



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

Loudoun County Public Schools, Legislative, Audit and Policy Committee Meeting, Wednesday, February 11, 2026

Date Wednesday, February 11, 2026
Place LCPS Administration Building / School Board Room, Ashburn, Virginia
Length 49m (video)

- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/1164143341?rel=0>

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

Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-12. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:02] Good evening, everyone. I call to order the February 11, 2026 Legislative Audit and Policy Committee meeting. My name is Ross Venson. I serve as chair of this committee and welcome everybody here today. Sign up to make in-person public comments occurred prior to the start of the committee meeting.

[00:00:18] The meeting will be audio recorded and posted on board docs. Have we received anybody who signed up for public comment? Seeing as no one has signed up for public comment, we'll move on to the next item on the agenda, which will be item number three, the minutes, the draft minutes for the December 9th, 2025 meeting.

[00:00:45] Have the board members had time to look over the minutes, and are there any changes to the minutes? With regards to the minutes, I did not attend this last meeting, so I'd rather not, for myself, approve them.

[00:01:03] Thank you, Mrs. Griffiths. I will now entertain a motion to approve the minutes from the December 9th, 2025 Legislative Audit and Policy Committee. Second. I make a motion to approve the minutes from the last meeting.

[00:01:23] Thank you, Dr. Rasheed. I second that motion. It has been properly moved and seconded to approve the minutes. All those in favor of approving the draft minutes say aye. Aye. Aye. All those

opposed? The motion passes with two school board members voting approving the minutes and one school board member, Mrs. Griffiths, abstaining.

[00:01:50] And to specify, those approving the minutes were Dr. Rasheed and myself.

[00:02:06] item 3.02 acknowledgement of minutes once the minutes are approved they will be added to the record okay moving on we have no action items at this meeting so we'll move straight to the information items starting with item 5.01 the legislative update presented by John Sutton thank you mr. Sutton thank you mr. chairman normally I'm usually the last so this is moving up in the

[00:02:38] world so I appreciate being first hello mr. chairman members of the committee the update is intended to provide a brief overview of the current state of the 2026 Virginia generalist general assembly session and what to expect as we approach a move through crossover with particular attention to obviously education related legislation the 2026 regular session convened in mid-january and is now moving through its midpoint legislative activity has been brisk with committees working through a high volume of bills I believe I sent

[00:03:17] out a report at what point that had us at close to close to 5,000 bills we whittled that down to about 2002 and through crossover we'll see what we end up with as a reminder crossover marks marks the point in the session when House bills must have passed the House and the Senate have passed the Senate in order to remain eligible for consideration in the opposite chamber bills that do not advance by crossover are effectively no longer active for the remainder of the session unless incorporated into other legislation and

[00:03:52] budget as we approach crossover we can expect an increase in committee and floor activity we're starting to see that with leadership prioritizing obviously those bills that align with caucus priorities and that do not carry significant fiscal impacts which at the very beginning you weren't here as a committee at the very beginning but we talked about how those bills that are high what I would deem high fiscal impact we're going to get the least amount of the least amount of love this year and that has proven to be that has proven to be the case education remains one of the most active and closely

[00:04:32] watched watch policy area this session a number of bills addressing k-12 12 staffing student support services school operations are advancing to towards floor action as we speak these includes proposals aimed at improving staffing ratios access to counselors and other student support personnel and addressing student mental health and safety needs there's also been continued legislation legislative attention on school meals including proposals intended to expand reduce or eliminate student meal debt and we've seen a

[00:05:09] lot more activity on that over the course of the last couple of couple of days several education fill bills also focus on accountability and standards legislation has been introduced to establish additional requirement for private schools that receive public funds particularly around academic accountability and non-discrimination policies other measures address curriculum standards assessment practices instructional requirements including proposed updates in the SOL which is always fun instructional transparency continues to be debated as well some bills under consideration would provide parents with additional opt-out provisions related to specific

