[00:41:52] And for the student who maybe is artistic and doesn't think that they align to computer science, they would be surprised that some of our courses actually do have connections to A for artistic. We think that this is a better model as we start to talk to students about CTE pathways and career expansions rather than promoting how much money you can make in a future career.

[00:42:12] We are also infusing this into our professional development model. We have trained over 300 of our CTE teachers, and we are looking for opportunities to incorporate into our curriculum, career exploration activities, and we even presented to School Business Partnership last week to our employers and business partners, and it was extremely well received.

[00:42:33] So I would like to talk about the changes that are happening in regards to work-based learning starting July 1st. So starting July 1st, we will be having five new team members join work-based learning to support and grow the workforce in K-12 education.

[00:42:53] Some of these individuals, you met four of them, they had conversations with you earlier. It'll be a total of five again, and they will be working to build partnerships alongside with myself with the schools and local employers alignment with CTE. Not only will these work-based learning resource teachers along with myself be expanding work-based learning, but also increasing the number of students that are participating in internships and apprenticeships, especially those two opportunities along with other work-based learning opportunities such as

[00:43:25] workplace tours, job shadowing, et cetera. Also, we plan to build a regional ecosystem for career fairs and career development, mock interviews, resume review, and then also these individuals will help support the work not only in high school level but also K-8. So here's a great vision uh visual of the resource teachers that will be supporting work-based learning moving forward so they've been broken up in clusters based upon loudon county we have group one which

[00:44:03] is kirsten she's at the bottom with the yellow board of the uh the yellow orange border she'll be supporting uh the independence rock ridge barwoods and riverside cluster we have group two which is angie she'll she's in the purple border she'll be supporting heritage tusc aurora loudon valley and woodgrove group three which will be susan she's in the the reddish border she'll be supporting john champ loudon county light ridge and freedom and group four derek he's at the bottom

[00:44:37] with the blue border he'll be supporting broad run dominion roby high school park view potomac Falls and then group 5 Kelly Robucci she's actually with the academies allowed in already but she'll be supporting special programs including the academies also North Star our new access program and then also our health and medical science Academy that we have and then also I'll be taking on the school as well Stonebridge with this team we will again help and grow and develop our students getting our students into opportunities not just CTE students but

[00:45:15] also all our students that are interested in opportunities because we know that it is a huge opportunity for our students to get into experiences before college and so we want to make that happen for our students and then continue to grow K through 8 as well like career assessments career interests the RISAC model with our students to continue to grow work-based learning and also finally wanted to share with you all some save the dates of opportunities that are happening in the fall we will be again hosting the workforce summit

[00:45:52] last year we had our first annual workforce summit back in October we're going to bring that back again in the fall on October 8th 24th as an opportunity where businesses come to have conversations with our staff with our students and then also our community leads to talk about how we can continue to grow workforce development our program expansion we plan to have a few other things happening different than we did last year so we're very excited about that so please save the date if you're interested in attending that that's going to be at the National Conference Center from 8:30 to 1:30 again

[00:46:28] on October 24th and for over 20 years I know the job for day has been around at lcps again we'll be hosting job for a day on november 19th also inova does two days so they're going to do november 19th and then november 20th this is an opportunity we last year and in the past year it's been an opportunity for 11th and 12th grade students this year we're going to open it up to 10th and 11th grade students they get to shadow a business for a day it's an excuse absent from school and they get to shadow a business for either half a day or full day and we hope to

[00:47:06] continue to grow our numbers from this past year this current current year that we were in we had 536 students participate in job for a day 80 business 80 plus businesses participate in job for a day so we hope to increase that number from last school year as well thank you thank you christina so we spent some time talking about how we plan to talk to students about careers and the ecosystem that we're building for supporting them in a sustainable way.

[00:47:36] We're now going to spend some time talking about our five-year plan, progress to date, and where we're heading. To inform our five-year plan, we've examined current CT programs offerings. You have a chart in your packet where you can start to look at all of our representation across the county.

[00:47:53] Across the top, we have our six planning zones, which also map back to our transportation zones as we think about program expansion. Along the left are our career clusters, and so red is where we have no cluster representation beyond the Academies of Loudoun in our comprehensive high schools.

[00:48:09] Green captures schools that have programming in that cluster. And so gaps that we have discovered this school year, for example, is that we have no agricultural education beyond Academies of Loudoun. We have no energy cluster programs in Loudoun County Public Schools. We also have a finance cluster that is not available to all students in all planning zones.

[00:48:29] We also have business management and administration that is not in every single high school. Thank you, Dr. Grubbs. On the next page, you can see that we only have health and medical sciences in two planning zones.

[00:48:45] Human services cluster is in all but two high schools. And we also have found that we're lacking in law, public safety, that particular career cluster as well right now. Thank you. So as we continue through the next few slides, we encourage you to review the current program offerings chart that's in your packet and consider program distribution by location, specifically what sticks out, what surprises you, what concerns you maybe.

[00:49:20] We're also going to ask that you consider program offerings or program types, and if you happen to take a few notes while you're reflecting over the next few slides, we hope that you'll share them with us. Thank you, Jen. So again, it's not yet a matter of what to expand. There isn't a day that goes by that we hear from a community member, a parent, a student, even the school board around more programs to add to Loudoun County Public Schools. One recent example is, do we offer agriculture education to Western Loudoun, or do we ensure that human services is offered to all students?

[00:49:58] And so as we've been approaching this work, we've been focusing our energy on how we expand, not just what we expand. There's a lot of different ways to go about this work. We could ensure that every single high school has a minimum of three CTE programs. We could ensure that every geographic zone has all 17 career clusters.

[00:50:18] We could focus just on innovative programs like aviation technology and data centers being brought to Loudoun County Public Schools. We could also make sure that we're aligning to the county economic development seven key sectors. Those are all very different strategies as we consider program expansion.

[00:50:34] So to guide our work, we've been spending significant time talking to our advisory council members, our teachers, our employers, our business partners, even our staff on our own team. And so a

recent survey yielded 75 responses, and this is a start, this is a draft, to give us some feedback on how we are going to prioritize program expansion, program and pathway expansion within LCPS.

[00:51:00] These are our top three priorities right now based on the survey that we sent out that we're gonna continue to go back and review. But the three priority areas are economic alignment to high demand fields. We had significant feedback that we should focus on programs that are aligned to industry-recognized credentials, even programs that do not require a four-year degree that are high needs in Loudoun County.

[00:51:22] Priority area two is around the importance of equity, accessibility, and comprehensive offerings throughout the school system. So we had almost 80% of our participants rank that ensuring 17 career clusters are offered somewhere within LCPS as a high or medium priority.

[00:51:42] And then our last area in terms of feedback is that there is an interest in innovation and regional relevance. So 50% of our participants indicated new and advanced and innovative programs was a high priority for them. And almost 83% of our participants ranked expansion that is aligned to Loudoun Economic Development, seven key industries as high or medium priority.

[00:52:09] To ensure that as we get new requests that we are transparent and we are methodical, that's the C coming out in me. In this approach, we are gonna implement a decision matrix moving forward. So once we have our three priorities, any time that we get a new request, whether it's from a school or a community member about a program, we can simply map it back into our decision matrix to see where it ranks in terms of our priority.

[00:52:34] So it really helps us. This is just an example of a previous one that I've used. It helps us as we get program requests throughout the school year to have a very methodical organized plan for how we expand programs moving forward.

[00:52:49] - So currently, students have access to healthcare programs through MATA and Health and Medical Sciences Academy. It's important to note that these programs are open to all LCPS students through the lottery system. And we're at a point where we know healthcare Human Services cluster has a place in all six planning zones. So this slide illustrates where we believe there may be an opportunity to add ham-sci to Western Loudoun and to explore health care programs that could exist in our comprehensive high schools ensuring access by planning zones. And this slide

[00:53:28] illustrates an example of agricultural education, a program area that may not fit into all six planning zones but one that we can prioritize by planning zones that allow for regional access. So in this example, phase one includes Western Loudoun and phase two includes Dulles North. On this slide, we're taking a look at innovative programs that we could possibly offer. Programs such as aviation, dental, data center operations. And so currently, we don't

[00:54:03] offer those programs. But in a phase one, we could be looking at high school 14, connecting to Leesburg Airport connecting data center operations. We do host 70% of the world's internet traffic in Loudoun County, so it makes sense to look at pathways that connect to that. And then finally in phase two, we look at what we can do to expand those programs to other schools. Thank you. So we just talked a little bit about data center operations. Dr. Grubbs had mentioned that in the

[00:54:38] past in a couple slides. And offering those innovative programs really align well with the K-12 computer science pipeline model that we've established in Loudoun County Public Schools. So we are

taking those innovative programs and aligning them with things that we already have in existence with our computer science pipeline, for instance. Thank you. Thank you, Nick. As we close out, our goal is to have a five-year plan document by summer or early fall. We already have a draft document mapping out example programs, map back to our decision matrix, and areas of need, and our top three priorities.

[00:55:17] We would like to take an opportunity to get feedback from you. We encourage you to take notes on your feedback form that is in front of you and to share out input on the following prompts. It will impact our draft document that we plan to release again this summer and early fall.

[00:55:33] And we encourage you to share out priorities for your zone or your geographic area, information or tours as a board member, such as the one in front of you visiting north of Grumman with Dr. Spence and Chair Mansfield, and programs that you are interested in for your zone.

[00:55:50] So at this time, thank you again for the opportunity to be in front of you. We are going to open up for any feedback to the prompts that are on the slide or just open discussion for the team. - Thank you, Dr. Krebs.

[00:56:06] I'm wondering, so we're talking about like data centers, all the rest of that, but what, and we're even thinking about pipelines and transmission lines and those kinds of things, But what about environmental kinds of things? Where is that in the grand scheme of this?

[00:56:22] Because we want to think of a balance, right? For me, I do. So I'll start and then Dr. Grubbs could talk a little bit about environmental programs within the context of CTE. But just a reminder to the board that this conversation around CTE pathways is happening within a larger conversation in LCPS around special programs and opportunities.

[00:56:45] We recognize there's interest in expanding science programs, fine arts pathways, and things of that nature, world languages. That's not the context of tonight's presentation. All that being said, we're very mindful of the board's interest in those areas, working with Dr. Rasheed and the Special Programs Committee.

[00:57:02] We actually do have an environmental science program that is in a pilot stage, working with some teachers at Woodgrove High School to develop a number of electives and pathways for students to progress through environmental science.

[00:57:17] It hasn't got to the point where we're ready to propose a academy or special program, but it is in development. We also are at the direction of the committee surveying our community in the fall for, and our students as well, in interest in special programs.

[00:57:37] And we're tying that to our recruitment season next year as families are really paying attention what special programs exist, we're also going to ask them, what would you like to be a part of? And environmental science programs will be included in that particular survey. So I don't know if you'd add anything about CTE specifically.

[00:57:54] And when you're talking about environmental service, I'm sorry, are you talking like geothermal wells, solar, that kind of thing? I apologize. I made an assumption with your question. So maybe with the energy cluster. Sure. Yeah. And I can actually, I think that's a great question because I think sometimes what's deceiving around the ag culture or the ag cluster is that it's only veterinary science or it's only ag mechanics. That cluster has, I think, between seven and ten pathways that are all really well

connected to environmental science, biotechnology, those types of areas. And I think ag focuses and could bring some of those environmental science concepts out. The energy

[00:58:33] cluster also has concepts such as geothermal heating, cooling, solar wind, solar offshore energy. So I think those are two really interesting programs and clusters that have multiple tentacles to the STEM and STEAM fields that we could explore. And soil regeneration.

[00:58:49] Yeah, hydroponics and vertical farming and all those things. And that's some of the work that we need to do, which is why, again, I think it's so important, the RIASAC model. If we just say we're starting an ag program, but we don't change how we talk to students about those connections and what those fields really are, Then we're just putting in programs that maybe already have inherent biases in them that students aren't going to be interested in engaging in.

[00:59:16] Yeah, there was even a student in, what was it, the step-up program, the Loudon step-up, I think, where they were talking, they made furniture out of fungus, basically, and mushrooms. I thought it was fantastic, so that kind of thing.

[00:59:31] Board members? Ms. Chandler. Thank you, Madam Chair, and thank you so much for this presentation. There's so much to learn, and it is exciting to see how this possibility is expanding in Loudoun County. In terms of areas of particular interest to me or to Algonquian District, I would love to see government and public administration expand.

[00:59:55] I think there's so much opportunity to harness what's here already. That could be an easy one to facilitate. And, of course, law and public safety, that also seems like a natural fit for our region.

[01:00:11] So, thank you. Dr. Rasheed. Thank you, Chair. I, too, would love to see, along many of the topics that my colleagues had mentioned, law was a big one for me. I thought we did have a program for law in Academies of Loudoun, but I wasn't sure.

[01:00:31] I know it wasn't mentioned, but I would definitely would like to see law really being developed, especially since we're so close to D.C., the D.C. area. And I know that Mr. Sov and I had many side conversations about that. But, yeah, thank you so much for this. Vice Chair Donahue.

[01:00:48] Thank you, Madam Chair. I echo the comments of my fellow board members. I'm a little bit biased since I'm a lawyer in my day job and spent 19 years working for federal and state government offices. I also think it would be really useful to develop a kind of law, public safety, government service, I don't know, path or pipeline or something.

[01:01:18] And also, I did have a question. How do you determine where you're going to site some of these programs? For example, I'm looking at slide 29 with your example of agricultural education.

[01:01:36] I completely understand why, if we're going to do that, we'd be focusing on Western Loudoun as a starting point. But then you've also added the Dulles region. So I'm curious, like, why the Dulles region as opposed to any other parts of Eastern Loudoun? Yes, that's a great question.

[01:01:55] Those are all things that we would unpack with more community involvement, right? So whenever we wanna add a new program, we have to have Department of Labor data and student interest data. We would need to make sure that we open this up to principals and have regional conversations with the high school office. These are just draft plans from our office.

[01:02:12] We then, when we're feeling very strongly about the types of programs based on the priorities in that decision matrix, we then would engage with deeper conversations with, is the student interest there? Western Loudoun's a really good example. If we were to move forward with a program in Western Loudoun with Ag, we would probably approach both schools, and look at space, look at feasibility, have conversations with the principals.

[01:02:35] So again, we're not locked into some of the examples we shared tonight. This is more the direction that we're heading, trying to solidify our ideas and plans. Thank you. - Yes, Mrs. Griffiths. - Thank you, Madam Chair.

[01:02:51] As far as, I believe we did have a conversation about the hospital is right here. So maybe we'd be, they just expanded that hospital, maybe having nursing programs there. You had mentioned there were programs there previously, but now with the new expansion that's happened in the past couple of years, I think that's something that should be considered.

[01:03:13] Also, I mentioned previously the CAST program that's at AOL, and I've had some people come to me and ask me, why don't we have the people and the students in the CAST program going around and doing the inspections and fixing things in different schools.

[01:03:34] They can learn how to fix things, they can learn about HVAC, they could paint, they can do all kinds of things. So I'm curious to know how soon we can get that going, because I think that'll be a great program for the people at AOL.

[01:03:50] And also the fine arts program. I guess my question is, and I've talked to some people in theater, and you can verify for me, did we take credits out where students, you know, they don't have a requirement of theater or fine arts anymore to graduate?

[01:04:11] Is that true? Or we've taken credits away? Can you explain that? Thank you. If you have a, I'm not familiar with what specifically you're referencing, but if you have a specific inquiry, I'm happy to run it down and get an answer for you related to that.

[01:04:31] As far as your comment around INOVA and partnerships, A hundred percent, we cannot do this work that we're talking about tonight without our community and industry partners. And I can't thank Inova enough for their long standing partnership with LCPS and their commitment to existing programs as well as interest in supporting us and develop new ones.

[01:04:53] As far as our relationship with CAST and expanding opportunities related to that program as well as transition services, I'm really thankful of the relationship Dr. Grubbs has established with our special education department as well as SEAC and the work that he's doing.

[01:05:08] So this continues to be part of the conversation in the bigger picture in terms of how we're meeting the needs of that community. - If I may, the credits used to, let me clarify maybe what I'm trying to say, used to be able to have a requirement.

[01:05:30] You had to take fine arts to graduate and you don't have to any longer. so the theater and fine arts are losing students to special programs. All the programs that we're offering now, they're losing people to the fine arts, and I'm curious to know why that is and why it's not a requirement to have a fine arts, have fine arts to graduate.

[01:05:59] - So we do follow the graduation requirements for a standard and advanced diploma from the state of Virginia, and there are options for students. One piece of feedback that we have received is that the more options we have for students, it does have impact on programs at the school level, and that's something that we need to be conscious of.

[01:06:22] We want high quality programs for students regardless of their particular interests. I would note that while Dr. Grubbs and his team have focused the RISEC model around our conversations around CTE, this really can help our students think about other course pathways that we're offering as well.

[01:06:40] I mean, if we have artistic students that have a strength in artistic, then they may find those pathways within our fine arts programs. And so, I believe what I'm hearing you ask is about the pressure that schools, students feel about specializing. And I do think that's part of a natural consequence of the more options we're putting in our high schools, the more choices students have to make, unfortunately, when they get to that level.

[01:07:09] - Ms. Chernow. - Thank you. I think Dr. Deans was before me. Sorry, Dr. Deans. Being a farmer's daughter, I like the agriculture. But I think it's more than just in a certain part of the county. Because even in my retirement community, they buy those boxes and grow their own food.

[01:07:39] So I think you are on the right track to start it in that part of Loudoun, but then expand it, because it is something that is of interest across the county. Thank you, Dr. Deans. Ms. Scherner.

[01:07:55] Thank you, Madam Chair. I thank you so much for this presentation, and so much of this is so exciting. We live in a very exciting area. There's lots of opportunity. The Workforce Summit was honestly mind-blowing to see that many people come together in support of our schools. It's truly amazing.

[01:08:11] My question really surrounds sort of around mental health and the pressures and how to balance all of that, Because with all this opportunity and with all these sort of, I don't want to call them tracks, but sometimes they feel like tracks to me, how do you all anticipate collaboration with student services or other different departments to help students understand not only that these opportunities exist, but what those requirements require of them?

[01:08:40] I mean, we already hear from our students so much about the pressure to have a 4.5 zillion GPA to get into our local colleges. And, you know, there are a lot of choices that these kids have to make at a very young age. Kids are filling out course planner now in elementary school. So that pressure is adding on. So my question is, what is the plan for that? Is there a plan for counseling services to be involved? Guidance around course planner? What kinds of conversations are we expecting parents to be having with kids so that they can make smart choices so that kids are successful. Great question. I think we've been drawing closer and closer to school counseling.

[01:09:20] I'm really appreciative of Heather Ross. She attended our session and took, I think, 10 stacks of the Rye Stack cards. When I think about the instructional framework and I think about a sense of belonging, these cards are beyond career development. I sat in a session a few weeks ago where we took this in front of principals and we had a principal that shared that she was a ballet dancer years ago. No one in that room knew that she had that background. They've known her for 20 years, and so when I think about mental health and talking to students and counseling them, I think this is taking away the let's just find the highest paying job.

[01:09:55] Like, let's first know who you are as a person. What are your skills, your values, your interests? And so I think that this helps with that conversation. I just want to echo Mr. Slevin's comments. The Ryoset cards are larger than just let's find you a career. It's who you are as a person.

[01:10:12] I would just add, and it's really good feedback, But that's why it's essential that the Division of Teaching and Learning, CTE, has a strong ongoing collaborative relationship with student services, with school counseling, and that's happening. Related to the program of studies, making sure our schools know how to talk to their families about the offerings, understanding where these pathways will go, and it also takes strong family engagement.

[01:10:40] So we also appreciate the support of our communications office and making sure that we have a robust communication plan around these offerings. So your point is well taken. We want to continue to improve in that regard. So any feedback is appreciated along the way.

[01:10:58] Ms. Solorzano. Thank you, Madam Chair. Going back to what you were saying, there is a lot of pressure that we feel, especially in high school. And I actually love the idea with the cards and the personality tests, because I feel like a lot of times high schoolers, we kind of default to whatever does make the most money and we really i really like the idea of going to what attracts us what our interests are like who we are and that is something that i've noticed over the years that the advertisements with like oh like you can go on this track it'll get you this income um i've

[01:11:35] never really been a fan of that i know a lot of my peers agree with that so i just want to say that i really like the cards and i think that that will really help um take off some of this pressure that we feel. Thank you. Thank you, Ms. Solorzano. Any other questions? Seeing none, thank you so much for your time and your presentation. Well, we have like 15 minutes, and I wanted to get this in 4.02 Select Committee on Retiree Health Benefits. I wanted, you know, in response to

[01:12:14] the feedback from the community, we voted to establish a select committee focused on retiree health care. And so in talking with Vice Chair Donahue, she and I thought that we should talk about that as to the reasons for and possibly flesh it out a little bit more. Vice Chair Donahue, do you want to have, do you want to speak to anything? Thank you, Madam Chair. I thought it

[01:12:48] could be useful drawing on my experience chairing the Joint Committee on Collective Bargaining or whatever whatever the official title of that working group was drawing on my experience in those meetings I just thought that it would be useful to flesh out what the that if we're going to go forward with the select committee that it would be useful to flesh out what we want the committee to achieve what

[01:13:24] their authority will be what their you know are they are they going to be able to invite people to come and present information to them are they going to be voting on anything or making recommendations to the full board and what you know what do we foresee as their mission how will they judge if if they have achieved what we want them to do.

[01:13:53] And I thought that that could benefit from some conversation. - So, and I'll open it up to the board in a minute. The thought is that this would be an information gathering committee period without any, no voting, no decisions, no anything like that.

[01:14:16] It would be purely informational. maybe the history of the historical context of what has been going on, look at evolving policies and our current practices. So it's more of a fact-finding effort than

anything else.

[01:14:36] And I would suggest that it would be like maybe four sessions, keep it smaller, because it really is only informational gathering. And then perhaps four board members be a part of it, as well as perhaps retirees, some retirees, and still fleshing that out a little bit.

[01:15:02] Any other thoughts from board members? Yes, Ms. Chernoff. Thank you, Madam Chair. I appreciate the chance to discuss this publicly. Since we voted to have the select committee, I have heard from a number of retirees and current employees that would like to be involved in some way, so I'll put that out there.

[01:15:23] I don't know exactly what that could look like. Also, I love the idea of it being a fact-finding mission. I fully support that. I don't really think, I think the decision points will come to the full board. I think that's appropriate through the budget cycle. And I think that's where we felt, or I'll speak for myself, that's where I felt caught off guard in terms of trying to gain an understanding of something that is very vast and wide and deep that I had never entered into before.

[01:15:49] And so trying to learn that quickly was difficult. I'll just say it was challenging and frustrating at times. The town hall that I held had almost a hundred people attend, and that was more of a fact-finding endeavor for me, and that was very powerful.

[01:16:05] It was good to hear from the public about what they were experiencing and how they were feeling. So I'm hopeful that it will be a healthy space to learn. My one ask would be that if we're going to have a specific number of meetings that each, this is the planner and me, each meeting would sort of have a theme.

[01:16:22] At the last presentation, Ms. Willoughby went through sort of a brief historical overview, and I found that very enlightening and also gave me some ideas for next steps that we might need to take, even including the Board of Supervisors. So I would like to see some clear, specific topics outlined for each meeting so that we really have a nice trajectory, and I would love to be a part of it, and I will volunteer to chair it if nobody else wants to.

[01:16:50] Thank you. Well, I was going to chair it, but yes, Ms. Chandler. Thank you, Madam Chair. I will just say that so much of what my fellow board members are saying here tonight really resonates with me.

[01:17:07] I think this is a great opportunity for us to show the retiree community and the larger community that we heard the feedback we received throughout that process. and we have an opportunity to reach out and work together in the spirit of transparency and try to find a solution, although we're not in a fact-finding way, together.

[01:17:35] So I'm also happy to volunteer for the committee. So board members, if you would look on board docs and members outside in the audience who have an interest in this, look on board docs as to some of the scope and timeline and structure and intended outcomes and provide some thoughts and feedback about this, and then we can synthesize it more and come up with a better plan for maybe even our next meeting, depending on what's going on in the next two weeks.

[01:18:13] Yes, Vice Chair Donohue. Thank you, Madam Chair. I just wanted to add one point for clarification at the risk of making myself look foolish, But when we when we initially had this conversation at whichever meeting it was that we talked about having the select committee, I thought that we I thought

that we were looking at laying the groundwork for deciding what to do when Cigna stops carrying the one plan at the beginning of 2026.

[01:18:43] And I did not entirely realize that my understanding subsequently is that is already determined. So the select committee going forward would be for a different purpose.

[01:19:04] So in the event that I was not the only one who had a misunderstanding of what the scope and purpose might be, I just wanted to throw that out there. Yes, Mrs. Griffiths. Thank you, Madam Chair.

[01:19:19] You had mentioned you are going to chair it. Are we able to nominate anybody else for the committee today? Per school board policy, it's the chair who decides the, and correct me if I'm wrong, Mr. Allen, it's the chair that determines the makeup of the committees?

[01:19:40] Thank you, Chair. Yes, that's correct, pursuant to policy 2310. Does that answer your question, Ms. Curtis? Oh, are you going to decide today? I'm going to decide. I'm still, I mean, I still want to gather interest from the group.

[01:19:56] i think miss chernoff has expressed her interest uh miss chandler has expressed her interest i have expressed my interest and i know that at at one point uh mr streffy and that would be four has expressed their interest um i just wanted to mention carrie's not here and she's interested as well i wanted to know i have talked to carrie oh you have okay and she um and and i'm still talking to carrie about it uh sorry miss labelle so yeah is there any other discussion seeing no

[01:20:31] more discussion um okay so to be continued um we have about 10 more minutes i would suggest that we just go ahead and go to dinner and come back at 6 30 um so the school board will now recess

[01:20:54] for dinner and reconvene at 6 30 p. m thanks test test test good evening the board is coming out of

[02:00:09] recess at this time, and we will continue with item 7, the Pledge of Allegiance and the National Anthem. Today, the Pledge of Allegiance and National Anthem will be performed by the Sanders Chorus Group, who is a group of 4th and 5th grade students who love to sing. They meet once a week as an after-school club, rehearsing with their music teacher, Allison Briscoe. Will everyone

[02:00:41] please rise for the Pledge of Allegiance and the National Anthem. I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God,

[02:01:05] indivisible, with liberty and justice for all.

[02:03:35] Thank you so much, Sanders Corner. We will move on to item eight, our recognitions. Good evening, everyone. Actually, first, is Mr. Estreffi going on yet? Has he arrived? Seven o'clock? Okay. He is not online yet. Okay. Before we start, can I have Ms. Chernoff go ahead and read her disclosure, please? Thank you, Madam Chair. As a member of the

[02:04:13] 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.

[02:04:33] 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.

[02:04:51] Thank you, Ms. Chernoff. Good evening, everyone. It is with great honor and gratitude that we gather here today to recognize two individuals, Senator Perry and one of our own LCPS students, Milo Jackson, whose tireless efforts have made a profound impact in raising awareness and fostering understanding of Ehlers-Danlos Syndrome. Ehlers-Danlos Syndrome can significantly affect the lives of those impacted, posing challenges in daily living, mobility, and overall health. Recognizing the importance of awareness

[02:05:27] and education in supporting affected individuals, Senator Perry and Milo have dedicated their time and passion to advocate for this cause within our community. Their unwavering commitment has led to the successful promotion of a joint resolution declaring May 2025 as Ehlers-Danlos Syndrome Awareness Month. Through their advocacy, they have created vital platforms for dialogue, support, and outreach, inspiring countless individuals and providing hope and resources to those living with EDS. Today, we celebrate Senator Perry and Milo for their exceptional

[02:06:06] dedication, compassion, and leadership. Their work exemplifies the power of community and advocacy in making a difference. On the behalf of the Loudoun County School Board and our entire community. We extend our deepest appreciation for the remarkable contribution to raising awareness and supporting individuals affected by EDS. Please join me in honoring Senator Perry and Milo for their outstanding efforts and in continuing to promote understanding, support, and action for this important cause. I would like to ask both Senator Perry and Milo to step up to the podium and take a few moments to share with us how this partnership came to be and how the impact of this

[02:06:45] joint resolution will be felt in our community. Come on up.

[02:07:07] So I'm Milo and this all started with an email and I'm so serious. I was fundraising for the Ehlers-Danlos Society, the global organization that fundraisers for and does research for the Ehlers-Danlos syndromes and hypermobility spectrum disorders and I wanted to do something big. So that's how this came to be and I'm just so honored excited all the fantastic words to be able to do this partnership and be able to come to

[02:07:40] the senate and raise awareness for this cause a very good evening to everyone for those of you i don't know my name is uh russet perry i'm the state senator for the 31st district here in loudon county and fauquier counties and it's my my very distinguished privilege tonight to be able to present this senate resolution from the senate of virginia milo came to me some time ago and discuss with me Isler Zanlos and to be honest with you all I wasn't aware of what Isler Zanlos was and you know it's like many of the children in in in Loudoun County and in

[02:08:17] Falkyard counties that I represent they're very gifted and Milo as part of her advocacy really sought to educate me in my office on on what Isler Zanlos was and as part of her advocacy I was able to understand that it is a syndrome that is often undiagnosed unrecognized and unknown to many people and so people struggle for many many years to have someone to be able to understand and to be able to give them an appropriate diagnosis and in the time that I've known Milo Milo has grown and changed and gotten better healthcare than she had and has really blossomed and grown and more importantly

[02:08:56] most importantly been able to really lead on this issue and so many others and really be a shining star and since I introduced this resolution sometimes sometimes as a senator you get credit that you don't really deserve and people come up to me and say hey this really made a difference to me I felt unseen people didn't know people didn't understand and really it's a reflection of Milo and Milo's leadership on this not mine I just have the privilege of being able to introduce this tonight and to give this to Milo and to really highlight Milo's accomplishments not mine so it's with my my distinguished

[02:09:34] honor to be able to present this from the Senate of Virginia which is the oldest serving legislative body in the western hemisphere so it's a big deal and what it says is the senate joint resolution number 254 it says designating may in 2025 in each succeeding year is Ehlers-Danlos syndrome awareness month in Virginia it says it was agreed to by the senate and by the house of delegates it's hard for us to get to agree on anything but we agreed on this whereas Ehlers-Danlos syndrome are a group of heritable disorders that affect the body's connective tissues which provide support protection and structure to various parts of the body

[02:10:11] including the skin, tendons, ligaments, blood vessels, internal organs, and bones. And whereas EDS was first described in the early 20th century by Dr. Edward Lawrence Edlers and Dr. Henry Alexander Danlos, and the classifications of EDS have evolved over time with 14 types of EDS recognized today.

[02:10:28] And whereas the different types of EDS are hypermobile EDS, classical EDS, classical like-to EDS, vascular EDS, periodontal EDS, chioscalostic EDS. Oh, she's correcting me on the pronunciation. She tells you how Milo is.

[02:10:47] Plastic EDS, brittle cornea syndrome, arthro-colastia EDS, musculocontractual EDS, classical-like EDS, demosporaxis EDS, myopathic EDS, and cardio-valvular EDS. And whereas the different types of EDS are caused by variants in specific genes that affect the way the body produces collagen, the primary components of connective tissue and other related proteins.

[02:11:08] And whereas each type of EDS is unique and has its own signs and symptoms, although the disorders are most commonly associated with excessively flexible joints and stretchy, flagged, fragile skin, and whereas in addition to the variability across types of EDS, different individuals with the same type of EDS may experience different signs and different symptoms, complicating diagnoses and treatment, and often requiring patients to see multiple providers across different specialties, and whereas the most common types of EDS, hypermobile EDS, is believed to affect at least one in 3,100 to 5,000 people, although the true prevalence is not known and may be greater. Although with Milo's assistance, hopefully

[02:11:43] greater. And whereas certain types of EDS may be identified through genetic testing, however, there's currently no such test for hypermobile EDS. And whereas EDS shares similarities with hypermobility spectrum disorders, which are connective tissue disorders that cause symptomatic joint hypermobility and joint instability, and which cannot be explained by other conditions, they are referred to as spectrum disorders. Because people experience a wide range of types and severities of symptoms and whereas EDS can greatly impact one's quality of life depending on its severity and is often associated with comorbidities such as diastomia, mast cell

[02:12:19] diseases and postural orthostatic tachycardia syndrome and whereas there is currently no known cure for EDS and greater medical research is necessary to offer aid and relief to those coping with this disorder and whereas by bringing greater awareness and understanding to EDS an untold number an untold number of individuals and families may hope to lead healthier and more fulfilling lives now

therefore it is resolved by the senate the house of delegates concurring that the general assembly of virginia designate may in 2025 and each succeeding year as eilers danlow syndrome awareness month in virginia and be it resolved further that the clerk of the senate

[02:12:57] who served there for 50 years transmit a copy of his resolution to the eilers danlow society so that members of the organization may be apprised of the sense of the general assembly of virginia this matter and be it resolved finally that the clerk of the senate post the designation of this month on the general assembly website susan clark schar who is a very formidable woman clerk of the senate so thank you milo thank you for your leadership on this issue thank you for um raising awareness for all the people here in this room tonight and more importantly all the people across come both of virginia who may come to struggle with us who have family members who do you're a

[02:13:28] true hero to all of them so my my appreciation from the senate of virginia okay we're moving on

[02:16:15] to 8.02, Human Resources and Talent Development, 2025 LCPS Service Award honorees, and I'll let Ms. Lisa Boland start with the introductions. Thank you, Chair Mansfield. Tonight, LCPS is proud to recognize four employees with 40 years of service to the division. These four employees have shown invaluable dedication expertise and commitment to the division and we extend our deepest gratitude to each individual reaching these service anniversaries recognizing their

[02:16:55] vital role in shaping our success and fostering a culture of loyalty and growth for years to come at this time I would like to turn it over to Carrie Sims supervisor of employee recognition to announce tonight's honorees. Dr. Spence, school board, cabinet, and guests. Tonight, we celebrate four remarkable individuals who have each dedicated 40 years of service to Loudoun County Public Schools. Two are teachers who have shaped countless minds with their knowledge and passion, leaving a legacy of excellence on generations of students. In transportation, a dedicated professional has ensured the safe journey of children to and from school,

[02:17:34] a crucial part of their daily lives and in school nutrition services another individual has nourished students and built positive relationships understanding that her role equips kids to learn and thrive the collective commitment has directed has directly impacted the well-being and success of lcps students for four decades we were thrilled to have created a new tradition in loudon last week when dr spence invited these four distinguished employees to lunch where they learn more about each of these accomplished professionals both inside and outside of the educational setting. They learned what inspires them in their work, the changes they've seen in these past 40 years, and how their families have supported them in

[02:18:14] their careers. Tonight we honor each of them with their 40-year service pin along with an award packet that contains a certificate, a letter from Dr. Spence, and an invitation to select a gift of their choice from our partners at Awards Network. Our first honoree is Ella Hobson.

[02:18:30] Ella was hired in November of 1985 at Loudoun Valley High School and has spent all 40 years in the same school as a special education teacher, an accomplishment of very few divisions, of very few employees in the division. Principal Susan Ross has this to say about Ella.

[02:18:57] Ella Hobson is the consummate professional, treating all stakeholders with respect, dignity, and compassion. Throughout her 40 years in Loudoun, she has served students with disabilities as a

dedicated member of the Loudoun Valley High School community. In this service, she has helped both families and colleagues normalize high expectations for students with disabilities.

[02:19:19] In addition to her teaching roles, Ella has been a part of recruiting teams for Loudoun in her early years with the county, and she is proud of the equity work she has done in Loudoun from her very first year in the school division. Congratulations, Ella. Next we have Deborah Stickman.

[02:19:44] Debbie's full-time employment with LCPS began in 1985 at Broad Run High School as a cafeteria worker, where she served for 10 years, some of which included time as an assistant manager. She moved to Leesburg Elementary School in 1997 before heading to Loudoun Valley High School in Sickling Creek Elementary in 2007.

[02:20:04] In 2014, she was hired at Kenneth Culbert Elementary School, where she has remained for the past 11 years. Principal Monica Edwards shares this about Debbie. Beyond her professional life, Ms. Stickman shares a warm home with her husband of 54 years and their beloved cat.

[02:20:20] Education is a family affair, with many of her relatives also working for LCPS. She always has been passionate about baking, finding joy in creating treats for the staff of the schools in which she worked. Mrs. Stickman's legacy is one of kindness, dedication, and a deep commitment to community.

[02:20:39] Through her years of service, her thoughtful traditions, and her love for bringing people together, she has left an indelible mark on LCPS and the many lives she has touched. Congratulations, Debbie. Next, we have Connie Wacker.

[02:21:01] Connie began in 1985 as a bus driver and was promoted to lead bus driver in February 2004. Eight years later, in 2012, she was promoted to an area transportation supervisor. In 2015, she became transportation coordinator and continues to serve in that role.

[02:21:18] Sue Carlson, Transportation Supervisor, tells us this about Connie. Above all, Connie loves her family. Some of us have only met one member of that family, but through her stories we feel like we know them all. Connie has three children and eight grandchildren that make for a busy yet fulfilling life.

[02:21:36] She has been a valuable member of Transportation, rising through the ranks to the leadership position she holds today, and she has been a pleasure to work with. Just a heads up, don't ask Connie her opinion unless you're ready to hear the truth because she will tell you like it is. Congratulations, Connie. Our final honoree is Wes Walters.

[02:22:02] Wes was hired in October 1985 at Sterling Middle School as a technology education teacher. From there, his expertise in tech ed led him to being asked to help open four different LCPS schools, Farmwell Station in 1995, Harper Park Middle in 1999, Stonebridge High School in 2000, and Eagle Ridge Middle School in 2001, where he remains today.

[02:22:26] Principal Scott Phillips said this of Wes. Wes Walters is a charter Eagle Ridge Middle staff member from the 2001 school year. Wes is always willing to assist. He hangs banners, fixes anything that is broken, designs solutions for things that don't work, and is a resource for the entire school in this aspect.

[02:22:44] He's also the first person anyone asks when home improvement or car repairs are needed as well. He loves working with his hands and shares his passion through the robotics and tech ed courses that he teaches, as well as the TSA club he sponsors. He has been a mentor and division-wide resource for new tech ed teachers for decades and is an invaluable asset to Eagle Ridge and LCPS.

[02:23:08] Congratulations, Wes. Please help me congratulate these four amazing employees and their families who are here to support them for their years of dedicated service to Loudoun County Public Schools.

[02:25:19] Okay, we'll continue with item nine, our student school board representative comment. Tonight, our first student school board representative is Delilah Solozano. Delilah Solozano is an active student at Heritage High School, where she holds leadership roles in several clubs and organizations.

[02:25:40] She serves as secretary of the Heritage Student Council Association, co-editor and chief of the Heritage Yearbook, Outreach Officer for Heritage Hearts, and Vice President of both the Red Cross Club and Environmental Club. Additionally, she is a dedicated member of multiple honor societies.

[02:26:00] Passionate about student advocacy and service, Delilah strives to foster community engagement and amplify student voices. This fall, she will be attending the University of Virginia, where she plans to major in psychology on a pre-law track. Welcome, Ms. Solorzano, and the floor is yours.

[02:26:18] Thank you, Madam Chair. Good evening, members of the board and community members. My name is Delilah Slorsnow, and I'm honored to serve as the Student School Board Representative as a senior at Heritage High School. At Heritage, our motto, Roar Pride, reflects who we are.

[02:26:37] Resilient, connected, and driven by something bigger than ourselves. Heritage is a place where students come from all walks of life. We are diverse in our perspectives, our stories, and our strengths, but we are united by the community we've built together. Whether it's cheering each other on at games, performing side-by-side on stage, or staying after school to serve, we show up for one another.

[02:27:02] This year, we adopted a new schedule structure centered around win time, what I need. Mondays are for Pride Time, a space for homeroom-style connections and announcements. Tuesdays and Fridays are dedicated to clubs, which has brought new energy to student leadership and service.

[02:27:18] And Wednesdays and Thursdays gives us academic support time, an opportunity for students to get extra help, collaborate with peers, or simply catch our breath in the middle of a busy day. Academically, we continue to stand out as one of only two IB diploma schools in the county.

[02:27:37] We're proud to welcome students from all across Loudoun who come to challenge themselves and grow as global citizens through the IB learner profile. In the arts, Heritage Pride Productions shined with Clue in the Fall and Big Fish in the Spring, earning 20 Grammy nominations, including Outstanding Play.

[02:27:58] On the sports side, our athletes made history. Boys Cross Country won both individual and team district titles for the first time. Girls Basketball not only reached states for the first time, but won it all with a score of 46 to 37.

[02:28:15] And more recently, Boys Lacrosse just secured the district championship title. But perhaps what defines heritage most isn't just what we accomplish, it's how we come together. After the loss of Raquel Olardo, a beloved student and friend, our school responded with compassion and purpose.

[02:28:38] Rocky Cares, a club founded in her honor, now leads service efforts across the school and local community, keeping Rocky's radiant spirit alive through action and kindness. Thank you to my principal, Mr. Adam, and the school board for giving me the opportunity to represent such a remarkable school.

[02:28:58] I'm proud to share the spirit, resilience, and unity that make heritage more than just a school. It makes it home. Thank you and reward pride.

[02:29:15] Thank you, Ms. Solorzano, for being here and for your comments. Our second student school board representative is Landon Quinones. Landon Quinones is a senior at Potomac Falls High School and was a captain on the varsity football team. He is involved in numerous clubs, including President of the Student Council, a competitor in DECA, and a member of the Key Club.

[02:29:36] Landon plans to attend Virginia Tech in the fall and major in Business Information Technology. In his free time, he enjoys hanging out with family and friends, golfing, and spending time outside. Welcome, Mr. Quinones, and the floor is yours. Thank you, Madam Chair.

[02:29:53] Good evening, everyone. My name is Landon Quinones, and I am honored to be representing Potomac Falls High School tonight. First, I'd like to thank the LCPS board, my principal, Dr. Wolf, and the Potomac Falls administration for allowing me the opportunity to highlight the incredible things my school has done this year.

[02:30:10] In my senior year, or my last hurrah as I like to call it, I've learned that creating opportunities for others to shine not only builds school spirit, it builds community. Whether I'm hyping up the crowd at pep rallies, organizing events, or helping other clubs promote theirs, my goal has always been to strengthen the Panther community.

[02:30:28] At Potomac Falls, we are one school, one community, one family. That spirit has been especially strong this year. With 11 new clubs added to our 68 existing clubs, student involvement has soared. Our fair at the falls in October saw participation from over 60 clubs, while night at the falls raised over \$3,000 and drew a massive turnout from feeder schools.

[02:30:51] From our international speakers helping others program, supporting English learners, to Key Club delivering Christmas cards to assisted living homes, our students show what Panther Pride is all about. As of this year, Student Council at Potomac Falls is an accredited class which is now referred to as student leadership.

[02:31:10] As a result of this change, student leadership members are given the opportunity to brainstorm, develop, and execute a way to improve the school and better strengthen the Panther community. The student-staff basketball game in our 3v3 basketball tournament were school-wide hits, both hosted by the student leadership class.

[02:31:28] This has transformed SEA into a hands-on experience in leadership, planning, and teamwork. The Performing Arts Department has had a standout year. The fall play "Emma" kicked off the season, followed by "All My Sons," a special production granted by the Panther "The Wolf Trap" education grant.

[02:31:47] Our one-act play "Lockdown" took second place in Virginia, and earlier this month, the spring musical "Hairspray" became the highest grossing musical in Potomac Falls history, selling out at Saturday's show for the first time in over 10 years. The music the music program was equally impressive earning a superior rating at marching band assessment trophy finishes at multiple competitions and having nine students qualify for all district band with two finishing first in the county. During the band's time playing in New York our band was one of only one of 18 groups to receive the spirit award for their professionalism and positivity.

[02:32:27] I would also like to congratulate Potomac Falls' very own Carter LaPuele, who was one of only students in the county to place in All-Virginia Jazz Band and All-Virginia Honors Band. Congrats, Carter. Athletics brought our community together week after week, as Panther athletes gave us a lot to cheer about.

[02:32:46] I would like to congratulate the girls' varsity basketball team for winning district and regional championship this year. The team went on a historic run, advancing further in the VHSL playoffs than they ever did before. I would also like to recognize the 4x400 indoor track team as they won the state championship this year.

[02:33:05] Our relay squad dominated the competition, bringing home the state title and showcasing their speed, endurance, and teamwork. Beyond the field and stage, Potomac Falls continues to build an inclusive and academically strong environment. Our Global Ambassador Club hosted a Dutch and French exchange students, offering them full Potomac Falls experiences and giving our students a chance to share their culture.

[02:33:31] Our Science National Art Society held monthly tutoring sessions, and our academic team was invited to the National Scholastic Bowl as, quote, the team to watch. The debate and speech team will be going to Chicago to compete in the WACFL Nationals after a successful run on the state level.

[02:33:51] Over 100 students were inducted into the National Honor Society, and Potomac Falls was selected as a model school once again. I would like to also congratulate Potomac Falls' very own Yearbook Advisor Emily Everett. Ms. Everett has been recognized in the prestigious HL Hall National Yearbook Advisor of the Year competition and as a special recognition advisor by the Journalism Education Association.

[02:34:16] Ms. Everett is one of only 10 advisors nationwide in the competition and among just three educators to receive the special recognition distinction. She will be honored at the JEA Spring Conference in Seattle, Washington. Congrats, Ms. Everett. I know it sounds like I'm just listing off a bunch of statistics about my school, but I truly believe that Potomac Falls builds a community where everyone has a chance to grow, lead, and be proud of their, excuse me, to be proud of their accomplishments.

[02:34:44] It has been an amazing year, and I'm so grateful to be a part of it. Thank you for your time. Thank you, Mr. Quinones, for being here and for your comments.

[02:35:05] We will now move on to item 10, superintendent's report, and it will be presented by Dr. Aaron Spence, our superintendent. Dr. Spence. Thank you, Madam Chair and members of the board. It's my pleasure to share some good news from around our school division. I'd like to start by asking Dr. Frederica Mack to stand up.

[02:35:24] I'm pleased to note that Dr. Mack has been selected as the principal of the LCPS Recovery School. The LCPS Recovery School, which will open next year, is designed to educate and provide services for students who are in recovery from substance use disorder. Dr. Mack is currently the assistant principal at Tuscarora High School, a position she has held since 2019.

[02:35:42] Previously, Dr. Mack was first the principal and then the assistant director of the Grafton School, part of the Grafton Integrated Health Network in Berryville. And Dr. Mack also served as a teacher and then principal of the North Spring Behavioral Health Education Center in Leesburg. Dr. Mack, we welcome you to this new role and congratulate you.

[02:35:59] I'd also invite Cassie Colisano to stand up. Ms. Colisano has been named the next principal of Potomac Elementary School.

[02:36:16] Ms. Colisano is currently the assistant principal of Sugar Land Elementary School and was previously assistant principal at Goshen Post Elementary and dean at Seldon's Landing Elementary School. Ms. Colisano began her educational journey with LCPS as a second grade teacher at Catoctin Elementary.

[02:36:32] Ms. Colisano, we welcome you to this new role and we congratulate you. Next, if I could ask John Corneli to stand up. Mr. Corneli has been selected as the next principal of Round Hill Elementary School.

[02:36:50] Mr. Corneli has been the principal of Mill Run Elementary School since 2015. He started his career with LCPS at Mill Run as a special education teacher, took a brief detour to be the assistant principal of McNair Elementary in Fairfax County, saw the light, and returned to be the assistant principal and then principal of Mill Run Elementary School. We welcome Mr. Connelly to his new role and congratulate you as well. And although she could not be here this evening, we do want to acknowledge Ms. Lindsay Civic. Ms. Civic has been named the next principal of Sicklin Creek Elementary. Ms. Civic is currently the principal

[02:37:27] of Chavez Elementary School in the Little Elm Independent School District in Texas. Previously, she was an assistant principal at Mendenhall Elementary School in the Plano Independent School District, also in Texas, where she also served as an assistant principal at Huffman Elementary and previously served as a teacher. And we do welcome Ms. Civic to Loudoun County and to her new role and congratulate her. Moving on, I want to note that more than 900 LCPS students took part in a transformative learning experience during the annual Geospatial Science Symposium held in late

[02:38:04] April at Watson Mountain Middle School. This event marked the culmination of these students' work in the geospatial science dual enrollment course offered in partnership with James Madison University. Our students demonstrated how data, curiosity, and collaboration can shape a better world. Many thanks to science department staff, GIS teachers, JMU faculty, and the Division of Planning and GIS Services for mentoring and inspiring the next generation of critical thinkers and problem solvers in geospatial science.

[02:38:33] I'm very pleased to note that three LCPS teams are Plant the Moon Challenge winners. Plant the Moon is a NASA-sponsored competition that challenges students to design and conduct an experiment to grow plants in simulated lunar or Martian soil. In this spring's competition, the Aquatic Agriculturalists and the Minty Moons, both from Heritage High School and coached by Heritage High School biology teacher Amy Goodyear, won Best in Show in the state competition.

[02:39:01] The aquatic agriculturalists whose experiment focused on growing water lilies in lunar soil also won best in show in the International Plant the Moon competition. Freedom High School Team 2, a one-student team composed of junior Shruti Ganasakar and coached by Freedom High School science teacher Mike Thornton, won best experimental design in the state and international competition.

[02:39:27] Her project focused on adding nitrogen-fixing bacteria to lunar soil. These teams will all now travel to Richmond at the end of May to attend a reception at the Science Museum of Virginia where they will present their results to scientists from the Virginia NASA Space Consortium. We want to thank all of the educators who guided the students in this innovative activity and the Loudoun Education Foundation

which provided support for these projects. From projects that address solutions to the problems caused by microplastics, to protecting biodiversity, to repurposing fabrics to make new fashions. Loudoun County students exhibited projects and experiments that address real-world

[02:40:06] environmental issues in the sixth annual Student Environmental Action Showcase. In total, 149 students participated in this year's showcase, which was coordinated by the Loudoun Environmental Education Alliance and supported by LCPS. Students presented their projects to judges and LEA awarded prizes to the top three projects in elementary, middle, and high school categories. Many thanks to all of the students who participated and to the LCPS staff and community partners who provided their guidance and support for our students. We also want to recognize Dominion High School alum

[02:40:43] Maggie Bedlinger, class of 2006, who was recently named USA Baseball's Sportswoman of the Year. Maggie, who is an eight-time national team alum and 2006 World Cup gold medalist, returned to Dominion High School on Monday, May 12th to receive her award. So why Dominion? Well, while a student at Dominion, she was the first female to earn a win and pitch a perfect game in a men's varsity baseball game in the state of Virginia. Outside of work in competition, Maggie is passionate about growing the participation of women in baseball and coaches various major league baseball development

[02:41:20] events throughout the calendar year. Congratulations again to Maggie. It was wonderful that she shared this experience with their former high school and coaches. And then finally this evening I'd like to give a shout out to our dedicated and creative student assistance specialists or SAS's who led fentanyl awareness day activities at their schools. Each LCPS middle and high school is assigned a SAS.

[02:41:42] These mental health professionals have expertise in substance use prevention and intervention. They provide services to students which enhance resilience, educate about the risks of substance use and encourages a healthy substance-free lifestyle. During Fentanyl Awareness Day, which was April the 29th, SAS's coordinated messaging campaigns and mobilized students to support this messaging. Around the division, SAS's could be found in hallways with colorful displays and engaging students in discussions and handing out informative stickers and other information.

[02:42:15] Also in many schools, students received advisory lessons about the dangers of fentanyl and parents and staff held video discussion groups. We want to thank our SAS staff team members and the Student Mental Health Services staff who supported their efforts. We know that prevention activities like these are making a difference.

[02:42:32] And Madam Chair, that concludes my report. Thank you, Dr. Spence. That brings us to item 11, which is public comment. I'll read off the very lengthy procedures of public comment.

[02:42:50] 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 strong community engagement and outreach are important components of a successful school system. Speakers must limit comments to the time allotted.

[02:43:07] Based on the number of speakers and the agenda this evening, all speakers have been allotted one minute each for public comment. Please be advised that all 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.

[02:43:26] please remain seated unless arriving departing speaking at the podium or during a break violations of civility decorum and respect include shouting heckling jeering applause or other noise which disrupts or delays the meeting obstructing speakers from being able to see the school board and vice versa interrupting speakers attempting to speak when not called to do so by the chair and approaching a speaker or otherwise attempting to intimidate, disparage, or distract a speaker, staff member, or other meeting attendees.

[02:44:06] Speakers should refrain from vulgarity, obscenities, defamation, profanity, or other like breaches of respect, nor make speakers target, criticize, or attack individual students and or individual division employees during public comment.

[02:44:24] As a reminder, School Board Policy 2520 states speakers may not target, criticize, or attack individual students during public comment. Speakers should communicate those concerns to their school principal or an appropriate school official.

[02:44:42] The school board requests that comments on an individual student or employee-related matter not be shared at public meetings where the disclosure could violate applicable confidentiality requirements. I do want to take a moment to clarify a few things. As I've explained previously, speakers can personally identify a student or an employee without stating a student's or an employee's names.

[02:45:09] That is personally identifiable information is any information that a reasonable person can link together to pinpoint an individual student or employee and where that individual student or employee is known to others in their school and surrounding community based on the context that is shared.

[02:45:32] The school board welcomes you to share your concerns, but asks that to the extent you have prepared remarks that target, criticize, or attack any individual students or employees, that you generalize such remarks to ensure compliance with board policy.

[02:45:48] For example, comments that target, criticize, or attack a student or an employee or a student or an employee from a specific named school or a student or an employee with any characteristics where the information would personally identify that student or employee to others in the school or broader LCPS community would violate school board policy.

[02:46:19] However, comments that discuss general concerns with students or employees at schools and do not target, criticize, or attack an individual identifiable student or employee are permissible.

[02:46:38] While other entities such as the media and or law enforcement might be able to share information that relates to a personally identifiable student at their discretion, based on relevant student privacy laws and relevant school board policy, targeting, criticizing, or attacking individual students is prohibited in this forum.

[02:47:02] Under school board policy, I, as the school board chair, am charged with the responsibility to maintain order during school board meetings. Accordingly, when reasonable, I will warn of breaches of decorum, civility, and respect, and ask speakers to redirect their comments prior to possibly discontinuing individual speaking privileges or taking other actions to preserve the civility, decorum, and orderly conduct of the meeting.

[02:47:33] such action call includes calling a recess in order to maintain or to restore order if speakers fail to comply with board policy regarding public participation you will receive a warning and a request to

redirect or generalize your comments should you fail to redirect or generalize your comments after that warning you may be asked to yield the microphone at which time you should yield the microphone, as well as the floor, and take your seat. And I will then call the next

[02:48:07] speaker. To the extent necessary, I will also warn of breaches of decorum, civility, and respect from attendees prior to taking other actions to preserve the orderly conduct of the meeting. Speakers should face the dais and direct their comments to the school board. Per school board 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

[02:48:41] 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.

[02:49:03] Copies of 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 on Comcast Channel 18 and 1070 HD and Verizon Fios Channel 43.

[02:49:30] The live stream of the meeting may be viewed on the website. We look forward to hearing your comments. I just want to mention that given the number of public commenters we have tonight, I think there's like 130, Vice Chair Donahue and I will share the responsibility of calling the names of speakers and maintaining order during the public comment period.

[02:49:55] And so we will now take the virtual speakers. Actually, hold on. I need to, I think Mr. Estreffi has joined us for public comment and for the rest of the school board meeting.

[02:50:11] So I think we're going to have to agree to let him in, to vote to let him in. So after all that, if you guys can remember all of that, I've been notified that Mr. Estreffi would like to remotely participate in tonight's school board meeting.

[02:50:27] Is he here? He has not joined the meeting yet. Okay, we're going to move on. We'll have to, when he comes on, we'll have to remember to do that. OK, we'll start with our virtual speakers, starting with Meredith Ray, followed by Nikki Maples Reynolds.

[02:50:56] I think that is biological. Red hair, a real genetic trait. So I assume we'll be hearing testimony tonight from someone saying, my kids feel uncomfortable sharing a bathroom or locker room with a redhead. Or maybe I'm not a ginger phobe. I just think redheads are being forced on our kids.

[02:51:14] Maybe we'll see legislation requiring redheads to register with the school nurse or be banned from playing girls volleyball because it's not fair. They have an advantage. Sounds ridiculous, right? The focus on trans kids isn't about comfort or safety. They are about generating fear and the need to bully someone more vulnerable.

[02:51:33] And who better than a child just trying to exist? Let's be clear. Trans kids are not the problem. Trans kids are just kids like redheads, black kids, brown eyed kids and tall kids. The real problem is adults

who think they're brave for going after children and adults who are running for political office who just want power and have no ideas or plans that would actually improve the lives of the constituents they wish to represent.

[02:51:57] So if you're scared of... Thank you. Nikki Maples Reynolds, followed by Glenn Cunningham. We do not have a speaker by that name.

[02:52:21] Glenn Cunningham, followed by P.J. Cunningham. We do not have a speaker by that name.

[02:52:49] P.J. Cunningham, followed by Emily Gapayo. Hello. Can you hear me? Yes, ma'am. Could you please state your name? Yes, my name is PJ Cunningham.

[02:53:05] Okay. Thank you so much. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, religion, sex, or national origin. Loudoun County Public Schools, referred to as LCPS, chose not to sign the assurance that it complies with all federal education laws. And the Loudoun County Public Schools Office of Parent and Community Engagement in Title IX as well as other loud LCPS offices violated federal education laws and their own policies to save face while discriminating against the complainants. For over a year now,

[02:53:40] our family has submitted multiple FOIA and FERPA requests to a charter schools or one of the two charter schools security camera video footage, 15 interior and exterior cameras to which we are being denied till this day. Their charter schools video will shed more light on our sons and students' horrible bullying experience at one of the Loudoun County Public School charter schools. The charter school board and the Loudoun County admin school board appears to go to great lengths to conceal this video footage as our child. Thank you. Emily Capayo, followed by Brenda

[02:54:34] Bankston. We do not have an attendee by that name. Brenda Bankston, followed by Linda Bostrom. 2025 is marching orders targeting LCPS. Made for TV outrage, failed recalls, out-of-state interlopers, fictitious fears, charges dismissed. Yet the frenzy starts again, fueled by a governor,

[02:55:05] AG, and media monger. Anti-trans sentiment is a one-hit wonder, trotted out for election cycles. Aide Byard knows the underlying concept is that something dire is happening to children and schools are at fault, giving constant fuel for the outrage machine.

[02:55:27] Mobs for bigotry are bullies, not role models. Trans kids are not prey for a zealous reporter, Virginia's top electeds, or a church. Stop the hate.

[02:55:46] Thank you. Linda Bostrom, followed by Nadine Niku. The threshold of retakes dropped to a 70 will have unintended consequences on students' ability to fully master material, but also limit their comprehension due to the lower expectations now being permitted.

[02:56:10] When students know they can achieve a passing grade with a lower score, they may be less motivated to engage deeply with the material initially. This shift in focus from mastering content to merely achieving a passing grade can hinder the development of critical thinking and problem-solving skills.

[02:56:31] The lowering of the grade to 70 appears to be motivated by angry, fearful parents who have students who do well, but these parents may be anxious about students who are allowed to show improvement from perhaps a C minus to a B minus as a threat against their own children's chance in getting into a specific college due to perceived competition. Thank you. Nadine Niku

[02:57:00] followed by Jennifer Coram. I do not have an attendee by that name. Jennifer Coram followed

[02:57:23] by Rachel Talarigo. Hello, can you hear me? Yes, we can hear you. Barely though, you might want to speak up. Okay. Good evening. I'm a parent in Lena Mill, residing in Dulles South District 7.2, and I'm here tonight to voice my concerns regarding the proposed zone changes and strongly oppose Plan 289. I've seen firsthand the impact the previous rezoning has had on our neighboring

[02:57:58] families and strongly believe 289 will create further unnecessary disruption for many. 289 does not account for the logistical changes that would force our families to literally cross paths while driving to Mercer and Champ with other communities who will be passing us to go to Willard and Light Ridge. This will undoubtedly worsen dangerous traffic patterns on Baradak Road. 289 will exacerbate overcrowding as it's simply moving students from one crowded school to the next. We understand that there is no perfect plan, but we do believe that the staff plan is one that is unbiased, balances long-term stability, considers proximity and the logistical needs of the district, keeping all zones west of Champ assigned to Mercer and Champ.

[02:58:37] We are urging the board to reject 289 and prioritize the safety of our families. Thank you. Thank you, Rachel Tellerico, followed by Ann Northern. Thank you.

[02:58:54] I am speaking tonight to ask the school board to drop the investigation into the three students at Stonebridge High School. I do not know these boys, but I have two sons of similar ages. After viewing the video, I do not see how anyone can logically say there was sexual harassment. These three boys were simply stating what they saw, and one on how he felt about the situation.

[02:59:14] If students are afraid to speak their truth, then you have created an unsafe environment for them. You state you want to protect the rights of all students, but how are you protecting the rights of these three students who were videoed against school policy? What I do see from this video is that none of the students, including the transgender student, felt comfortable, and I would even argue safe.

[02:59:35] there is a reason why the transgender student felt the need to video before anything happened the three boys were taken by surprise and felt excuse me could you stop the thing real quick mr allen could you uh were you listening is was there a violation of policy at that point

[03:00:10] your mic's not working thank you madam chair uh i believe based on the this the policy that

[03:00:48] you referred to in your opening dialogue, any criticizing, attacking, or targeting of individual students would be in non-compliance or violation with policy 2520. So to the extent there's generalized statements that do not target, criticize, or attack individual LCPS students, that would be in compliance with policy 2520.

[03:01:22] Mention of the school name, would that be in compliance with the school? Thank you, Madam Chair, for that clarification. So to the extent a reasonable person could connect dots to discern the identity of an individual student if information such as the naming of a school would identify a student.

[03:01:45] And again, the comments would need to be criticizing, targeting, or attacking an individual student, then that would be not in compliance or violation with policy 2520. I also have a student. Would that be a violation of policy to a student? I'm just asking. I just need to be. Excuse me. Point of order. Are you kidding? A student? I have a point of order, Mr. Allen. So what is your point of order, Mrs. Griffiths? Point of order is whoever was speaking had every right to speak and they were doing a generalization. I'm just clarifying.

[03:02:25] Excuse me, please refrain from applause. Refrain from applause, please. I need to clarify, too. A student, because that is in my script, would you please clarify, Ms. Rowland?

[03:02:42] Thank you, Madam Chair. So to the extent there's information regarding a student who could be identifiable based on other information shared, to the extent that individual student or a student is being attacked, criticized, or targeted, then that would be a violation of 2520 within the context.

[03:02:59] but it depends on a student and what other information is provided to determine whether a reasonable person could connect the dots to identify that individual student. Okay. Mrs. Griffiths, your point is not well taken at this particular point in time because I do feel like there was a student, but I'm going to allow the commenter to continue.

[03:03:31] but i think if you remember in my in the very long speech that there is a student and no discussion about schools and things like that so we need to try and generalize our our comments i apologize madam chair i'm just frustrated that we have empty seats and there are people waiting outside to come in and they might miss their chance to speak thank you for reminding me that excuse me please refrain from clapping um i appreciate that you said that and um if people

[03:04:08] need to come in come in and when they hear and uh when you hear the second name that i call you can um come in line up and wait on the side so um if you're the second name that i call come on in line up and wait to the side of the podium thank you for telling me that mrs griffiths okay um what was uh it was with this uh mrs tallarico is that that okay would you like to continue um

[03:04:44] yes i would um my comments were in no way to criticize any of the students involved they are children lcps you created this situation with your policy 8040 i ask that you revoke policy 8040 and put into place a policy that actually provides a safe environment thank you please refrain from applause. That's the third time that I have had to ask. Okay. The next one is Anne Northern followed by Michael DeVell. My name is Anne Northern and I'm a parent from Lena Mill

[03:05:22] Community. I'm speaking tonight to strongly oppose the redistrict plan 289. My son is currently a sixth grader at Willard Middle School. He has already built strong relationships at his current school with both staff and classmate and he's looking forward to continuing on to Light Ridge High School, as we've planned for since the beginning of his school career. Changing his school path in eighth grade would be disruptive and unfair. These are critical years and consistency matters. We've invested in our schools and our relationships within the schools, and Plan 289 would pull our family and many others away from schools we've been deeply connected to. I strongly urge you to support the staff plan, which keeps the Lena Moe community at Willard and Lightridge.

[03:05:58] It's the plan that supports stability, continuity, and student well-being. Thank you. Thank you. Michael DeVille. Good evening, school board members. I'm a parent of two LCPS students. I'm speaking to you today to thank you for your past support of LCPS Policy 8040 and to urge you to maintain that support in the future.

[03:06:27] Our children are the reason LCPS exists, not just some of them, all of them. We must ensure that all of our students are treated fairly and equitably. Policy 8040 does this for our trans and gender expansive students.

[03:06:43] It does this at a time when some in our country would single out those same children to score political points. I appreciate your continued efforts to protect these students by supporting Policy 8040.

Thank you. Thank you.

[03:06:59] And now we'll move on to in-person speakers and to Mrs. Griffith's point. If you are the second name that I have called, actually, I see Mr. Estreffi on the board, and we're going to have to allow him in the meeting for right now.

[03:07:16] I'm sorry. I have been notified that Mr. Streffi would like to remotely participate in tonight's school board meeting. Mr. Streffi, would you please state your location, whether this is a medical or personal matter? Thank you, Madam Chair. I'm in a hotel room, and this is a personal matter.

[03:07:32] Is anyone present with you at this location? If so, please state their names. No, no one is present. I'm alone. If you're using your personal exemption, I think this is your first remote participation for this calendar year. in a school board meeting using your personal exemption therefore i will entertain a motion that mr astreffy's request to participate remotely be granted do i have a second oh actually do i have a motion yes thank you madam chair i move that we allow mr astreffy to participate virtually thank you vice chair during you do i have a second second i have a second by miss chandler

[03:08:08] it's been properly moved and seconded um is there any discussion seeing no we will go ahead with the vote um board members uh clerk please open the vote board members please record your vote and um clerk will you please close and display the vote that motion passes unanimously with mr astraffy and miss labelle absent for the vote welcome to the uh meeting mr astraffy would you

[03:08:41] please uh read your disclosure sure thank you madam chair just give me a moment as a member of the loudon 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. These benefits, however, affect thousands

[03:09:16] of employees well in excess of the statutory three employees whose interest will 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. Thank you, Mr. Struffy. Okay, we will move on to our in-person speakers, starting with Ms. Eric Sutton, followed by Yoko Jolly, the second person, if you want to just go ahead and stand close so that you know, so we can get through this. Thank you. Hello, board members.

[03:09:51] I'm here tonight to advocate for the immediate reinstatement of my daughter's theater teacher. Recent evidence shows that personnel within these walls have been unfortunately trying to retaliate against this man for more than three years.

[03:10:09] They didn't like it when he advocated for higher teacher pay. They didn't like it when he advocated for parity among fine arts. There is audio, there are emails, and former school board members have warned about the retaliation efforts against this teacher.

[03:10:27] We've seen this pattern over and over again. a student and their parents don't get their way and try to get the teacher or coach fired. Now some people working within these walls are trying to weaponize it and trying to get rid of him. School board members, you're the last stand for common sense and decency in the school district. You could end this insanity today. You are our last hope. Thank you. Thank you.

[03:10:58] Please yield the mic. Yoko Jolly followed by Katie Rivers. Hi. I'm also requesting the immediate reinstatement of the theater teacher who has been a critical part of my Two Boys development not only as performers and artists but as human beings. This teacher has had an impact on hundreds of students across LCPS over the past 10 years and has created a legacy of excellence around

[03:11:32] theater education teaching these students not only the value of hard work commitment teamwork empathy inclusion but also in how to be a leader and also to follow which is very important and based on what I've seen being involved as a as part of this program since my kids were really little till nine years old I have not seen anything that is consistent with what this teacher has been dismissed for, and the circumstances surrounding dismissal is various.

[03:12:09] Thank you. Katie Rivers, followed by Kaylee Rivers. Good evening. My child is a special permission senior at an Ashburn high school. She drives 42 miles round trip for the specialized theater education offered at only that school. I've been a volunteer there since 2016 and a part of the directing team as a volunteer since 2019. I was in any rehearsals I wanted to be in. I traveled with the company when they traveled shows. I was the primary chaperone on multiple

[03:12:43] field trips in and out of state and country. After April 1st, I was removed from all engagement other than the standard parent volunteer through the booster program, as well as all other parents being excluded from any engagement. The administration in the school has worked actively to eliminate parental engagement since April 1st. I was even escorted out of the building by security for sitting in a hallway during a rehearsal. As of last week, they severed the relationship between the high school and the drama booster program due to the outpouring of support for the theater teacher that was removed and the regular questions about what is the plan for the

[03:13:20] future of this program. Thank you. Kaylee Rivers followed by Lily Thompson. Good evening. My name is Kaylee Rivers and I am a senior in high school. I'm here to ask for your help in bringing my theater teacher back. My teacher was put on administrative leave on April 1st, and our school administration is doing everything they can to silence us as students. In our teacher's absence, our program has begun to shatter. The directing team is separating, the students are losing faith in the magic of theater, and you may be our last hope. This program has seen this type of devastation

[03:13:59] before, approximately a year ago, and there is no way to tell if we can make it through any more of this. We have fought this fight before, and we will continue to fight for our teacher, mentor, and inspiration we so desperately need for this program, these students, and this community to feel whole again. I implore you to look into how our director was removed and how you plan to fix this. Bring him back. Thank you. Thank you. Lily Thompson, followed by Isabella Brodsky.

[03:14:32] Hello, I'm Lily Thompson from Broad Run High School, and today I will be talking about our limited space stage. I recently was the assistant stage manager for our show. Two of my main responsibilities were managing everything and everyone during the show. A major challenge we faced was having very little space backstage. We had a lot of set pieces that needed to be stored, and fitting everything was tricky, but we did our best. During our first dress rehearsal, we quickly realized there wasn't enough room for everyone to move around safely.

[03:15:00] After talking to the other stage managers and our directors, we realized that we should use the wood room as a place for actors to wait. Although we eased the crowding, it also brought new problems. The wood room was loud, making it hard for actors to catch their cues. Plus, it was cluttered with tools and

sawdust, raising safety concerns. Even though we face these problems we adjusted and continue to show. However this isn't just irritating it's a safety concern. I stand before you today asking for expansions and storage solutions for Broad Run's auditorium so students can move around safely. Thank you. Thank you. Isabella Brodsky

[03:15:33] followed by Haley Sutton. Good evening my name is Isabella Brodsky. I'm a junior at Broad Run High School and I'm also speaking on expanding Broad Run's woodroom. After working as part of the paint crew for our school's leader department I've been faced with risks every day because of lack of space in our wood room since the place is small we have to work in the cramped wood room or work outside we painted next to working saws with no protection from dust below freezing temperatures where we had to paint in shifts in wind that blew away our materials and set pieces and alone in the dark using our phone flashlights to see it's not that the teachers didn't care for our safety it's that there isn't a place indoors for us to paint in the size of what we work on we're hoping for

[03:16:11] funding to expand our wood room or climate controlled storage so we're able to work safely Thank you. Thank you. Is it Haley Sutton? Followed by Reagan Sutton. Hello, everyone.

[03:16:27] I'm a recent alumni of LCPS. I'm here to ask for the immediate reinstatement of my former theater teacher and mentor. My high school is truly the D1 theater program of Loudoun County. The training there is actually considered better than many prestigious college programs. My former theater teacher has helped numerous students, including myself, get into the top musical theater colleges in the country.

[03:16:48] Through his connections and his reputation, he secured more than \$12 million worth of scholarships. Now, all of that is at risk. I would have never even had a chance at the college audition experience if it wasn't for my teacher support. My college instructors even credit him for preparing us for the tough industry I chose.

[03:17:05] Please don't take away the opportunities, the training, and the mentorship that I was blessed to have. This program truly changed my life, and I really want to see it continue to inspire the next generation. You will only get that by reinstating him. Thank you. Thank you. Reagan Sutton, followed by Ella Diawaton.

[03:17:26] Good afternoon. I'm currently a junior in high school, and I stand here today to advocate for my theater teacher's resignation. When I first joined the program freshman year, I was struggling. Middle school had been a rough couple of years where I developed severe anxiety and didn't know if I would ever find a place where I would truly fit in. But then I found theater, and it wasn't just about the acting.

[03:17:44] It was about him. My theater teacher made the black box, our theater rehearsal room, a safe place. He provides a positive environment for students, no matter their background, which isn't something you find everywhere. He saw so much potential in me that I didn't see myself, and because of him, I've met so many friends who I've become my family, have had the chance to get outside my comfort zone, perform on stage, help choreograph for multiple shows.

[03:18:06] It was just voted by my peers to be the next CEO of our program. I am a new person now, and that is all thanks to him. Losing him would mean losing the heart of this program, so please bring him back to us. Thank you. Thank you. - Ella Diawaton followed by May Diawaton.

[03:18:26] - Good evening, my name is Ella Diawaton and I am currently a junior at a LCPS school. I'm here to speak not only for myself, but for many students who have been directly impacted by the removal of our theater teacher. What hurts the most is seeing someone who has given so much to your school and your community face a wave of misinformation and judgment.

[03:18:44] This isn't just about a teacher, it's about the lies they've impacted, the students they've lifted, and the mental health of the students. I ask this board to listen to the students, to the families, and to the truth. Give us, the grieving students, of the unfair removal of our theater teacher their safe space back.

[03:18:59] Thank you. - Thank you. May Diawatin followed by Erin Burns. - As you can see, the sudden removal of our trusted teacher has had a deep negative impact, especially on our seniors who are again dealing with a loss.

[03:19:18] For them, this should be a time of achievement, not confusion and loss. The effects go beyond just one class. The theater program has long been a safe, inclusive space, A cornerstone of our school culture, it builds confidence, discipline, and connection. Removing a trusted teacher without clear explanation or community input has damaged that foundation and eroded trust among students, parents, and faculty.

[03:19:42] What's even more concerning is the way the situation has been handled. Parents have been treated differently and in some cases shut out. Communication has disappeared. Decisions appear to have been made without transparency, due process, or factual clarity. Instead of dialogue or restorative practices, we've seen resources and taxpayer dollars redirected towards unnecessary additional personnel and investigations driven by perception rather than truth.

[03:20:07] This is not about one teacher. It's about how this district values its students, its educators, and the values of fairness and accountability. Thank you. Thank you. Let's see. Aaron Burns, followed by Andres Marrero. Marrero, I think.

[03:20:26] Good evening. On March 24th, I received this disturbing text message from my son. My teacher put his hands on me after I was cursing. He put his arms around my neck in like a choke hold. This incident involved much more. This teacher also held a wooden mallet up to my son's face, as well as made comments to the entire classroom that my son should go back on his medication.

[03:20:49] The next two days, my son refused to go to school, still feeling anxious and scared. This teacher returned to the classroom on May 12th. CPS determined that the case was unfounded for physical abuse. Human Resources was unable to terminate this teacher based on CPS findings.

[03:21:05] Reportedly, there was three student witnesses to what occurred who corroborated my son's account. CPS might not consider it to the level of physical abuse, but it was still completely inappropriate and an abuse of power. This was not a calm teacher trying to guide or coach with the use of their hands or arms.

[03:21:23] It was an aggressive move that left my son feeling scared, intimidated, and threatened. I demand... Thank you. I'm Andres Marrero, Marrero, followed by Yanni Balazas.

[03:21:45] Hello, my name is Andres Marrero, and I'm a part of a theater program of an LCPS school. During my time at this program, under the mentorship of my teacher, the other students and I grew in numerous ways. We were given opportunity after opportunity, and it was all thanks to him.

[03:22:01] Throughout my time with him, he had shown me nothing but kindness, and his genuine intention to care for the students was evident. Now that he is gone, a program that was once defined by unlimited opportunity has shifted into a couple classes that students dread due to his unfair dismissal. When a football coach has a player that doesn't show up to practice, the player can be benched or not allowed to participate in the game and no one bats an eye.

[03:22:22] When a theater teacher does the same with a student, they are held to an impossible standard. Right now you're faced with a choice. You can choose to ignore the cries of countless students who want their beloved teacher back, or you can do what is actually best for them. My teacher cared about all of us. I urge you to do the same and please read and state him.

[03:22:40] Thank you. Yanni Bilesis, followed by Adrian Marrero. Good evening. I am a sophomore at Broad Run High School. I am here today to discuss our wood room safety and utility problems.

[03:22:58] Our wood room was originally a storage room, meaning it was not designed to be used for our purposes. Because of this, it has insufficient heating and AC capabilities, poor ventilation from salt and dust and paint fumes, insufficient electrical outlets, and moisture buildup, which leads to wood warping and rotting, all of which causes us much discomfort and inconvenience.

[03:23:17] Now, more importantly, the safety issues. The room's small size causes many issues when building our sets, especially when we are in the middle of a production. The room becomes filled with set pieces with nowhere else to put them, making it very cramped and hard to work in, especially when our paint crew's in there, too. The space also has many safety concerns, as the room has no sprinkler system or fire alarm, as well as dismissal bell or PA system.

[03:23:37] If there was some kind of emergency, such as a lockdown or fire, you would be completely oblivious to what's going on. I ask that you please allocate funds to expand and renovate our woodroom as well as help us find storage solutions. Thank you for your time and consideration. Thank you. Adrian Marero followed by Jolly Palmer.

[03:23:57] As a 14-year-old boy eager to start high school, I faced discouragement from my football coaches who focused on my weaknesses. They called me fat. They fat-shamed me.

[03:24:13] They called me names as a 14-year-old boy going into high school. Fortunately, I had a theater teacher who put my weaknesses aside and accepted me for who I was. Looked at me with a smile every day on his face. It made me feel like I was worth being there.

[03:24:31] Made me feel like I didn't have to hide or pull my shirt down every time I was walking in the hallways because I thought I didn't look good in my shirt. He made me regret, you know, doing a bad decision one day to myself that I would regret for the rest of my life.

[03:24:50] A teacher who made a positive difference in my life is now at risk of being fired. Please bring him back. Thank you. Thank you. Adrian Moreno followed by Jolly Palmer, right?

[03:25:15] What's your name? I'm sorry. It's Palmer Jolly. It's okay. I'm sorry? Jolly Palmer? Wait, what was your name? It's Palmer Jolly. Palmer Jolly. It's okay. I'm sorry. Palmer Jolly. I apologize. No, it's all good. My director has been gone for a month and 20 days.

[03:25:34] And in that time, I felt a significant change in the program. I've noticed a massive loss of passion for the art of performing all across the company. A classmate of mine walked out of class today to

go to counseling, and she came back crying. And she said that she felt like she was losing her family.

[03:25:52] Another teacher recently stated that the hardest part about all of this has been trying to keep together a family that is broken. And the people who have been chosen to replace him aren't exactly helping things. Please, just bring him back.

[03:26:08] If you won't do it for him, do it for the countless people that are affected by his absence every day. Thank you. Thank you. Aubrey Travis, followed by Stacey Perkins. Hello, my name is Aubrey Travis, and I'm a Loudoun County High School student.

[03:26:29] Theater means everything to me. It's why I've always felt safe, supported, and free to express myself without judgment. It has given me a sense of purpose and helped me manage the pressures of school, everyday life, and my severe anxiety. But since April 1st, everything has changed. Without my theater teacher, the program I've been a part of for several years has become stressful, confusing, and disorganized.

[03:26:48] The sense of community and direction we once had has now completely fallen apart. It breaks my heart to see something I love being completely destroyed from the inside out. I hope the people in charge understand how much this program and the teacher who built it means to the students. This is our education and our future is at stake.

[03:27:04] We just want to feel seen and heard and supported again. Please listen to the students. We are struggling. Please bring back my mentor, teacher, and the person who helped me survive. Thank you. Thank you. Stacey Perkins, followed by Grace Monet Carper.

[03:27:26] Hello, I'm a parent of a high school student, and I'm here to speak again about the response to the situation involving our theater teacher. Last time I spoke about unfair disciplinary procedures and a lack of communication.

[03:27:42] While those concerns remain, the situation has devolved further, and troubling events continue to negatively affect our students. Recently, under the guise of a counseling session for theater students and unbeknownst to parents, students who have spoken out or whose parents have advocated on their behalf were singled out by staff and administration.

[03:27:59] This type of retaliation, whether overt or subtle, is completely unacceptable. It undermines student morale, creates division, and sends a chilling message that voicing support for a beloved educator comes at a cost. No student should fear retribution for exercising the right to be heard.

[03:28:14] Adding to the distress, administration has created climate of exclusion and mistrust of parents they have gone so far as to completely sever ties with the parent booster club clearly displaying their complete lack of interest in any parent involvement of any kind I urge the school board to thoroughly investigate the actions being taken at the school our students parents and educators deserve better thank you Stacy Perkins followed by grace Monet Carper need to get better okay so state grace Monet Carper followed by Jack Wright hello all my name does not matter nor does my grade or my age. What matters is that many people in this room have come

[03:28:53] together to stand against the unfair removal of our theater community's most loved and committed member, our director. We ask you to allow us to reunite with the father of our chosen family and relieve us of unnecessary stress which has plagued us throughout the past few weeks. For us, theater

is a safe space, free of any judgment students may face, as it allows free expression and creative flow. It is what empowered me to explore myself as a gay boy.

[03:29:18] it is an art and at the center of that art used to be our director not only was he a herald of happiness for our program but he is also an amazingly talented and highly regarded teacher as is recognized across many people within thespian culture around the world i hope you truly hear my words as i speak them and understand that i am not just another kid speaking i am one of your students my name is angel opposite and i hope you remember it when making your decision Thank you.

[03:29:46] Jack Wright followed by, thank you. Jack Wright followed by Patricia Roxy Cordillo. Good evening. My name is Jack Wright, and I'm speaking on expanding Broad Run's woodroom. Out of 17 high schools, our woodroom is the most terribly constructed.

[03:30:03] The ground area of the room is roughly 35 feet by 10 feet, about the size of a small classroom. Most of the space has to be taken up by wood and equipment, and the rest of the floor is supposed to be a safe place for our set and paint crew to work. It isn't. We had eight set crew members and six paint crew members in our latest musical, and for everybody to work, they had to put themselves in harsh conditions.

[03:30:26] They had to cram in the room and work next to dangerous equipment and safety hazards, all while there aren't any ways to know if there was a fire in the building. Loudoun Valley High School is older than we are, has the same layout of our school, and has received very sizable expansions to their woodroom.

[03:30:42] We need to expand our woodroom for safety reasons, and we have the ability to expand. please consider this for our safety and thank you for your time today also like bring back uh cj or something um patricia please hold uh refrain from applause um patricia roxy curido curio

[03:31:06] followed by mike kelly is there a patricia roxy curio is there one outside is everyone in from the hallway yes okay okay moving on we'll move to uh mike kelly followed by caden sorensen

[03:31:37] Good evening. My name is Mike Kelly. I'm a parent of three with two currently at Broad Run High School, both active members of the theater department. One of them will speak to you shortly. I serve on the board of the Theater Booster Club, supporting a program that continues to do remarkable work with very limited resources. This spring, our department earned 15 Grammy's nominations despite building sets in the smallest woodroom of the county and having to work outdoors where students have been approached by strangers. The woodroom lacks secure tool storage. The doors don't lock. I even built and donated a workbench to help secure equipment but that's just a stopgap.

[03:32:17] I spoke to you last year in response you provided equal storage to all schools but the solution missed the mark because it was equal not equitable. Broad Run needs a targeted solution for its unique needs. We ask for lockable tools cages now and long term a renovated secure wood room that truly meets our students needs. Thank you for your time and for supporting our arts at Broad Run.

[03:32:39] Thank you, Caden Sorenson, followed by Chris Stevenson. Hello, my name is Caden Sorenson. I'm a freshman at Briarwoods, and I've been playing volleyball for almost five years. After trying nearly every other sport, volleyball is the one that I love and excel at, and I hope to go on and play in college.

[03:33:02] Unfortunately, to play competitively, I have to go an hour away to Fairfax County three to four times a week because of the options in Lowne are so limited. With Fairfax County rolling out boys

volleyball this past year, I'm now the only student in my club team, who isn't able to play in high school.

[03:33:20] I would really love to have the high school sports experience before I graduate, and I'm hoping Loudoun County can follow in Fairfax's footsteps and bring boys volleyball to our schools here. Thank you. Thank you. Chris Stevenson, followed by Haley Smith.

[03:33:41] No Chris Stevenson. Haley Smith, followed by Katie Herbert. My name is Haley Smith, and I am advocating on behalf of Broad Run High School's theater department.

[03:34:13] We are here asking for help with a climate-safe storage solution to alleviate some of the of the issues we see regularly at Broad Run's auditorium. As an actor during the most recent production here at Broad Run, whenever I wasn't on stage in the next minute or two, I had to go sit in one of the chairs in the wood room because of the lack of the space in the wings. This was not only inconvenient, but also dangerous. There were large pieces of wood everywhere, loose nails on every table, and huge power tools next to the chairs that were placed for the cast. Additionally, the floors were still covered with dust and wood chips, which was not good for the costumes because of all the loud noises in the woodroom it was very hard to hear anything

[03:34:49] on stage if at all so everyone everyone was going in and out periodically to see where we were on the show i personally almost missed some cues because of the lack of space and inability to hear as well as the chaos going in and out this got in the way of stage crew moving big set pieces and other cast members who were in a rush to get back on stage this rough accommodation made it unsafe for cast and crew to be thank you thank you katie herbert followed by gina thompson good evening. I'm here to speak tonight about the need for boys volleyball in high school. I have three

[03:35:26] kids. I've had the privileged coach each of them at some level. Unfortunately, when my oldest entered high school at Briarwoods in 2019, there was no option for him to pursue volleyball as a high school sport. Fortunately for him, we were able to provide a club experience and his love for the sport and his skill grew. Not all families can do that. Adding boys volleyball at the high school level would provide an opportunity for more athletes to pursue a sport that they otherwise may not be able to participate in due to financial time and travel restraints.

[03:35:54] When I was coaching Jackson's first club team, we had boys checking volleyball out for the first time. As the season went on, their parents could not afford the fees. Luckily, we were able to subsidize their dues and the boys finished the season. They couldn't return the next season due to financial constraints. Imagine if they'd had the option to play in high school, somewhere close to home that was affordable.

[03:36:13] I would like to ask our board to help us open a new door for the boys of Lowen County. I know a big question is, do we have the support? But I'm here to tell you. I think if we open it, the void-- Thank you. Gina Thompson, followed by Ashley Long.

[03:36:30] - Gina or Ashley? Gina, right? - Gina, yes, ma'am. - I'm not Gina. - Hello, my name is Gina Thompson.

[03:36:47] I'm a parent and now the new Theater Booster President at Broad Run. Three years ago, my husband and I noticed something inspiring. Students pouring in their time, energy, and passion into our theater program. With stronger performances, bigger additions, and more students' involvement, students are building larger and more complex sets.

[03:37:07] This is happening outside in unpredictable weather or an overcrowded, unheated room without secure storage for tools and equipment, which is a safety concern. We're asking for your support for a new climate-controlled woodroom. In the meantime, temporary outdoor climate-controlled storage unit near the theater department would make a real difference.

[03:37:25] Broad Run may be Loudoun's oldest high school, but our students shouldn't be left behind. They deserve the same resources other schools enjoy. Let them have the space they need, keep building something extraordinary. Thank you. Thank you. Ashley Long, followed by Melody Visser.

[03:37:45] Dear board members, you may have moved on, but Ethan hasn't. Fifteen days later, this district has done nothing. No answers, no protection, no accountability.

[03:38:01] My son is just five years old. He was racially harassed on the porch of his own home. The middle schoolers filmed it, Ethan cried, and now he lives in fear. He doesn't understand why it happened. What have you done to prevent things like this happening again?

[03:38:20] If you don't have any policy, please address this issue. I request the school and board to create one, not only for Ethan, but also for all the other children. By ignoring this, you're telling kids like Ethan, your pain doesn't matter. We will not accept that. Not now, not ever. Thank you.

[03:38:39] Thank you. Please hold your applause. Melody Visser, followed by Allison Kelly. I'll just remind people that in the decorum and civility, violations of civility, decorum, and respect include shouting, heckling, jeering, applause, or other noise which disrupts or delays the meeting.

[03:39:03] Thank you. Go ahead. Good evening. My name is Melody Visser, and I speak to you as both a parent and the treasurer of the Broad Run Theater Boosters. Broad Run was the first high school in Ashburn, a school that helped build this community. While new schools benefit from state-of-the-art facilities, Broad Run is being left behind.

[03:39:22] Today, I'm here to highlight a critical need, climate-controlled storage in a functional workshop space. The current wood room is not only undersized, but unheated. Students are forced to work outside in the cold and dark, raising safety concerns. There's also no secure storage for tools, putting the equipment at risk of theft and misuse.

[03:39:40] As a temporary solution, we propose a climate-controlled storage unit right outside the woodroom. Long-term, we ask for investment in proper renovation. Our students deserve equal resources and the same pride in their school as their peers. Let's give Broad Run the respect and future it has earned. Thank you.

[03:39:56] Thank you. Allison Kelly, followed by Kellen Herbert.

[03:40:12] Hello, I'm Allison Kelly. I'm the stage manager for our school's department, and I have spent a large amount of my three years at Broad Run reorganizing our space. Currently, our storage consists of janitorial closets, sewage pipes and boilers included, and curtains to attempt to separate the space, but these creative solutions are not enough.

[03:40:29] We still end up with set pieces in the prop closet, props in the dressing rooms, costumes in the wood room, and set pieces in the wings. The set pieces being held in the wings would be fine if not for the cramped nature of our space. It's a game of Tetris to not only fit everything back there but also to maneuver it, something you'd hope is not complicated when moving eight pieces on or off simultaneously.

[03:40:48] This cramped nature creates safety hazards, making it more likely for people to get hurt during a show. The public nature of backstage means leading up to our show, stuff can be stolen, lost or broken, all while putting others who may not be aware of the screw that had fallen earlier in the day at risk. Please continue to follow your goals of empowering students and allow us to engage our community by giving us the space to grow, learn and exceed.

[03:41:09] Thank you. Thank you. Kellan Herbert, followed by Barbara Davis. Hello. My name is Kellan. I go to Eagle Ridge and I'm in seventh grade. It'd be a great opportunity to have volleyball in high school for boys in Loudoun County. It'd be an easy addition because we already have all the equipment we would need.

[03:41:28] In addition, it would not be too expensive to have it. If we decided to have it, there would be an interest in many boys who went to play. Thank you. Thank you. Barbara Davis, followed by Jaden Thomas-Falcon. Good evening, board members.

[03:41:47] I am Barbara Davis. I live in Kirkpatrick Farms. I also serve as the president of the Community Association. And I am here again to ask you guys not to split Kirkpatrick Farms apart as a community in the rezoning effort.

[03:42:05] Reject the staff plan. Both Braddock Corner and Kirkpatrick Farms are coalescing behind Plan 40, which we ask you to seriously consider. And an idea just came to me tonight of why don't we ask the geospatial students to take a look at it themselves.

[03:42:24] get a student's perspective on this anytime a redistricting or rezoning is coming up. I think it would be a good exercise for them and I think it would be really good for the board to get students' perspective when it comes to this. Thank you. Plan 40, reject the staff plan. Thank you.

[03:42:43] Thank you. Jaden Thomas followed by Deepa Rajan. Good evening. My name is Jaden Thomas Falcon and I'm a senior at a Loudoun County public school. I'm speaking to you today to please look into the dismissal of my theater teacher. Because of him, our program has flourished, become more of a family. He was a father figure, one of my safe spaces, and made theater a home for me and many others. I was a cheerleader for my high school cheer team for all four years of my high school experience, and thanks to my theater teacher, I was able to do both of my passions, cheer and

[03:43:22] theater. Since he's been gone, a classroom where we once learned different things about theater quickly became a study hall where we do nothing. As my college audition experience came to a close and it came time for me to choose where I would spend the next four years I had to make a very hard decision without his guidance the school building that once echoed with his laughter and good energy is now silent please look into his dismissal bring him back thank you thank you

[03:43:48] Deepa Rajan followed by Ali Masis there a Deepa Rajan Ali Masis followed by Melody Masis good evening school board members my name is Ali Masis and I'm currently a seventh grader at Willard middle school and I'm here to share my thoughts about the risk of any part of

[03:44:25] the Lena Mill neighborhood being re-zoned to another school I would like the board to stick to the original staff plan to keep Lena Mill zoned to Willard and Lightridge my reason for this is that I have worked really hard to create to make many connections with light lightridge even though I am a seventh grader I'm a part of Willard's eighth grade symphonic band this is an opportunity that I worked hard to

earn I've already made connections with all of the band directors at Lightridge as I map out my academic and music programs for high school.

[03:44:54] I was also lucky enough to have one of the Lightridge band directors offer me one-on-one guidance as she sees how dedicated I am to the clarinet and to prepare me for marching band. To rezone me away from this opportunity would be devastating after I have worked so hard to keep connections. Please keep Lena Mill aligned to Willard and Lightridge. Thank you for your time.

[03:45:14] Thank you. Melody Maciz followed by Catherine Thomas. Thank you for giving me the opportunity need to be here tonight. I'm here to speak on my behalf of my neighborhood, Lena Mill, and request to keep us aligned to Willard Middle School and Lightridge High School. Ever since I was in third grade, my friends have been rezoned, moved, moved some more, and moved back. This constant changing is being like a military child. Making new friendships is tough. It takes months to build friendships. Then they are destroyed by rezoning and moves. This is hard on kids, too hard.

[03:45:53] Connections between teachers and students are really important and should be impossible to break. Too many changes are happening and it's making kids scared for their futures. I have always known what school I was going to, Willard then to Lightridge. Switching schools causes students to get off track. They can no longer focus on their studies because they're trying to find a bathroom in the school. This isn't good for students. Being in sixth grade, I'm so excited to be a wildcat and a future bolt. I need my friends and I need stability, not a new school

[03:46:25] again. Thank you. Thank you. Catherine Thomas followed by Thipura Gunty. Good evening. I just want to say that Allie and Melody did a great job expressing some of the student reasons why they may want to stay with Willard and Lightridge. I am also the parent of Lena Mill students who currently attend Goshen Post and I would like to speak in favor of the staff plan and against plan 40 and 289. Moving our kids to another school would be detrimental to the relationships that they

[03:47:00] have already formed and the plans that they have already made as well as plan 40 which splits our neighborhood. Our neighborhood does not have a natural split. There is not a major road going through the middle of it to make a natural split. You would be creating a split in our neighborhood and our elementary school is already split between two sections and so that would leave just a small section of our neighborhood contending to Willard and Lightridge which would kind of alienate those students from not only their neighborhood friends but also their elementary school friends. So I would like to advocate for the staff plan or other plans that keep Lena Mill aligned with the Willard and Lightridge

[03:47:35] and also traffic would be really bad if you make us go. Thank you. Tripura Gunty followed by Nancy Surare. I'm a parent of two boys in school zone 7.5. They both attend Willard and are on track for Lightridge. I'm here tonight to respectfully ask that our Lennon Mill community stay in the school track.

[03:47:59] Willard and Lightridge are the closest schools just one stop away when we exit our neighborhood but the proposed plans of 040 and 289 our kids would be sent further away to Mercer and John Champ requiring longer commutes adding to already congested drives to rush hour having to risk a lefty a risky lefty turn on Braddock Road crossing through four lights one stop sign and a yield a four minute commute essentially turns into a 15 minute drive on a non rush hour time and you can imagine easily turning into 60 minutes plus during rush hour our

[03:48:34] neighborhood functions we rely on carpools tight routines and community support systems our neighborhood functions like an extended family rezoning would break those networks apart my boys will be displaced during their eighth and tenth grade thank you nancy serrar followed by amug gunty good evening board i'm nancy serrar i'm a parent of two kids at in lena mill they're arising will be a rising middle and high schooler and i would like them to stay at willard and john at willard and lightridge

[03:49:13] segregating us with 40 is you're going to segregate us from the rest of john champ and mercer that are across the street since we live behind those schools with no connection to them whatsoever and again the rest of lena mill going there you would again segregate us as the only community behind those schools going across and those left-hand turns our kids are learning to drive making left-hand turns that take 10 minutes to get out of our neighborhood would create accidents and we want our kids to get safely to school and get home so we would appreciate it because there's no light there's no roundabout and right-hand turns are safer to get to light

[03:49:49] Ridge. The difference of distance between John Champ and Willard from my house is one-tenth of a mile. No, it's negligible. So let's keep our kids safe and keep them at Willard and Light Ridge. Thank you. Thank you. Amug Gunty followed by Nicole Kennard. Hi, my name is Amug Gunty and I'm a sixth grader at Willard Mill School. I live in Lena Mill. My school zone is DS 7.5. I'm here because obviously I really don't want to be moved to a different school. I make great friends,

[03:50:25] built strong connections with my teachers and I'm involved in sports. Willard feels like home to me. I want to finish middle school with my friends and have the same great experiences my older brother had. It would be really hard to leave and everything and start behind all over at a new school in my last year middle school. Plans like staff plan would let me stay at Willard and go to Light Ridge with my brother and friends just like we expected. Please oppose 040 and 289 and help keep my friends, community, and family together. Thank you for listening. Thank you. Thank you.

[03:51:00] Nicole Kennard, followed by Sally Yates. Members of the board, I'm here as a parent of DS 7.2, one of many who is deeply concerned about the potential impact of yet another school rezoning for our family. My son is currently thriving at Willard, both academically and socially.

[03:51:16] He's a straight-A student who has been recommended for honors next year by all of his teachers. While he's always been well-regarded by staff, he's never been considered a standout academically until now. The environment, the teachers, the support, he's blossomed in ways we didn't anticipate. We've already read the disruption once in Lena Mill with the first rezoning, then again for my son personally when Hovetter opened, being separated from many of his closest friends. They've now been reunited at Willard, and the idea of separating him from these bonds and now, his final year of middle school, is heartbreaking. So many families are sharing similar stories, but I'm here to advocate for what makes most sense for our children, for traffic patterns, and for community continuity. The staff plan is

[03:51:52] grounded in logic and intention. It considers proximity, future rezoning, and avoids even more children driving past Mercer Champ to attend Willard Light Ridge. My husband and I strongly oppose Plan 289 and support the staff plan and others that keep him at Willard and Light Ridge. Thank you. Thank you. Sally Yates, followed by Gladys Johnson. Good evening. I live in DS7, Dulles South 7.2, and I'm here to oppose Zone Plan 289. My son is a sixth grader at Willard and is thriving in all areas. Willard has been the perfect environment for him and since seeing his

[03:52:30] growth has been incredible. We were shocked to see Plan 289 under consideration, especially after staff plan kept us at Willard Lightridge. 7.2 already went through a difficult zoning in 2020 and since then our neighborhood has nearly doubled in size. Plan 289 moves our large community from one overcapacity school to another, creates unsafe traffic conditions with a left turn on Braddock road and uproots our community from schools they love please prioritize stability safety and existing community bonds we urge you not to move forward with plan 289 and please strongly consider the staff plan instead thank

[03:53:05] you thank you Gladys Johnson followed by Claire Weber members of the board I'm a homeowner in district this DSO 7.2 a community impacted by the current rezoning proposals I have a sixth grader currently at Wheeler and we chose this area specifically for the Wheeler and Lightridge schools. The staff plan will let our children stay, but Proposal 289 will send them to Mercer and Champ, schools we did not plan for. We move here with careful thought, not just about buying a home, but about finding a future for our children.

[03:53:44] How is it that new construction continues to expand in areas where schools are already nearing or exceeding capacity? I respectfully ask, is there enough coordination between the zoning Commission and the developers building these homes. Families like mine are doing our due diligence, research school boundaries, planning long term, and yet we're the ones caught in the middle when those boundaries suddenly shift. Please don't make my child start over. Please don't erase the comfort she's finally found. Please give our kids the school they worked so hard to belong to. Please do not choose Proposal 289. Thank you. Thank you. Clara Weber, followed

[03:54:22] Followed by Ren Howe Sui. Hello, I am Weber and I am a part of Broad Run Theater's theater department for two years now.

[03:54:40] Within that time, the theater's wood room has changed a lot. When I first joined, there was minimal space to work or for storage. Then seniors saw this as a safety concern and there was a capstone project built to organize a new system for the wood room so it could be a safer and more efficient place.

[03:54:57] Even after that, there was still a lack of space and a parent in our community had to build us a movable work bench to increase space further, and yet we are still at a lack of space. The theater department has been doing everything we can to make this the safest and best possible place for our students, and yet they still need help.

[03:55:16] There are aspects simply out of their control, such as heating, ventilation, and pure floor space. Many of the set crew members would tell you that their crew could have been formed better if there was a simple expansion of the wood room. Thank you for your time.

[03:55:31] Thank you. Ran Hao Cui, followed by Delegate Gary Higgins. Good evening. I'm here today, not just a concerned community member, but as someone deeply troubled by the inaction of this board we've seen over the past month. Nearly four weeks ago, a video surfaced of middle school students in our district verbally assaulting a five-year-old Asian child with hateful, racist slurs, taunting him while he cried and pleaded.

[03:55:58] And yet, from this board, silence. No formal statement, no public plan, no accountability. How long does it take to acknowledge a known hate incident? How long does a family and entire community

have to wait to see what this board takes the safety of every children seriously, including Asian American children?

[03:56:18] Summer is around the corner. If the message to our students is that this kind of behavior goes unanswered, then we accomplish it. I urge this board, speak up, act now, and commit to a visible, transparent response before another child is harmed.

[03:56:34] Thank you. Thank you. Delegate Gary Higgins, followed by Beth Hess. Thank you, Madam Chairman, members of the board.

[03:56:49] My name is Gary Higgins. I stand here today as a former LCPS school board member, LCPS parent, as well as a current LCPS grandparent and elected state delegate. I must say I am thoroughly disappointed, specifically with regard to the treatment of the three boys at Stonebridge High School.

[03:57:06] and the disregard LCPS has for state and federal mandates. Yes, ma'am. I'm sorry. You named the school, and that's part of what we were talking about earlier, about not targeting, criticizing, attacking. Please redirect and continue.

[03:57:24] I'm sorry. I've spoken with the parents of the students involved. I have also contacted your government affairs staff for a meeting but was told no one was available to talk to me. LCPS is failing these young men and has potential to ruin their futures Should this ridiculous Title IX investigation not stop, the boys were uncomfortable with a girl in their locker room who was filming them, and yet the boys are the ones in trouble.

[03:57:52] As a 14- or 15-year-old young man, I cannot imagine a more inappropriate, awkward, or embarrassing situation than having... Delegate Higgins, there was directed comments, and I needed you to redirect, and then it continued.

[03:58:20] So I can let you have about 15 seconds if that would, but please follow our rules. Thank you, Madam Chair. Like I said, as a 14 or 15-year-old young man, I cannot imagine a more inappropriate or embarrassing situation.

[03:58:38] Where is your common sense? Further, as a taxpayer, I'm absolutely amazed that you all would potentially walk away from \$100 million federal dollars rather than comply with federal policies. When I sat on this board, every dollar counted. Thank you. please refrain from clapping please refrain from clapping the board's going to go into recess for

[03:59:04] about five minutes and we'll be back in a minute thank you the board is back from recess we're

[04:10:59] going to start with um miss beth hess followed by um beverly mccauley as you all know policy 8040 was last updated in 2021 since then dina griffiths has asked twice for the policy to be put on the the agenda for vote and not a single one of you agreed to that if the board had taken action in January to ensure our schools reflect the current executive

[04:11:37] order defining sex as only male and female the current title 9 investigation would not be happening this board has delayed putting politics over parental rights and community concerns constituents have a right to know your vote on policy 8040 stop using the grim case as a reason to delay because Grimm may very well come to an end in June when SCOTUS decides on the Scrimetti case.

[04:12:03] No amount of money spent on the Communications Department or the Public Information Office can save LCPS from the national news until you do the right thing. Thank you. Thank you. Beth, let's

see, sorry, I need my glasses.

[04:12:20] Beverly McCauley followed by Cassie McCauley. Good evening. My name is Beverly McCauley and I've been a mom to 41 children. so I come here to speak with an experience that very few of any of you have. Kids in middle and high school face a litany of things bombarding them, notwithstanding a locker room where kids are very vulnerable.

[04:12:42] They're physically and mentally exposed. Boys made a comment out of being uncomfortable with a female being in the locker room with males. It's not about who you identify. It's biological truth. It was uncomfortable for them to be changing in front of a girl. They were stripped bare, videotaped in the locker room.

[04:12:59] Whether clothed or not, exposed to older people. Timekeeper, please pause the clock. As I shared during the comments during the outside of public comment, speakers should refrain from targeting, criticizing, or attacking individual students during public comment as that's against school board policy. Please redirect or generalize your comments.

[04:13:16] We want to hear your comments while ensuring compliance with policy. Timekeeper, please resume the clock. Okay. It's against a lot of videotape in a locker room. We have reasonable expectations of privacy and private spaces. They were stripped bare of their rights to privacy. So rather than investigate, I wholeheartedly believe we should have reversed 80-40, and it never would have been an issue.

[04:13:39] We're talking about biological differences, not feelings. It's imperative that we teach kids truth. Booker T. Washington said, a lie doesn't become truth. Thank you. Cassie McCauley, followed by Ryan King.

[04:14:01] Hello, I'm Cassie McCauley. I graduated high school and I have multiple siblings who have moved out of public school because of transgenders and children claiming their horses and jumping on them saying sexual terms.

[04:14:18] It has made my siblings and foster siblings very uncomfortable. In the Bible, it says God made two genders, male and female. The fact that you guys are allowing transgender in schools is ridiculous. Children are being ruined and scared to death to go to school because of your guys' lack of finishing what you're supposed to.

[04:14:42] People voice their concerns, and you just disregard them like it's nothing. Multiple parents and adults in general keep saying that they need transgenders out of their kids' lives, and you keep pushing them on saying, it's okay, you can just work around them.

[04:15:01] Nobody wants to work around them. God made two genders. Deal with it. thank you please hold your applause ryan king followed by ryan hart no ryan king ryan hart followed by matt malone hello i am a junior speaking here today to advocate for the reinstatement

[04:15:38] of my theater teacher because he has been a pivotal mentor in my life ever since i met him in my class freshman year that class was genuinely the most fun i've had in school in my entire life every day i look forward to learning new methods to improve my acting and to bonding with my friends and classmates. 99% of that fun and excitement was due to my teacher not only creating an amazing curriculum to teach us more about acting but to also teach us how to be better people in general.

[04:16:07] He directly gave me the passion that would fuel the rest of my life. He's given me many opportunities to grow and experience the world of acting and personally I suffer with severe self-doubt issues and even when I doubt my own capabilities he was always there to show me that I am able to do anything. All I want is for the man who did all of this to be able to see my growth and see how far I've come as an actor and a person. Make that happen. And also grow the woodroom.

[04:16:37] Thank you. Matt Malone, followed by Lori Walsh. And after Lori Walsh, Vice Chair Donahue will be the one who's in charge of the meeting. No Matt Malone.

[04:17:05] Lori Walsh. No Lori Walsh. Our next speaker will be Megan Jenkins, followed by Hannah Visser. I am here in support of the three boys from a high school that were charged with sexual harassment for objecting to a female student videotaping them in the boys' locker room.

[04:17:32] LCPS allowing a biological female into the boys' locker room deprived the three boys of their dignity and privacy. First, I urge the school board to drop the sexual harassment charge against the three boys. This charge could unfairly haunt their reputations for years, and it is completely absurd.

[04:17:48] Second, I would like to call on Governor Youngkin to revoke state funding to LCPS. LCPS is still following Transgender Policy 8040, which is in violation of the statewide VDOE model policy, which requires bathrooms and locker rooms to be separated by biological sex.

[04:18:06] Therefore, LCPS does not have a leg to stand on and must drop the harassment charges. Thank you, Dina, for standing up for the three boys. I urge the rest of you to find your voices and stand up for these boys. Boys cannot be girls, and girls cannot be boys.

[04:18:21] Sorry. When the brain is in conflict with the body, the brain needs to change. Thank you. Our next speaker will be Hannah Visser, followed by Lisa Wolfe. Good evening.

[04:18:41] My name is Hannah Visser, and I'm the president of the International Thespian Society at Broad Run High School. Our teachers and students have been advocating for years for more storage, space, or more equitable opportunities within our department when compared with other spaces. We've usually been told no or told it would happen at some point in the future, yet never did.

[04:18:59] Last year we spoke and this school board approved a \$1 million budget that was supposed to be used for storage for theater or our music department. However, the money went to storage on the other side of the school and was not given to our theater department at all. We've adapted and utilized our space the best we can. Even still, no matter how much we organize or clean our woodroom or other areas, there's never enough space to store new materials.

[04:19:19] We're hoping we would be able to receive any sum of money to either extend our woodroom or provide more space to store our sets and set design materials that will certainly go to us. Thank you. Thank you. Our next speaker is Lisa Wolfe, followed by Jessie Travis.

[04:19:41] Hello. I am a 34-year resident of this county and a former employee of LCPS, but tonight I'm here as a grandparent of one of those three boys being accused of sexual harassment under the Title IX investigation. The video released by local media clearly shows there is absolutely no valid reason for investigating this matter Unless it is to charge the person who illegally recorded those minors in their safe space. The video was Premeditated in the video. You can hear a keeper

[04:20:16] Please stop the time as the chair shared during her comments at the outset of public comments. Speakers need to refrain from targeting, criticizing, or attacking individual students during public comment as that is against school board policy. Please redirect or generalize your comments. We want to hear your comments but also ensure compliance with our policy.

[04:20:39] Timekeeper, please resume the clock. In the video, you can plainly hear the students saying, 'we'll see,' and then the screen goes dark, and then you can hear some of the young men reacting to what they saw as a girl in the boys' locker room.

[04:20:56] At that point, the phone is taken out of hiding, and the recording continues. The local policy 8040, in effect, supersedes both Title IX, which is national, and common sense. Thank you.

[04:21:12] Our next speaker is Jesse Travis, followed by Ella Stevenson. Good evening. I'm here to speak about the recent dismissal of our theater teacher. This occurred with vague disciplinary claims, a lack of transparency, and contradiction of Loudoun County Public Schools policy.

[04:21:34] Parents and students have been left in the dark. No communication on the program's future or college support for juniors and seniors. The theater program and its students are being neglected, with associated support programs being dissolved and claimed that they don't help students. There has been a systemic decrease since the dismissal of educators and dissolution of external programs for support of theater students and their activities.

[04:21:57] This directly contradicts Loudoun County Public Schools' four A's of success. The theater program, built over a decade, self-funded and awarded millions in scholarships, is being dismantled with no plan or justification. Why is Loudoun County Public Schools choosing to single out one of its most successful teachers, an inclusive student program that they created without reason or accountability?

[04:22:19] Bring back the mentor and teacher these students should never have lost. Thank you. Thank you. Our next speaker is Ella Stevenson, followed by Deb Glass.

[04:22:40] No, Ella Stevenson. Deb Glass, followed by Rena Sinha. Good evening. By listening to us tonight, thank you for recognizing, like Alexander Hamilton wrote in the Federalist Paper No. 78, that our elected representatives, you, cannot legitimately substitute their will for the will of their constituents.

[04:23:06] I commend your desire to help and protect our children. Thank you for your hard work to do so. Since many of you are parents too, I'm sure you'll agree that no one wants to protect our children more than we are parents. As a parent of an LCPS student, I can tell you that policy 8040 does the opposite.

[04:23:25] It's a destructive policy and it harms our children. I assume you had noble intent when you voted for policy 8040. However, much like Einstein said, success is failure and progress. This policy is a failure and needs to be revoked so that it can be successfully benefit all of our students.

[04:23:44] The recent incident at LCPS showed how it unfairly puts our students in a situation they should never have had to experience and didn't have the maturity to handle. Please revoke it. Thank you. Our next speaker is Rina Sinha, followed by Bitu Najee. Good evening.

[04:24:02] My name is Rina Sinha, and I have been in Spartan Stage Studios since 2022. During rehearsal, many other actors and I would stand in the wings or sit on the stairs or chairs there. For the mystery of Edwin Drood, there were these moving flats and other parts for the set of the show that was movable.

[04:24:21] The room backstage became especially tight and a safety hazard. Therefore, we could no longer perform in the wings, I mean be in the wings, and were required to sit in the wood room backstage during the performance, which wasn't convenient because the wood room was really small.

[04:24:36] So I couldn't practice singing or choreography without disturbing others or hitting the many things in the wood room. It was also a bit hard to breathe with all the sawdust and wood in that room. On many occasions, I was close to missing my cues because I could hardly hear what was going on on stage.

[04:24:53] If it wasn't for the other actors telling me to get ready or if I didn't watch them leave the woodroom, I wouldn't have known it was my cue. Thank you for your underrated attention. Please consider funding storage for Broadruns Auditorium. Thank you. Our next speaker is Bitu Najee, followed by Nadia Najee.

[04:25:19] Hi, my name is Bitu Nagy, and I am a parent from Lena Mill, District S07.5. I know many parents have been speaking tonight about the rezoning and about their own children, and that's completely understandable.

[04:25:37] After all, I'm standing up here in front of you. But this decision is bigger than one family or one neighborhood. That's why I'm urging the board to trust and adopt the original plan presented by the staff. It's rooted in data, it's unbiased, and it takes into account the broader needs of our community.

[04:25:54] On a personal note, my kids have went through four different schools in four years back-to-back. They are finally settled and thriving. To move them again, especially apart from their Lena Mill friends, would be deeply disruptive academically and socially. I do not envy your positions, and I thank you for what you are doing, and I trust that you'll choose what's best to serve the entire community.

[04:26:16] Thank you for your time. thank you our next speaker is Nadia Najee followed by Zane Najee hi my name is Nadia Najee and I'm a sixth grader at Willard Middle School I'm here tonight because I love my school I've made great friends and I feel safe and happy at Willard changing schools would mean starting all over new teachers new hallways and not having my friends around that's really hard especially after everything we've already been through in the past few years I've had to change schools a lot because of things like COVID and moving it was tough but I'm finally in a place where I feel

[04:26:56] like I belong. I don't want to lose that. Lena Mill is a close community. We carpool, do after school activities, and support each other. Please don't split us up. I hope you'll keep us at Willard and go to the original staff plan. Thank you for listening. Thank you. Our next speaker is Zane Najee followed by Simin Javanfar. Hello, my name is Zane Najee. I'm an eight-year-old and I'm in third grade. I want to talk about my big sister. She goes to Willard and I've heard her talk about

[04:27:31] how much she loves it. She tells me about her awesome teachers and all the fun things they do. I've been to the campus and I've been really excited to go there one day too. It makes me sad to think she might have to leave her friends and everything she loves about school and I don't want to go to a different school for my friends either when it's my turn. Our neighborhood is really close. We do so much things together and I want to stay with them. Please don't split us up.

[04:27:59] I hope you let my sister stay at Willard and keep Lena Mill together. Please choose the original staff plan. Thank you for listening. Thank you. Our next speaker is Samin Javanfar, followed by Yajia Poo. No, Samin Javanfar.

[04:28:27] Our next speaker will be Yajia Poo, followed by Jessica Ua. Good evening. It has been nearly a month since Loudoun County Middle Schooler filmed himself racially harassing a five-year-old Asian child, mocking his ethnicity while the child cried and begged to be left alone.

[04:28:48] This act was intentional, hateful, and deeply damaging. And yet, we have seen no public consequences, no accountability, and no leadership from this board. This is not an isolated incident. LCPS reports hundreds of hate speech incidents every single year.

[04:29:04] This is a crisis. When racism becomes routine and leadership remains quiet, the damage spreads far beyond one child or one family. These students must face real consequences. The schools must take ownership. And this board must act with policy, training, and accountability.

[04:29:23] Because if you cannot protect a five-year-old from hate in this community, then you are failing every student you are sworn to serve. Thank you. Thank you. Our next speaker is Jessica Uwa, followed by Michael Stansberry.

[04:29:43] Good evening. My name is Jessica Uwa, and I am a sophomore and the advocacy chair of the International thespian society at broad run high school the lack of storage in the woodrooms becomes unsafe for everyone especially when people are crowded backstage because many large set pieces have to be stored in the wings which are rather small this contributes towards a safety issue as many actors and crew members especially in larger productions must stay backstage this makes the wing areas crowded and harder to navigate through in many cases actors have tripped over set pieces while trying to travel backstage and while no serious injuries have occurred the possibility remains. In addition, it impedes on the crew's abilities to perform their duty since they have

[04:30:20] to maneuver around the other actors to get the set pieces on stage. This has resulted in actors staying in places such as the wood room and costume room to save space, which is an ideal, especially in the case of the wood room where there are many tools out in the open which could lead to further safety issues or accidents. Please consider funding storage for Broad Runs Auditorium today. Thank you. Thank you. Our next speaker is Michael Stansberry followed by Kate Martial Onis. An ode to the school board. Some years have passed since the school board has

[04:30:58] caused a scene, and it's all because three boys were thought to be mean. We know recording in locker rooms is against the rules, and the boys were brought up on charges, which makes you look like fools. As a coach and a dad, I would stand in the way of this 80-40 crap that will ruin the day.

[04:31:17] God made all boys and girls perfect at birth. It's in his eyes that we all find our worth. You wish that us Christians would swim with the fishes, but why wouldn't you? You're doing what the evil one wishes. And bring that teacher back, and build Broad Run a wall, and let's play some volleyball.

[04:31:39] Thank you. Our next speaker is Kate Martialonis, followed by Lindsay Merritt. Today I'm going to share how our lack of woodroom space at Broad Run has impacted me and the rest of the costume crew.

[04:31:58] Although we have no connection to the space based on our title and responsibilities, we have been forced to be surrounded by it. During our shows, we have such little space backstage it's required for our ensemble actors to wait in our woodroom in rows of chairs We place when actors wait in the wings of our entrance We are unable to make any costume changes let alone quick ones There can't be any movement of set pieces and our stage manager on that side Can't get close enough to whisper in order to communicate any important information Along with that me and the costume crew have adapted to do

changes and store costumes in the woodroom. Despite the temporary fix, this runs the risk of our hard work being ruined by sawdust, paint, or screws scraping the delicate fabric.

[04:32:34] Along with just the costumes having the potential to get ruined, we are also on our knees or moving quickly to do costume changes. We are surrounded by screws, nails, and pieces of wood that can cause splinters. We are asking today to receive climate control storage immediately so we can alleviate broad-run auditorium space issues. Thank you. Our next speaker is Lindsay Merritt, followed by Abby Platt.

[04:33:08] No Lindsay Merritt. Our next speaker is Abby Platt, followed by Kate Hudson. Four years ago, I came to speak to this board about Policy 8040 after my son, then in the fifth grade, had a horrifying experience in the school bathroom.

[04:33:25] A girl from his class walked in, stood next to him, and stared at his penis while he used a urinal. He was embarrassed, mortified. He came home in tears. Since then, my high school daughter has spent years sharing locker rooms and bathrooms with boys. The toll on our family has been significant. We have been forced to have conversations that no parent should have to navigate, all because of policy 8040, which is titled The Rights of the Transgender and Gender Expansive Students.

[04:33:50] What about the rights of all the rest of the students? It is disgusting that an entire policy was crafted to placate less than half of a percent of 81,000 students in LCPS, while the other 99% are ignored, sidelined, or even punished for speaking up. And now Title IX is being weaponized to target and harass students who should be protected, not villainized.

[04:34:11] Enough is enough. This board must represent all students, not just the ones that fit your personal agenda. Our kids deserve better. Thank you. Our next speaker is Katie Hudson, followed by Mohamed Chair.

[04:34:31] Hello, my name is Katie Hudson, and I'm the theater teacher at Broadrun. Since my employment in 2020, I have been advocating for renovations to be done to Broadrun's auditorium. As you see, many students have spoken up here today to say what issues they have personally faced in terms of safety due to lack of space. Having to send students outside in order to build and paint is just not acceptable.

[04:34:50] Yet it's the reality our students live. I am here today to say I am tired and I'm burnt out from having to find alternative solutions to storage and safety issues that frankly should not be safety issues. I have personally had to work with my staff to address multiple safety concerns as our students worked outside, including strangers coming up and talking to them, and even strangers attempting entry into the building.

[04:35:12] You all have heard from myself and my community for years now, and we need storage solutions to happen for these safety issues today. I'm a mom of two and one being an eight-month-old, and I can no longer give up my extra time on the weekends and on holidays organizing and reorganizing storage solutions and putting extra hours of work on top of mounting shows.

[04:35:31] It is disheartening. Our pleas are not heard. Thank you. Thank you. Our next speaker is Mohamed Cher, followed by Jude Armstrong. Good evening. I want to make it clear.

[04:35:50] God creates perfect world and we try to make it more confusing for us but let's not make it confusing for our children. Title nine it's basically used to advance personal agenda. I don't know who's the invisible force behind this. Loudoun I lived in so many different countries so many different states so many different counties and I never seen you know a public school system that's more confusing than Loudoun County.

[04:36:31] So basically, we are allowing the minority to govern the life of the majority, and that's not democracy. We better change it before it's too late. Otherwise, it's better to change.

[04:36:47] Thank you. Our next speaker is Jude Armstrong, followed by Jason Harding. So how many of you have had a kid run up to you, excited to meet you simply because you're old?

[04:37:05] With my increasingly white hair, my laugh lines, my chronic pain, I stand out because I'm a 40-year-old trans person. Ask yourself why that is. Don't let politicians twist this moment to attack 80-40 just to win votes.

[04:37:20] I commend LCPS and ask that you continue to protect trans kids because if we don't, their best-case future might be to become, like me, one of the few rare survivors carrying the stories of those that I have lost.

[04:37:38] Thank you. Thank you. Our next speaker is Jason Harding, followed by Larry David Radliff. My name is Jason Harding.

[04:37:53] I'm a longtime resident, voter, and parent in Loudoun County. I come before you today to express my concern about the bias by the LCPS Title IX office. I have personal experience with the bumbling incompetence of the Title IX office and the conveniently sloppy approach to investigating sensitive matters.

[04:38:10] The rights of parents and all students are consistently disregarded if they conflict with a certain agenda. A few years ago, horrific sexual assaults forced a new and improved Title IX office to be organized. Unfortunately, incompetence and special treatment for favored victims remain the office's primary mission.

[04:38:28] All kids deserve to be safe and treated fairly, not the select few. This board is responsible for this ongoing incompetence and should hold the Title IX office to the highest standard and ensure accountability. If not, the voters will. Thank you. Our next speaker is Larry David Ratliff, followed by Mike Clancy.

[04:38:52] Good evening. My name is Larry David Ratliff, and I'm an employee at Broad Run High School. I'm here to ask for equitable spaces for our theater department. We've missed deadlines and wasted time and materials because we lack the proper storage.

[04:39:12] Pricey lumber gets warped, tools aren't able to be safely locked away, and students spend valuable time searching for what they need. Worse, our students are forced to build and paint outside, sometimes in the dark and cold, because there simply isn't space inside.

[04:39:27] I've personally purchased fans, heaters, floodlights, etc., you name it, just to make that possible, out of my own pocket. This isn't just inefficient. It's unsafe. It's a liability. Our students deserve better. Theater is not a luxury.

[04:39:46] It is a classroom, and it deserves equitable treatment. Thank you. Thank you. Our next speaker is Mike Clancy, followed by Elin Kanapathy. Good evening, I'm Mike Clancy. I've been here numerous times to urge you all to repeal policy 8040. 8040 violates the Bill of Rights of the Virginia Constitution, including the prohibition on discrimination and the right to free speech. 8040 violates federal law. 8040 is itself a Title

[04:40:18] IX violation, and your handling of the investigation is itself a Title IX violation. It's time to restore common sense. It's time to protect the privacy, safety, dignity, and constitutional rights of every student. It's time to bury 8040. Thank you. Thank you. Our next speaker will be Elin Kanapathy, followed by Daniel Brubaker. Hi, my name is Elin. I'm here to express my deep concern

[04:40:53] about an incident that happened involving male students and a girl student. Three male students were in the locker room and a girl student entered the locker room and started recording them when the boys asked and questioned the girl why are you videoing me timekeeper please stop once again I need to ask you to refrain from targeting criticizing or attacking specific students during public comment please redirect or generalize your comments timekeeper please resume well I think we all know about the incident that happened so I'll just continue two years ago a male student went

[04:41:32] into a girl's locker, a girl's bathroom, and sexually assaulted another girl. Allegedly, LCPS covered it up, and all they did was transferred him to a new school. He did it again. Yes, there was consequences, and there were legal actions taken.

[04:41:51] 8040 is a policy that needs to be stopped because it's affecting many students and not just a couple schools, all schools, especially Loudoun County. And Loudoun County is supposed to be a really good county for kids, but this policy is making kids feel so unsafe that they don't even want to go to school anymore.

[04:42:08] Thank you. Please, no applause. Our next speaker is Daniel Brubaker, followed by Lynn Davis. With Daniel Brubaker, our next speaker is Lynn Davis, followed by Michael Hart.

[04:42:42] After sitting through 77 speakers, I feel like I have about 100 different comments. The first one is that I don't care if it's less than one half of a percent of students that are transgender, they still have rights. And this is the same exact reason that Loudoun County didn't desegregate because, you know, it was only a few black people. So it's a flawed reason.

[04:43:18] Additionally, I've heard people come up here and totally misrepresent actions that have happened. Again, I don't want to say who said it, but they just are misrepresenting so many things.

[04:43:35] And I hope that the truth will come out. And I have to wonder where the separation of church and state is when it comes to pastors at the pulpit ginning up people to come here. Thank you. Our next speaker is Michael Hart, followed by Michelle Statton.

[04:43:55] Hello. I come here as a taxpayer, a Loudoun County resident, and a Loudoun County parent, and I ask you to immediately end policy 8040 and fully exonerate the odd number of young men who have been accused of sexual harassment.

[04:44:16] it. I'd like to publicly thank Mrs. Deanna Griffiths. I understand from looking in the media and learning about this story that the entire Loudoun County Public School Board was asked to comment on a potential incident. There was one comment made to the public. I come here because I remember about

four years ago when we still had open comments going on about the potential for policy 8040. During that time, a teacher spoke up or a number of teachers spoke up, were improperly

[04:44:51] terminated, and then the board was ordered to restore them. This is another case. I can't talk the specifics because I'll get cut off. Thank you. No applause. And I have been advised that a rude gesture was made towards one of our previous speakers. We will not be tolerating

[04:45:16] that kind of behavior. I actually witnessed it. She hit a sign on her way out. I'm a witness. I saw it. Please let us speak. May I be able to speak? Please. Okay. Before you speak, I will remind the

[04:45:49] audience to abide by our code and our rules. No rude gestures, no heckling, no applause. Our next speaker is Michelle Statton, followed by Samuel Young. Hi, my name is Michelle, and I'm a mother of five children. I want to be at home having dinner with my family, but I have to be here because the Loudoun County schools can't seem to stop making national news for all the wrong reasons. Brave boys that I don't even know are unfairly investigated because you've created policy that allows girls to go into boys' bathroom and locker rooms. Your policy created this abusive

[04:46:28] situation. You've put our children at risk to appease your own ideology. This is child abuse. You sacrifice the safety and well-being of students in favor of a handful of gender-confused people who wish to become something that they are not. Parents raise children to tell the truth, only to send them off to Loudoun County schools where they'll be shamed and punished for recognizing biological reality. Deanna Griffith, thank you for speaking up for these children.

[04:46:58] To the rest of you, you are on the wrong side of history. Do not let these boys suffer because of the sins of their school board. Thank you. Thank you. No applause. Our next speaker is Samuel Yan, followed by Tumai Harding. Yes, good evening.

[04:47:18] I want to talk about the five-year-old Chinese boy with humility bullied by some Northern County students, public school students. The incident suggests that the school board need to reestablish code conduct of a student to extend code conduct outside school.

[04:47:39] A police officer without uniform is still a student outside the school is still a student. Another incident, a videotaping incident, once again tells us that policy 8040 is a big distraction to education, a big divider of the community.

[04:47:58] The policy should be seriously reconsidered or simply replaced. Thank you. Thank you. Our next speaker is Tumai Harding, followed by Mia Johnson. Good evening, Loudoun County School Board.

[04:48:15] I'm here to address the unjust Title IX investigation underway regarding alleged harassment in a boy's locker room. The accused, guided by their religious beliefs, expressed valid privacy concerns protected as free speech under the First Amendment. Their statements, captured on video, were neither sexual nor harassing, yet they faced severe consequences.

[04:48:37] LCPS's policy allowing opposite-sex locker room access contradicts federal executive orders and Virginia law, which mandates sex-based facilities. The allegations lack evidence and credibility, especially uncorroborated claims of threats. I urge you and the Title IX Office to dismiss these investigations to protect these students' futures and align with state and federal policies.

[04:49:00] Thank you for ensuring fairness and privacy for all students. Thank you. Our next speaker is Mia Johnson, followed by Omer Butt. Members of the board, my name is Mia Johnson.

[04:49:17] I'm a sixth grade scholar at Willard Middle School. It has come to my concern that you have plans to rezone my community, Lena Mill, District DS07.2, from Willard and Lightridge to Mercer and Champ. Not only would this disrupt my academic progress, but it would also affect the connections I have made with my administration and peers.

[04:49:35] I am currently in the Student Council Association and have enjoyed helping my community and school and being the best it can be. I have worked really hard to make friends and find where I fit in. I've joined clubs, talked to new people, and have built real connections with my classmates and teachers. It took time and a lot of courage, but now I have friends who feel like family, teachers who know my name, and a routine that makes me feel safe.

[04:49:55] If you change my school, it's not just a new address. It's like tearing up everything I've worked hard to build. I would have to start over again, and that's really scary. I'm asking you to see the students behind the number. We aren't just names on a list. We're kids with feelings, friendships, and futures we are trying to build one day at a time.

[04:50:11] Please don't take that away from us, from me. Thank you. Thank you. Our next speaker is Omer Butt, followed by Leslie McFadden. Good evening.

[04:50:35] My name is Omer Butt, and I'm here to address two different issues. After waiting for more than three hours, my six-year asked more than 117 times, When can we go home? When can we go home? So I hope this one minute really counts and you guys are listening.

[04:50:54] Bullying causes serious emotional and academic harm. It leads to anxiety, depression, and even suicidal thoughts. It doesn't just affect individual, it damages the entire school system. So please do something about the recent incident that happened.

[04:51:10] Secondly, policy 80/40 has been controversial from the start. It has taken many lives in mental issues and physical issues to a lot of kids and parents who are sitting at home. No one is born in the wrong body.

[04:51:26] There's a boy and a girl, and we need to protect all children. Like Dr. Martin Luther King said, the time is always right to do what is right. Thank you. Our next speaker is Leslie McFadden, followed by Michelle Villaseca.

[04:51:54] No, Leslie McFadden. Our next speaker is Michelle Villaseca, followed by Renee Whitmire. Thanks to you and your predecessors, my dream is to someday be a wife within a God-centered marriage and a homeschool mom that supports inquiry-based learning and focuses on preparing my kids to successfully pursue their careers and serve within their communities.

[04:52:26] I now understand this is in the best interest of children to keep them mentally, emotionally, and physically safe while they're learning because you're failing. If I want to raise children that are respectful and curious, I must believe and trust in God alone.

[04:52:42] As a former student of LCPS, I was taught that scientific discoveries were made by asking questions, to speak up and collaborate with others who disagree. It saddens me this is not what this board stands for and is ignoring our community that's spoken against policy 80/40.

[04:53:01] I pray you recognize my conclusion not to trust this board as a result of the decisions it's made along with my experience spending over a decade in lcps thank you our next speaker quiet our next

speaker is renee whitmeyer followed by jackson herbert no renee whitmeyer our next speaker is jackson herbert followed by

[04:53:34] cory bernay good evening i'm jackson herbert and i'm here to speak on boys volleyball in high school i graduated from briar woods in 2023 and i'm currently playing division one volleyball at george mason i've been fortunate enough to have opportunities to play boys volleyball but it hasn't been easy. To get these opportunities, I have had to cross state lines. My family's had to pay a good amount of money to make this happen. All of high school, I wish to play varsity boys volleyball, but I was never given the opportunity. Schools have the courts, the nets, the poles, and the balls. All the facilities are there to have the sport that has changed my life.

[04:54:09] Counties around us and states all over offer in high school. Why can't we give boys the same opportunities girls have to play volleyball in high school? Thank you. Thank you. Our next speaker is Corey Brené followed by Rebecca Ratliff. No, Corey Brené. Our next speaker is Rebecca Ratliff followed by Santos Munoz. Thank you. Good evening. My name is Rebecca Ratliff and I'm the mother of

[04:54:47] a first grade little girl who attends Loudoun County Public Schools. It concerns me deeply to think that LCPS put my daughter in a situation where she's forced to share a bathroom or locker room with a male or be punished for expressing discomfort in such a situation. That's why I'm to express my opposition to policy 8040 and the outrageous way the district is choosing to address the female in a boy's locker room while filming them issue you should be focused on providing an excellent education not pushing an ideological agenda dr spence you recently said in an email quote we recognize that strong schools are built on trust every student deserves to feel safe

[04:55:22] respected and supported in quote if i were to grade lcp on the board in this regard i'd give you an f how can i trust that my daughter will receive a quality education and not be told nonsense like you can choose whichever bathroom according to how you feel. And how can I trust that my daughter will be safe from a boy being in the girls' locker room when she's trying to change clothes? I can't trust that, and I don't. With respect, drop the nonsense and get back to the important business of educating children. Thank you. Our next speaker is Santos Munoz,

[04:55:52] followed by Chris Countryman. Good evening. My name is Santos Munoz, and I'm talking about Policy 8040. As parents, we want our children to feel safe, respected, and supported in schools.

[04:56:13] since the school board adopted policy 80-40 in 2021 many families have raised serious concerns about privacy and fairness in 2025 january a federal court ruled that title 9 protects students based on biological sex not gender identity in 2023 governor youngkin implemented policies to reinforce this prioritizing students safety and parents rights yet this board is not aligned to to these guidelines. Tonight, you can replace this policy with one that prioritizes children's privacy and safety. I urge you to include this as a new business and vote to repeal or revise

[04:56:52] this policy. By listening to the overwhelming voices, parents are acting decisively and you can change the course and uphold your responsibility as public servants. Thank you. Thank you. Our next speaker is Chris Countryman, followed by John Pepper.

[04:57:13] No Chris Countryman. Our next speaker is John Pepper followed by Karen Lear. Greetings. My name is John Pepper and I'm a resident of Kirkpatrick Farms and we are also part of the Dulles South rezoning and I've heard the beautiful words spoken by the members of the Lena Mill community and

when looking at plans the staff plan is a disaster for us because like Lena Mill if you go with the staff plan my daughter loses the ability to be with her elementary school friends when she goes to middle and high school. So I looked at the plans and the

[04:57:51] compromise plan is plan 935. That keeps us where we are. It keeps Lena Mill where they are. And everybody wins and gets to stay with their friends. There is no more dangerous time for kids to lose love of school when they're transitioning to middle and high school. And to be separated as a neighborhood, kids you play with at the pool, kids you've gone to elementary school with, let's keep our kids together. Let's look and support plan 935. Thank you guys so much. Thank you. Our next

[04:58:23] speaker is Karen Lear followed by Julia Holcomb. No Karen Lear. Our next speaker is Julia Holcomb followed by Susan Cox. No Julia Holcomb. Our next speaker is Susan Cox followed by Fred Avila.

[04:59:01] LCPS in the news again for another scandal. And when you hear the details you think you're in the twilight zone. Where is the accountability for the violation of the policy against filming in the locker room? What happened to transparency and building trust? Do you still think it wise to keep secrets from parents. This goes against common sense and decency, and policies that erode trust, such as Policy 8040. Many constituents think you are not capable or ethical enough to handle issues, so once again, there is an investigation by the Attorney General into LCPS. It seems many on the school board are compromised. Aren't you concerned about filming

[04:59:41] in private spaces? Don't you care? Where's your empathy? We are your check and balance, and you are letting the community down, especially the students. Trust issues abound. Stop the bullying and intimidation. Wanting privacy in the locker rooms is not hate.

[05:00:01] Filming in the locker rooms is against your policy. Thank you. Our next speaker is Fred Avila, followed by former Senator Dick Black. No, Fred Avila.

[05:00:24] Our next speaker is former Senator Dick Black, followed by Christine Dixon. I'm Senator Black, who served on the Education Committee.

[05:00:40] This board is known for racial and sexual discrimination. And now, you're investigating boys who didn't want a girl filming them in the locker room. What is wrong with Loudoun County's school system? The U.S. recognizes just two sexes, yet you insist on letting students intrude into locker rooms based on gender preferences.

[05:01:06] 80-40 makes us a laughingstock. It fosters dangerous, hostile environments, violating Title IX of the Civil Rights Act. Sexual assaults have occurred. Citizens can file complaints online at civilrights.justice.gov.

[05:01:26] Tell the Department of Justice that Policy 8040 created a sexually hostile environment. It's time we got the Department of Justice involved. Thank you. our next speaker is christine dixon followed by sean murphy i speak as a parent a grandparent

[05:01:57] and former teacher i would like to um talk about 80 40 policy in the hopes of it being abolished my concerns are that um excuse me for a minute on my phone my concerns are that we are not giving the best interest of all children um in elton county due consideration i say this in light of the recent locker room controversy.

[05:02:24] I don't feel that people should be penalized when they're exercising free speech. That doesn't constitute sexual harassment. I think we need to care about bullying in school, but we need to differentiate as teachers and parents and educate our children the difference between being insulted because of a rude comment or true bullying, and we need to define it.

[05:02:49] Not only that, I think that, you know, we need to also understand that feelings aren't necessarily an indication of truth. Thank you. Our next speaker is Sean Murphy, followed by Amy Riccardi. Thank you.

[05:03:08] I'm here as the Vice President of Equality Loudoun as an LCPS parent. Policy 8040 ensures every student is treated with dignity and respect, is firmly rooted in state and federal law, reflects the will of Loudoun voters, and upholds the right of students to be free from discrimination based on their gender identity, including their right to use facilities aligned to their gender, but that it has nothing to do with the incident in question.

[05:03:38] Nor are our schools investigating or disciplining students for their personal beliefs, thoughts, or opinions. Once again, we see news outlets, faith leaders, and elected officials spreading false and misleading information and exploiting the situation for their own cynical motives.

[05:03:55] As a parent, I appreciate that LCPS prioritizes student privacy and won't discuss specifics of disciplinary matters publicly. Let's remember that all of our students deserve support, the right to a fair disciplinary process, and not to be made into political talking.

[05:04:12] Thank you. Our next speaker is Amy Riccardi, followed by Lily Howard. Good evening. I'm going to say what everybody in this room that has common sense wants to say but hasn't gotten up here to say.

[05:04:29] The way you all are conducting these school board meetings now is abhorrent and incredibly disrespectful to the public that holds you accountable. These rules that you have put in place continue to grow week after week, meeting after meeting, a little bit more, a little bit more every single time.

[05:04:48] I've been to every school board meeting basically for the last three years, and I have yet to see you all vote on these public rules that you've now created. and they don't violate FERPA, these people are not violating anything, you all interrupt people that have viewpoints that you don't agree with, and it is time to stop the shenanigans.

[05:05:10] It's absolutely ridiculous. 68% of this county is not in line with you and do not want boys and girls bathrooms or sports or anywhere else. There's only 18% of the county that does. You all need to put your personal politics aside. Thank you. Our next speaker is Lily Howard followed by Jessica Greenberg. Good evening I'm Lily Howard a student at Broad Run and member of Broad Run's

[05:05:46] theater department. My mom works at a different LCPS school and I've done many productions over the summer at other schools in the county. These experiences have allowed me to see the inequities between Loudoun County schools firsthand. As a young student who is very passionate about the community that we've cultivated at Broad Run it's been very disheartening to see other schools with space is at least double the size of ours. I know our department is just as worthy and I want for us to have equitable spaces where we can learn and grow as performers and technicians. Thank you for your time. Please consider funding storage and expansions for Broadrun's auditorium today. Thank

[05:06:18] you. Thank you. Our next speaker is Jessica Greenberg followed by Elizabeth Whitley. Good evening members of the school board. My name is Jessica Greenberg and I'm here today as a mother an advocate and a voice for my son because Loudoun County Public Schools have failed him. Let me be clear. I'm not here to play politics. I'm not here to mince words. I'm here because my 11 year old son, a fifth grader at an LCPS school, has been bullied, sexually assaulted, physically attacked, threatened, and harassed throughout this school year. And your administration has done nothing

[05:06:57] to protect him. And the result, my child says he has thoughts about suicide. My 11 year old child is having suicidal thoughts because what he's enduring, let that sink in. The LCPS promises every student a safe and respectful learning environment free from harassment, discrimination, and bullying. You promised accountability, but where was that accountability when my son was sexually assaulted on the playground by a fellow classmate last month? My son reported it immediately.

[05:07:32] There were witnesses who corroborated his account. Thank you. Our next speaker is Elizabeth Whitley followed by Hilda Maltes. I'm Elizabeth Whitley, a resident of Kirkpatrick Farms. I have four children and my family is deeply involved in our schools. Our community is in strong opposition to the staff plan. We are in support of Plan 40, but have compassion for our neighbors and support keeping all communities intact and at their current schools. Plan 935 keeps us and Lena Mill

[05:08:08] where we are. We have been rezoned multiple times, housed Hovatter's entire kindergarten for two years, and are always targeted to suffer for the greater good because of a road that goes through our neighborhood. Now we're being asked to shoulder another burden that isn't our fault and one that fractures our community. Our community's children are already experiencing anxiety around rezoning. Poor planning between LCPS and overbuilding in the county shouldn't create problems that citizens are sacrificed to solve. The staff plan fractures our sense of school community as well as our actual community. A road is not a natural boundary for a community

[05:08:44] established in 2005, long before wealthier and larger communities were built. Please don't punish us for living on the wrong side of Braddock. Thank you. Thank you. Our next speaker is Hilda Maltese, followed by Heather Gottlieb. No Hilda Maltese. Our next speaker is Heather Gottlieb, followed by Lee Guarinello. How can you tell it's a gubernatorial election year? Senators,

[05:09:23] delegates, and a bunch of failed Republican candidates are here. Nick Minoc is back peddling his propaganda like it's 2021. The usual grab bag of transphobia, fear-mongering, and fake outrage straight out of Ian Pryor's dusty Republican playbook. But here's the thing, Loudoun County has changed. We're smarter, we're paying attention, and we will not allow a repeat of 2021. Dr. Spence has shown us what real leadership looks like, leading with facts, focusing on students, and refusing to be pushed around by a loud, perpetually outraged minority. I want to thank Dr. Spence and

[05:09:58] the school board for continuing to ensure that all students feel safe and seen at LCPS. Shame on the pundits pushing this trash, targeting vulnerable students, and exploiting families to score political points and weaponizing children and their desperate attempts to stay relevant. We will not obey in advance. Oh, and bootlifts are gender-affirming care. Thank you. No applause, please. Our next speaker is Lee Guarinello, followed by Seth Wolf. Hello. My name is Lee Guarinello. I am board

[05:10:34] president of Equality Loudoun. I want to thank LCPS for upholding their policies and respecting the dignity and privacy of all students and families. Policies like 8040 send a clear message that

all students are welcome and protected. 41% of LGBTQ plus youth have seriously considered suicide in the last year and only half found their schools affirming.

[05:10:59] But when schools like LCPS do affirm students, suicide attempts drop dramatically. Reversing policies like 80-40 not only puts vulnerable students at risk, it undermines our commitment to engage students with compassion, empower them to grow, and enrich their future by ensuring their right to learn in safety and dignity.

[05:11:25] Please continue leading with compassion, integrity, and evidence-based decisions. Thank you. Thank you. Our next speaker is Seth Wolfe, followed by Michael Rivera. Good evening, members of the board. My name is Seth Wolfe, and I'm here tonight as a father and a concerned citizen. First, thank you for your service. Leadership isn't easy, and I respect the difficult decision you face while making decisions that affect our communities and families. I'm here because I believe protecting our children from policies that can confuse them or harm them,

[05:12:03] especially regarding complex issues like gender identity. Schools should focus on academics, critical thinking, and character building, free from unnecessary distractions and radical ideology. I urge you to review, revise, and redo any policy not rooted in law, facts, or the best interests of our children. Prioritize compassion, common sense, and rebuild trust between parents and educators.

[05:12:28] Align Loudoun County policies with state and federal guidelines and mandates. Our children's futures depend on your leaderships today. Please act with clarity and courage to ensure the safety and the success of all children. Protect our children, not our policies.

[05:12:45] Thank you. Our next speaker is Michael Rivera, followed by Renee Smith. There's something looming over all of us that everyone is overlooking.

[05:13:02] The fact is that our ability to air our grievances lies at the feet of one person on the dais, Melinda Mansfield. One person has arbitrary ability to cut you off, to limit your speech, correct your grammar, and to initiate retaliation.

[05:13:17] I know this because it happened to me. When I spoke on October 8th of last year, critical of LCPS, someone from the school district called my employer and attempted to get me fired. They didn't care about my family, my special needs daughter, or my career. They only cared about the fact that I criticized the school board and I needed to be taught a lesson.

[05:13:38] I persevered after six weeks of suspension. The school board is currently in litigation for First Amendment violations for that same meeting. When you vote this November, remember that the school board is supposed to represent us, not silence, retaliate, and litigants against us.

[05:13:55] While you're at it, do your jobs, fix the woodroom, fund boys volleyball, and stop over-renovating the admin building. Thank you. Our next—no applause, please. Our next speaker is Renee Smith, followed by Carrie Kidwell. I am speaking on behalf of my son, who is wrongfully accused of a Title IX violation.

[05:14:19] LCPS claims to prioritize safety, dignity, and respect. Let me be loud and clear, no one felt safe, no one felt respected, and no one walked away from that locker room with their dignity intact.

[05:14:35] Policy 8040 was implemented under the guise that it's helpful, but in reality, it's created more problems than it's ever claimed to solve, and it's time we stop pretending otherwise. To Loudoun County

parents, what happened to my son and to the others involved could happen to yours.

[05:14:51] This policy has created a system where schools focus more on managing optics than protecting any of our kids. We cannot stand by while our children's safety and dignity are sacrificed for politics and appearances. I urge every parent to speak up, demand transparency, and insist that policy 8040 be repealed immediately.

[05:15:10] Our schools must prioritize protecting all students, not punishing them. It's time to take action. Thank you. Our next speaker is Carrie Kidwell, followed by Amy Paul. Good evening.

[05:15:32] I'm here to speak in strong support of Policy 8040, a policy created with input from experts, data, and community feedback to ensure that all students, including transgender students, are safe, seen, and supported in our schools. Let's be clear.

[05:15:48] Transgender people exist. They always have, and no executive order, sermon, or headline, or public comment can erase them. We cannot, in good faith, debate policies impacting students if we deny the existence of those very students.

[05:16:04] That's not discourse, that's dehumanization. We have seen this playbook before. Fear-mongering, misinformation, and political theater, all at the expense of vulnerable children. It's happening again, just as it did four years ago. Happens to be another governor's election this year.

[05:16:21] Our kids deserve better, and they deserve schools that protect them and not platforms that are used to exploit them. Let's redirect our energy toward real issues like literacy, food insecurity, apparently theater and volleyball. Thank you very much. Thank you. Our next speaker is Amy Paul, followed by Anne Miller.

[05:16:49] Good evening. I'm here to show my support for the three young men from a certain high school and also to demand that Loudoun County end its insane 80-40 policy. You all have helped facilitate this charade for long enough, and it's time to put an end to the madness.

[05:17:05] You're investigating three young men for having common sense enough to state the obvious. Girls do not belong in boys' locker rooms. Please don't tell me that he or she is really a he. We're done playing that game. There is no such thing as a child born in the wrong body.

[05:17:21] 80-40 has damaged so many children. You're taking kids who have serious issues, and instead of trying to understand why they're rejecting their true selves, you encourage them to go down a path that could lead to irreparable harm to their bodies.

[05:17:36] It's time for you to act like the adults. Instead, you're investigating these young men for sexual harassment. But in reality, you're the harassers. If you don't end 80/40, it's my hope that there will be so much press that the Trump administration will pull every dime.

[05:17:52] Thank you. is Ann Miller followed by followed by Suzanne Satterfield good evening last year I spoke to school board members about my son's high school football team who was terrified to speak up about being uncomfortable having to dress in the locker room with a female student they were tear they were terrified that they were going to that retaliation and retribution was going to come against

[05:18:31] them and that's exactly what happened they waited till the end of the season and they held a walkout, and they were harassed and experienced disparity. I come to you today not to give you hell, but to give you heaven. We speak the name of Jesus over this school system.

[05:18:47] We pray, Father God, your will will be done for the children of this county. We pray, Lord God, that you would remove Policy 80 and all other destructive policies that are harmful to the children of this county. We speak to these mountains of destruction and we say, be thou removed in Jesus's name. Amen.

[05:19:07] Our next, thank you. Our next speaker is Suzanne Satterfield, followed by Benjamin Calloway Jones. Children rely on adults to be truthful and protect them from harm.

[05:19:27] Every girl and boy has the right to feel secure using private spaces without being invaded by the opposite sex. Every day that policy 80-40 remains in play, children are being lied to so that they could be born in the wrong body, can change their sex, and this board and administration actually cares about their safety, dignity, and mental health.

[05:19:48] You pride yourself on saying you support transparency, yet this very policy states you keep secrets from parents. End harmful policy 80-40 today or get off the dais. Cut the millions of dollars in unneeded admin jobs, building unneeded schools, and fund the broad-run woodroom expansion and Guilford School renovations and all other necessary renovations.

[05:20:11] Stop pulling apart neighborhoods with unnecessary redistricting. Let the boys play volleyball. Thank you. Our next speaker is Benjamin Calloway-Jones, followed by Philip Woodis. Good evening.

[05:20:29] My name is Benjamin Calloway-Jones. I'm here to speak with you about my desire to bring boys' high school volleyball to Loudoun County. I'm a Leesburg resident, and my son Gregory is a ninth grader at Tuscarora. He's a passionate volleyballer who wants to play very competitively, which necessitates a 250-mile weekly commute to play on a boys' travel team in Springfield.

[05:20:53] Many of his teammates attend high schools in Alexandria, Arlington, Fairfax County, and Montgomery County, where they are also able to compete on their boys' high school volleyball teams. Men's volleyball is an increasingly popular sport all around the world, and I hope that we'll provide that opportunity to our high school boys here in Loudoun County.

[05:21:13] I think it's probably inevitable, so please let's bring it sooner rather than later. I want you to know that you can count on our family's support in this initiative. Thanks for your attention. Thank you. Our next speaker is Philip Wittes, followed by Alicia Brand-Ludeman.

[05:21:37] Look, I want to address this room. As an Englishman, I do find something very funny about this board. This is a school board. You act like the US Supreme Court. I thought your principals were by the people for the people, and it's a kangaroo message that you sent. Timekeeper, stop the time, please. I'm not allowed to say something like that?

[05:21:54] An objective evaluation of how I see this? Sir, the rules require you to address the members, not the rest of the room. Okay, good. Sorry, people. Timekeeper, please continue. Okay, let me address one member of the board who looks like she's asleep this evening. Dr. Samira Rashid, you on April the 24th chaired the Special Permissions Board Committee and denied the appeal for my son to go to Blue Ridge Middle School.

[05:22:22] I don't think you're impartial enough to sit on that board. Given the feedback I've had since is that you create the rules and the policies for special permissions and told someone in confidence that therefore you couldn't vote an exception, such as my kid's case, to go to Blue Ridge Middle School.

[05:22:41] I also think Carrie LaBelle, in her absence, is not fit to be my Coctin representative. She petitions and pitches the fact she has a sister with autism, yet couldn't look after my son. Thank you. Our next speaker is Alicia Brand-Ludeman, followed by Scott Smith.

[05:23:04] No, Alicia Brand-Ludeman. Our next speaker is Scott Smith, followed by Jessica Smith. Good evening, everyone.

[05:23:27] It's the first time I've seen you here. I sat this year out, but I thought tonight was a good night to come talk to you. This policy 8040 has hurt so many people since my daughter was raped at Stonebridge in 2021 because of this policy 8040.

[05:23:45] But what I really want to tell you is what you're doing tonight to these three boys is the same thing that you tried to do to my family. I had to testify under perjury that my family didn't know anything about policy 8040 because there was testimony in the special grand jury that said we made this up.

[05:24:08] Can you believe that? We got accused of making the rape of my daughter up. And now, four years later, you're doing the same damn thing. You're victimizing innocent children over the priority of kids that don't know what...

[05:24:30] Thank you, sir. I'm not done yet. Please yield the mic. Your time has expired. Sir, your time is expired Our final speaker No applause, please Our final speaker is Jessica Smith

[05:25:00] It has been almost four years On the 28th of May There are only two genders Male and female, boy and girl You know, this is like an SNL skit

[05:25:39] Good night We have the gavels going nobody paying attention nobody understanding the devastation that you have caused my family personally title nine wasn't even in place there was no title nine when when it happened there was no title nine you still have this administration over here that failed end policy 8040 thank you

[05:26:14] that is the end of our public comment list thank you all for engaging with the loudon county school

[05:26:22] board the board will now take a 10-minute recess all right the board is now in session and we are

[05:39:55] going to um continue with item 12 and our action items starting with item 12.01 uh finance and operations committee revision of policy 6130 unpaid mail uh meal debt presented by uh mr

[05:40:10] streffi chair fno committee do you have a motion mr streffi he's not talking either are we on

[05:40:44] Yeah. Mr. Struffy, can you unmute or frozen or? Hold on. Hold on. The Wi-Fi is still not working, is it?

[05:41:19] Is it working now? Okay. Okay. I'm going to have Vice Chair Donahue, would you go ahead and make a motion?

[05:41:45] Thank you, Madam Chair. I move that the Loudoun County School Board adopt the Finance and Operations Committee approved revisions of policy 6130 on unpaid meal debt. i have a motion do i have a second second i have a second by uh miss chandler it's been properly moved and seconded um miss willoughby since you're here and mr astreffi is not could you help us

[05:42:16] remind us remind the board what this is please of course this policy um went through the fno committee and was brought to the school board with some edits to the policy um the edits was to provide additional definitions related to unpaid meal debt. We also provided additional clarity regarding our communication efforts and our efforts related to what the threshold was

[05:42:51] whenever we do start our communication efforts, which is when an account becomes \$5 or more delinquent. And then we also, at the end, provide additional clarifying information regarding what happens with the unpaid meal debt at the end of the school year and so that was what was proposed and then during committee and during the school board meetings there have been you know discussions regarding edits and i believe there are some possible motions in board docs thank you miss willoughby i think we got mr straffi back on do you want to add anything mr straffi thank you and

[05:43:26] apologies for that um didn't have audio couldn't hear you all um no i don't have anything to add And just was going to, I think Ms. Willoughby covered it. There were two potential amendments that were contemplated when this was an information item.

[05:43:42] So that's it. All right. I will, I'd like to, since we're having, it's been motion seconded and this is our discussion part, I'd like to make an amendment. I move that on line 55 after, on the red line, after mail, remove the punctuation and insert in ADA accessible format, period, the communication is also available in multiple languages.

[05:44:16] So I've made a motion. Do I have a second? Second. I have a second by Ms. Chandler. It's been properly moved and seconded. This is just to kind of make certain that this is in accessible formats and multiple languages, which they pretty much do multiple languages anyway, but this is just to put it in policy to make sure that things are accessible.

[05:44:38] So we can go ahead. Any other discussion? No? Where's my thing? Oh, here it is. We can go ahead and vote on this motion, and then it'll go back to the base motion.

[05:44:57] Clerk, please open the vote. Board members, please record your vote. Clerk, please. Oh, Arben, would you please, Mr. Estraffi, would you please state your vote? Yes. clerk please close and display the vote and that motion passes unanimously with Miss LaBelle abstaining I'm absent for the vote and we go back to the base motion is there any other discussion yes Miss Chandler thank you madam chair I

[05:45:32] also would like to make a motion I would like to move that on the red line version at line 50 after a will not be allowed to incur debt for out a la carte items that we add language to include items available to purchase such as chips beverages additional entrees additional meals etc and strike line B are not allowed to charge a second meal after expressing some concerns with the language as it was initially presented we worked with staff to develop language that aligns more with our current practice and does not contradict any

[05:46:08] other provisions of the policy there's a motion on the floors do I have a second second oh I have a second by Ms. Chernoff um so the motion's been uh made and seconded um is there any other discussion do you want to speak to your motion you kind of did but do you want okay uh any other discussion seeing none we'll go ahead and move forward with the vote clerk please open the vote this is for the second amendment uh board members please record your vote

[05:46:45] Arvin Mr. Streffi would you please state your vote yes clerk please close and display the vote and that motion passes unanimously we'll now go back to the base motion as amended by both

amendments um is there any discussion seeing none um clerk please open the vote board members

[05:47:15] please record your vote clerk please oh sorry uh mr streffi please just uh state your vote yes miss chandler clerk please close and display the vote and that motion passes eight with uh Ms. LaBelle absent for the vote.

[05:47:44] Okay, we'll move on. We'll continue to 12.02, Human Resources and Talent Development HRTD Committee, revisions to Policies 7306, Personnel Records and Files. Ms. Griffiths, do you have a motion? Yes, Madam Chair.

[05:48:00] I would like to make a motion to adopt Revised Policy 7306, Personal Records. And file. And file. I have a motion by Ms. Griffiths. Do I have a second? Second. - I have a second by Vice Chair Donahue. It's been properly moved and seconded.

[05:48:16] Would you like to speak to your motion, Mrs. Griffiths? - Thank you, Madam Chair. Policy 7306, personal records in file, was an information item on March 27th, 2025 at the HRTD meeting. After reviewing, the committee voted to bring it back as an action item at the April 24th, 2025 HRTD meeting.

[05:48:37] The policy was made available for public feedback via the Loudoun County Schools website. We also discussed this policy at our May 6th board meeting. Ms. Bolin, please speak to the straightforward policy if necessary, thank you.

[05:48:53] - Thank you, Mrs. Griffiths. So I'm happy to add a few points. Policy 7306 provides the framework for the proper maintenance, confidentiality, and accessibility of personnel records for all LCPS employees.

[05:49:10] its original intent was straightforward, to ensure complete, accurate employee files and offer a process for employees to correct factual inaccuracies. The proposed revisions to this policy are part of a broader strategic effort to create clarity and consistency across policies governing employee complaints and grievances and to ensure alignment with this effort, the proposed revisions which begin in Section G, clarify that request to amend or remove records must be based on a factual inaccuracy,

[05:49:50] such as incorrect dates or other objective errors, not as an avenue to challenge past employment decisions. Recognizing that our revisions aim to clarify the intent of this policy, we did also add Section H, which directs employees to the appropriate grievance and appeals policies when seeking to rebut or challenge a disciplinary action.

[05:50:16] And I'm happy to answer any questions if there are any. Thank you, Ms. Pollan. Board members, do you have any questions, any discussion? Yes, Ms. Chernoff. Thank you, Madam Chair. I have a slight amendment, so I would like to move that on the red line version, line 33, we strike the word authorizes and replace it with may authorize.

[05:50:38] And on line 34, after employment, add where consistent with applicable laws. So in section C2, it would now read, in the event that an employee or former employee engages in conduct which becomes a subject of public concern as reported in the news media or such person otherwise discloses matters related to his or her employment to the news media, the school board may authorize the superintendent or designee to disclose accurate and relevant information regarding such person's actions and employment, and then switching over, sorry, where consistent with applicable laws.

[05:51:17] Could you tell me where consistent with applicable laws would be? After employment. Did I read it wrong? Okay, no, okay. We have a motion on the floor. Do I have a second? Second. I have a second by Vice Chair Donahue.

[05:51:36] Ms. Chernoff, would you like to speak to your motion? Yes, thank you, Madam Chair. I apologize for the late arrival of this amendment. I was contemplating whether or not to do that and having some discussions with other board members, but just given our conversation about what our best practices already are, I think this language just tightens it up.

[05:51:56] It also, the way it read to me seemed funny that a policy would authorize that for all situations for the superintendent, and I just feel like this puts a shared accountability on both the school board and the superintendent as we may authorize in a case-by-case basis, and obviously consistent with applicable laws, is just to provide clarity.

[05:52:18] Thank you, Ms. Sherloff. Mr. Allen, could you give me an understanding of how that authorization would work? Would that be a vote? Would that be what? Thank you, Madam Chair. I think that's within the discretion of the board, but it appears that that's fairly vague.

[05:52:37] So to the extent the Board is willing or has a will to incorporate such an amendment, perhaps it would be suggested to provide some greater clarity on how that mechanism might work just for clarity.

[05:52:57] Dr. Spence, do you have any? I think there are, throughout the Board's policies, a number of instances where the superintendent is authorized by the board to take specific action and I think that's just a reflection of policy being specific about delegated authority to the superintendent on certain things in this case I think this amendment would require to your specific question that the board take a vote so you would need to discuss the situation take a vote to then tell the superintendent that they

[05:53:35] could release information to the media because I don't know that no any other way that the board corporate could authorize me to do that you know the case-by-case basis that's what I was wondering that I'm just thinking out loud if we did that then that would disclose matters already it makes a little copyright or you need to go into executive session and then come out and take a vote in each of those scenarios for that might be appropriate so that really would probably be the only way you could accomplish that given the given

[05:54:11] that language of it being on a case-by-case basis any other discussion could you tell me sorry could you tell me the line again yes line 33 and 34 no 33 and 34 you said may yes section C2 and then it says so we would strike the word authorizes and replace it with may authorize mr. handler thank you madam

[05:54:46] chair I'd like to ask mr. Allen if there are any other places that are specific to this exact issue where it's already codified. Thank you, Ms. Chandler.

[05:55:06] Not to my knowledge, we can certainly look into that, but not off the top of my head am I aware of any specifics. To the extent there's a subpoena per se or where it's legally required, that would be a different story where compliance would be compelled.

[05:55:29] but I'm not sure about my recollection but I was wondering if it would have been in the superintendent's contract that the provision is already the relationship the responsibility is already contemplated that there would be discussions with the board as well yeah I think we we'd have to look into that um further okay I would be worried um I do appreciate the desire

[05:56:08] to want to codify that relationship but I would worry about the added burden of having to do it in closed session because in the worst case scenario we might need to move quickly. Any more discussion? Yes Vice Chair Donahue. Thank you Madam Chair. I share Ms. Chandler's concerns about being able to respond

[05:56:45] quickly if the need arose and the logistical challenges that that would present if we were to add in a requirement of authorization on a case-by-case basis and I would like to make a motion to amend the amendment I know okay I

[05:57:17] move to amend mr. Knoss proposed amendment to not so that so that it would read after employment adding in what did you say as consistent with law we're we're consistent with the political laws so then you would keep that but keep that's but not put the may authorizes yes okay so just delete the may but keep the other yes so lines 33 to 34 would be the school board authorizes the

[05:57:56] superintendent or designee to disclose accurate and relevant information regarding such person's actions and employment comma where consistent with applicable law um okay we have a motion on the table uh to amend the amendment do i have a second second oh okay i have a second by ms chandler um so now for the discussion part um mr astraffy i i don't want to leave you out i might have a it's even though your face is right in front of me i still

[05:58:29] might miss so if you want to say something raise your hand or something i know um so mr allen i'm wondering if there's any way that it wouldn't be contemplated by law applicable law or against applicable law thank you for the question yeah i i think if the board's seriously contemplating

[05:59:04] this it might be worthwhile postponing until these questions can be looked at further um we're kind of spontaneous tonight and we want to make sure we look at them if that's the board's will so in order to do that we have motions on the table and we have an amend the amendment so what would be the next step we would have to close one of the amend the amendments out or to make a motion to postpone for next week or the next school board meeting is that correct

[05:59:40] Yes, that's correct. There can't be an amendment to an amendment upon an amendment, so you have two levels of amendments, and I think two are already open on the floor, so you would have to close one out. Okay, so let's go ahead and is there any discussion on the amendment? Yes, Vice Chair Donoghue.

[06:00:01] Thank you, Madam Chair. I just wanted to ask Ms. Boland if there would be any concern from staff's perspective if we were to postpone approving these revisions. No, I mean, of course, we'd prefer not to, but this isn't a time-constraint policy, no.

[06:00:25] Thank you. Okay, so there's a motion. Any other discussion? Let's go ahead and vote on the amend the amendment. okay so clerk please open the vote board members please record your vote clerk oh mr i'm sorry

[06:00:56] mr astraffy mr astraffy please uh state your vote no uh clerk please close and display the vote that motion is a tie how is that oh my goodness okay so then do we re-vote it is what it is

[06:01:27] it doesn't pass mr allen could you please give us a little bit of guidance yes i'm checking policy to make sure I don't misstate. I seem to recall that there's one opportunity for a re-vote before, but just if you can give me a moment, I'll...

[06:01:48] But in any case, if it's... I guess we have to figure out if it's passed or not passed, and then we can just make a substitute motion. Thank you, Madam Chair. That's correct, but I'll refer to policy 2440D2 under the header of voting.

[06:02:07] In any case in which there is a tie vote when all members are not present the question shall be passed by until the next meeting when it shall again be voted upon even though all members are not present okay so there we go we don't have to vote anymore it just goes to the next meeting that's correct per policy okay per policy okay we're going to use that all right per policy we're just going to move some policies

[06:02:39] 7306 to the next meeting which is when June when is our next meeting June 10th June 10th okay all right moving on 12.03 students services committee revision of policy 8125 admission requirements presented by Anne Donahue chair of the student services committee do you have a motion advice Chair Donohue. Yes, thank you, Madam Chair. I move that the Loudoun County School Board adopt

[06:03:18] the Student Services Committee's approved revisions of Policy 8125 admission requirements. I have a motion on the floor. Do I have a second? I'll second. It's been properly moved and seconded. Vice Chair Donohue, would you like to speak to your motion? Thank you, Madam Chair.

[06:03:38] The Policy 8125 was due for its cyclical five-year review, came before the Student Services Committee earlier this year for as an information item was passed unanimously on to the full board for consideration and was presented to the board as an information item on May 6th prior to being referred to the full board it was sent out for public feedback and review and there were minimal comments received and that's I would defer to Ms. Richardson for

[06:04:18] any other details or context. Ms. Richardson. Thank you Mrs. Donahue. That was a great summary just the notable changes we did update the federal codes for students eligible under the me the McKinney Vento Act as well as the addition of section D which pertains to students who are children of certain federal employees and the revisions were also moved to the full board of the removal of the tuberculosis test because the Code of Virginia only requires the

[06:04:54] screening and we also clarified the requirements for non-public or international school students and non-resident students now aligns with the language in policy 8155. Thank you, Ms. Richardson. Board members is in the discussion.

[06:05:14] Yes, Mrs. Griffiths. Thank you, Madam Chair. With regards to this policy, I had asked at the last meeting about language changes, and I was told we follow the APA. So I would like to say changing pronouns is not always changing language. Sometimes it makes sense. However, a deliberately changing pronouns in a nine-page document doesn't sit well with me. In policy AD125, I'd like the public to know that using the APA to make changes for this policy are only recommendations that LCPS has

[06:05:51] chosen to adopt, not regulation. I invite the people of Loudoun County to check out the American Psychological Association, APA.org. This is not only policy, we are changing the writing style. We are following a writing style that changes the English language.

[06:06:10] I do not believe we should be changing the English language in our LCPS policies or using the APA recommendations, not a regulation. Their website here is a blurb from APA style. In APA style, it's crucial to use language that is inclusive and respectful, particularly when referring to individuals and their pronouns.

[06:06:30] When referring to a person whose gender is known or irrelevant, use the singular they or their identified pronouns if the person's pronouns are unknown avoid making assumptions and rephrase the sentence to avoid using pronouns or to use singular they avoid gendered pronouns avoid using gendered pronouns he she unless you specifically know the person's pronouns if you can't use identified pronouns or singular they rephrase the sentence i will tell you that I read news articles all the time that have adopted this style, and it's certainly

[06:07:07] confusing. I keep seeing they, them, when they're referring to one person, and it's totally confusing. I don't know that we need to do that here. I have to say that I think our county is getting a little sick and tired of butchering of the English language. I want everyone to know that this is being done to our policies here at LCPS, and I am against the process of changing the English language with a style that LCPS has decided to adopt.

[06:07:34] So I know how the vote will go today, but I wanted the people of Loudoun County to know that we are changing language in our policies. Thank you. Yes, Dr. Deans. I just wanted to note and ask Mrs. Richardson, would we need to cross-reference Section 8 a and b with the admissions policy that the office of school administration has before us

[06:08:13] at this time about students who are expelled or on long-term suspension these two policies are not saying the same thing so maybe since we haven't voted on ours yet if we vote on this one tonight There needs to be some consideration of cross-referencing the wording with Office of Student, Ms. Scanlon.

[06:08:43] It's SBAC, correct? SBAC, yeah. The SBAC policy that we now have on the table. Yes, the Department of Student Services will certainly work with school leadership on policy 8225. I'm not sure the status of that policy.

[06:09:03] Is it going to be coming before the board so that we know which sections need to be cross-referenced? But we're certainly happy to do that, Dr. Deans. Okay. I'll share with you because it was a discussion, a big discussion in SBAC this week.

[06:09:19] And Carrie's not here to speak to it, but I wanted to bring it before us so that we won't have two policies that conflict in any way. Thank you, Dr. Deans. I think I actually brought that up at the student services meeting when we did this.

[06:09:38] but I think that they thought that they did something, they checked something out, and it was going to be fine, but maybe just check it again because my memory is not so great. So if that's going to be the case, then we wait on this policy too.

[06:09:59] Mr. Allen? Thank you, Madam Chair. Yes, if it's the will of the Board to run Dr. Dean's inquiry to ground, then it appears that the Board would not be taking a vote, and it would be reserving this matter to the next board meeting.

[06:10:26] Okay. We have a motion on the table for this. I kind of would just like to do my amendment first, and then, yeah, Vice Chair Donoghue. Thank you, Madam Chair.

[06:10:43] I was going to ask a question for clarification and or guidance related to that, because we did, when we had this on for information previously, Chair Mansfield made a suggestion of adding language about international transcript evaluations being conducted by the Welcome Center.

[06:11:05] And I see on board docs that there is a Mansfield proposed amendment, but when I am looking at the red line of policy 8125, that language is already in the red line on board docs. So just for clarification of how to proceed, do we need to vote on an amendment or are we just voting on the red line since the red line includes the language from lines 283 to 285?

[06:11:39] Thank you, Mrs. Donahue, for highlighting that.

[06:11:57] We had the discussion in committee in April about the process that we currently have through the Welcome Center for International Transcripts. So staff obviously included it in the red line that is now before you.

[06:12:15] So Chair Mansfield, I'm sorry that you've made the additional amendment, but we've already integrated the language into the red line policy coming out of committee in April because that was the discussion that was had. Mrs. Donoghue, thank you for bringing that to our attention. Okay, so there's no need for amendments. So we can just wait. Then someone needs to make a substitute motion to postpone this to next June 10th, correct? At least? Yes,

[06:12:53] dr. deans turned it on i'm sorry 8225 is the other policy that i'm referencing um mr allen i'm sorry

[06:13:26] um and i just wanted the two not to conflict with each other okay so in order to move this forward uh or wait if we want to wait on it then someone needs to make a motion uh dr rasheed chairman's field i'd like to make a motion to wait on this till the next meeting so we can

[06:14:00] a bit of clarification okay i have a motion to postpone until june 7th so we get clarification do i have a second second okay motion has been properly moved and seconded uh clerk please is there any discussion i think we just um clerk please open the vote board members please record

[06:14:28] your vote mr streffi can you please state your vote yes and clerk please close and display the and that motion passes seven to one with miss with vice chair Donahue in opposition and miss LaBelle in apps is absent okay all right are we moving on to information items it is past ten board members do you want to continue

[06:15:07] with the meeting thumbs up if you want to continue with the meeting cabinet members could you could you look over real quick and everything's is there things that are time sensitive on the information items? Oh Dulles that's right. Okay we do need to

[06:15:43] do one more and then I'll take that. So do you want to move on to that first? Okay where is it?

[06:16:20] Okay we'll move on to 13.05 first then I'll Department of Support Services Dulles South Secondary School Attendant Zone presented by Ms. Tate Director Planning and GIS Services. Ms. Tate.

[06:16:45] Thank you. And while I have a presentation, I'm happy to go through it. In light of the hour, we have five plans that have been advanced for additional consideration that are part of tonight's item. Would you like for me to go through them briefly?

[06:17:07] Yes, please, Ms. Tain. All right, thank you. They are the staff plan, which was presented April 22. We have redistrict plan 040 that both Ms. Chernoff and Chair Mansfield, you asked to be advanced for additional discussion.

[06:17:28] And then Ms. Chernoff, you asked for three more, again, for additional discussion. Redistrict plan 289, redistrict plan 293, and redistrict 935. I'm happy to answer questions on any of them.

[06:17:43] But for brevity's sake, I will simply highlight the general capacities for Mercer and Willard Middle School since those are the two schools of focus with this initial process. The staff plan reflects for the 2026-2027 and 2027-2028 year, a capacity utilization at Mercer Middle School of 105% and 108% respectively.

[06:18:16] For Willard, for the same 26, 27, 27, 28 year, it would be 101% utilization and 104% utilization. It involves the changing of school zones for five planning zones. Redistrict Plan 040, and all four of these plans were created by community members utilizing the Virginia Tech platform that is on our website.

[06:18:41] With this plan, 040, Mercer Middle School for the 26, 27, and 27, 28 years are at 104% utilization, 108% utilization. Willard Middle School would be 103% utilization and 105% utilization.

[06:18:59] J. Michael Lunsford would remain under 100% utilization with this plan. this involves the movement of four planning zones including part of the Lena mill which some of your speakers earlier tonight alluded to there were some that were in favor of this plan and some against three district plan 289 involves the changing of one two three four five six seven eight planning zones it's long sorry I'm counting with this J. Michael Lunsford in the 26 27 27 28

[06:19:34] years would be at 101 and 103 percent utilization Mercer for those same two years would be at 102 and 104 percent utilization and Willard Middle School would be at 100 and 103 percent utilization again for the 26 27 27 28 school years I'm going back to this one this plan just for awareness for board members does not keep all of the Pinebrook community together this was a

[06:20:07] question that was asked by Ms. Chernoff. There are six planning zones in the Pinebrook Elementary attendance zone that advance to two different middle school clusters. And while this plan moves DS 17.6 into Willard and Light Ridge planning zone 12.8, which is part of the Pinebrook attendance zone, remains at Mercer Middle School and John Champ High School. So I just wanted to state that for awareness as follow-up to a question. Plan 293 does keep part of the Kirkpatrick

[06:20:47] Farm community at Willard and Light Ridge with the southern portion south of Braddock. In this instance, J. Michael Lunsford remains under 100% for both of the two school years we're looking at. Mercer Middle School is at 100 and then 103% utilization for the 26, 27, 27, 28 school year.

[06:21:09] and Willard Middle School would be at 105% and 108% utilization for those same two school years. Plan 935 involves the movement of three planning zones. With this plan, J. Michael Lunsford would be at 98% utilization in the 26-27 year and 100% in the 27-28 year.

[06:21:34] Mercer would be at 101% and 105% respectively, then Willard would be at 103 and 106% utilization. I do want to point out with this plan moving planning zone DS 12.1 that actually bisects the Buffalo Trail elementary school and so Buffalo Trail with this plan should it be adopted would then proceed to two different clusters. Planning zone 12.1 would be the only Buffalo Trail planning zone that would not remain at Willard and Light Ridge. It

[06:22:13] would instead move to J. Michael Lunsford and Freedom. Likewise, unlike the other four plans, this one would actually keep Cardinal Ridge Elementary School as a split feed because planning zone 16.1 would remain at Mercer and John Champ. DS 9.1 and 9.3 would move to Mercer, or sorry, would move to J.

Michael Lunsford and Freedom. But I just bring that up because those were conversations that the board has

[06:22:52] talked about in the past. We have a briefing and public hearing, the final one before you're scheduled to take action on June 10. The briefing is June 2. Be here in this room, televised live. Advanced speakers sign up. We'll begin late next week. We continue to receive questions and comments in the packet of information left for you tonight. You have large copies of the maps. You have large copies of the rationale that was provided for the other plans besides the staff. You've received copies of all the questions and answers that

[06:23:28] we have responded to from the public, including one from Chair Mansfield that we couldn't answer my only other comment and then I will stop is that on June 10 at your board meeting process would be that you would entertain a motion for adoption of any of these potential five plans including any modification to those plans to introduce any additional new plan would require a suspension of the rule and two-thirds majority in order to move that forward we will certainly go

[06:24:07] through these plans at more detail at your request at the June 2 and I will stop in light of the hour but happy to answer questions so I have a question miss Tate what is better decreasing the percentage of kids who are at this like the amount of base capacity utilized or keeping feeder schools cohesive like

[06:24:37] together? The feeder school consideration is a factor that is part of policy. Utilizing schools efficiently is part of the policy. As we have talked about at our previous meetings and the work sessions, some of the factors do conflict with one another. And what may be a strong

[06:25:13] desire of one board member to support a given factor may be counter to another board member attendance zones as you've observed already are not easy and not we are here because we know that we have two middle schools that are over utilized and it's not in my opinion

[06:25:50] it is not something that should continue if we know we have available capacity to another school recognizing that it involves change for students but to have students in overfilled classrooms it's impacting their instruction it's impacting

[06:26:18] their day again my opinion uh yes dr rashid when we when this is implemented or rather when we vote on this will we vote all in one big vote or will it be each plan and like a vote for each plan that was presented it would be um that a plan would be put forth you would move a board member would

[06:26:49] move to adopt a plan and then if there were amendments to that plan such as a planning zone to not be moved so i'm trying not to pick a plan let's say somebody moved to adopt the staff plan And then a motion was made to amend it to, right, to keep, so the staff plan moves planning zones DS-13-3 and DS-13-12.

[06:27:23] Those are Kirkpatrick Farms residents that have come and spoken and don't want. And so a motion could be made to adopt the staff plan, and then an amendment could be made to that motion to keep planning zones DS-13-3 and DS-13-12 at Willard and Middle School, Willard Middle School and Light Ridge High School.

[06:27:40] And so then you would vote on that amendment and then you would vote. We would not vote on all five plans because we only need one plan. Any other? Yes, Ms. Chernoff. Thank you, Madam Chair.

And thank you so much to Ms. Tate and Mr. Lewis who took extra time to unpack all of this for me.

[06:28:02] And I'll say it again. I said it before. Dulles, for us as a new board, you're kind of the guinea pig here. And so I erred on the side of putting more plans in play for our vote just because of what the public had said and requested.

[06:28:19] And so I don't know if that's always the best for people, because tonight a lot of people came and spoke. But I had different perspectives on each one. I think 40 has had a lot of public support because of Kirkpatrick Farms not wanting to be separated.

[06:28:35] But then you heard tonight from Lena Mill, they would be separated. So it's, you know, how do you pick? I think in my mind personally, 289 is kind of out. I put it on the table because it had great percentages, but at the end of the day, there's so much disruption. So for me, that's probably not going to get my support.

[06:28:55] And then the others have sort of unique takes on the different perspectives. So I would encourage everybody to look at the different plans, and I'm continuing to kind of digest the questions as they come in, and I just wanted to thank staff so much for looking into this and then miss Tate would you kindly illuminate the conversation we had about a potential amendment about offering a legacy option for some students because the high schools are not the issue it is the middle schools that are the issue there may be something that we

[06:29:27] could propose you are speaking about the rising sophomores yes so school board policy 8160 provides options for the board to potentially grant exceptions to students who are rezoned for the first year that the attendance zone change takes effect.

[06:29:55] The policy states that rising seniors do not move. Typically boundaries are tied to the opening of a new school and there is no senior class that school year. In this instance while there are high schools that students will be assigned to that already exists it would still be staff's impression and I believe the board has already agreed that seniors would not move by per policy rising juniors are surveyed the families of those students are surveyed for interest if they would like for educational continuity for their rising junior the

[06:30:33] year that a new school attendance and change takes effect to remain at and graduate at the school they're currently attending. That would be the students that are currently freshmen at Light Ridge High School, John Champ High School, or Freedom this year. Because this boundary would take effect in the fall of 26. We talked about the opportunity for a board member or members to request that when we survey, because this is a survey for interest, and so it's not a guarantee we survey and determine how many students might want this opportunity to have

[06:31:13] the board request that we also survey the rising sophomores. So those would be this current year 8th grade students who would be starting 9th grade next year so that they potentially would not have to move for their high school, providing them continuity. So they would start at Light Ridge or they would start at John Champ or they would start at Freedom and they would potentially have that option to stay that is not covered by policy so it would be direction that staff would need from the board to move forward with that but that would provide that continuity for those

[06:31:50] students we've acknowledged that the high schools are not as over utilized as the middle schools and so there may be that opportunity for space it would certainly be at the board's discretion to

approve or deny those but it would be based on space availability and we work with Dossel and teaching and learning to confirm that there is space available but that was what we spoke about so if there is not space and we make this motion and then you come back and say

[06:32:22] I'm sorry there's too many then we kind of go back on things is that correct well Well, the policy asked to survey for interest. Transportation is not provided, typically.

[06:32:39] It's provided because seniors aren't asked to move, and so we would have it the first year. But if it's surveyed and only 10 or only 15 people do, I mean, there could be space.

[06:32:58] It has not been an issue in the past, but you're indicating it could give false hope. I acknowledge. Okay, so then the motion for that amendment would be to a survey?

[06:33:17] We would survey. We're surveying rising juniors anyway, so we would survey rising sophomores as well. Yes, ma'am. Okay. We also, I should say, part of the policy, we would survey the rising eighth graders as well so that they could finish out at their middle school level to the highest grade of their level.

[06:33:40] Thank you. Board members, do you have any other questions? Okay. Seeing that it is a late hour, and we have now done all that are the time-sensitive board members, do you want to continue with the board meeting, the info items, and everything else?

[06:34:09] Or per policy, we are supposed to take that vote at 10, and it is 11. So board members, thumbs up if you want to stay, thumbs down if you want to go.

[06:34:31] it would be it would be closing out when to carbon okay that's majority to stop so then we would go ahead and stop the board meeting for today and everything else would be moved to the June 10th board meeting okay thank you for coming and the board no more business so the board meeting is now

[06:35:10] adjourned please drive safely home



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