[00:05:48] instructional content while others seek to clarify school division responsibilities in communicating with families education funding obviously remains closely tied to the broader budget

discussion that will intensify after crossover proposal proposals related to teacher compensation staffing increases and student services depend heavily on available revenues and ongoing negotiations between the House and Senate budget committees in addition there are continued interest is in providing localities with additional tools to address school construction capital needs and though these proposals

[00:06:26] are there they're still working their way through the process so as crossover approaches the this committee can expect a education bills that that advanced to be these with clear policy support and manageable fiscal impacts after crossover attention will turn to reconciling House and Senate finalizing the budget preparing legislation for final passage before adjournment obviously we will continue to monitor key developments and provide updates as the session progressive progresses several education bills with statewide

[00:07:02] implications we are watching obviously as we near crossover one notable proposal Senate bill 66 would authorize localities delivered a level an additional say local sales tax up to 1% with voter approval to support school capital projects such as construction and major renovations this could create new funding tools for rapidly growing divisions like like Loudon that face facility capacity pressures HB 31 would institute supplemental pay for teachers and hard to staff schools aiming to improve recruitment and retention in schools with significant vacancy rates bills like Senate bill 4 and its house

[00:07:40] companion HB 96 house bill would make breakfast free for all students statewide which could affect operational planning and nutritional equity for loud schools another bill HB 359 with SEC conditions I'm using public funds for private school tuition including accountability measures such as SOL testing and non-discrimination standards potentially influence influencing public to private school funding debates at the local level in addition their broader formula our broader formula and support funding bills that are moving that address staffing support positions English

[00:08:19] language learner services, including efforts to remove caps on support positions funding and require state funding based on actual costs. Alongside educational policy, workforce housing and housing affordabilities are advancing that while not education bills per se in the traditional sense, could materially affect Loudoun County schools by influencing housing supply, enrollment patterns, workforce stability and local fiscal capacity.

[00:08:52] Several housing measures that have been seen committee action this session aimed to ease regulatory barriers for new home and support affordable housing near employment centers. In fact, are critical for school divisions recruiting and retaining staff and keeping families in stable communities.

[00:09:09] Among these are legislation to authorize accessory dwelling units, ADU statewide, which would allow secondary dwelling units on residential lots without special exemptions.

[00:09:20] Potentially increasing housing options for teachers and school staff related measures that would require localities to align allow multifamily residential development by right in commercial districts expediting housing construction near job centers and transit corridors, which obviously I think is the goal is to help help sort of workforce supply bills like House bill 804 and its companions Senate bill 488 would establish housing growth targets and menu based policy actions for localities to

[00:09:59] encourage new housing additional reform efforts advancing through committee include parking requirement reform which were reduced development costs and provisions to support construction and affordable homes by faith based and nonprofit organizations which is absolutely gaining

steam so we'll be watching that a separate bill has also been introduced specifically dress workforce housing for employees of localities and school boards, indicating recognition of a link between, at least a link now, between housing policy, public sector workforce stability,

[00:10:35] and housing reforms specifically that can influence Loudoun's ability to attract and retain educators and other school-based employees by simply just letting, giving people the opportunity to live where they work. Together, the education and housing bill is advancing through this session reflect an effort by the General Assembly to address both school division operational needs and the community-wide challenges of housing affordability, workforce supply, and local capacity.

[00:11:03] As these bills and other bills of importance move through the floor, through conference, budget process, their combined effects on LCPS, enrollment staffing, planning, community stability, we will continue to monitor them.

[00:11:18] I've had several conversations with a number of board members about and as we continue to track these measures and provide update on committee action and outcome as things develop I will I'll let everybody know a lot going on a lot going on I know I talked about housing a lot I think it's important that you know housing was one of the main focuses of our relation our partnership this year our legislative partnership this year with the county and specifically the Chamber of Commerce and it was one of our priorities on our on our

[00:11:56] legislative agenda and so we can we can expect we can expect Delegate Reed's bill has is moving through which allows school divisions to lease property I think up to 99 years to build workforce or employee related housing so it's only a matter of time before those before those things especially after crossover see the light and so I always tell folks I know you probably don't want to hear this but they rarely give me the microphone so everything move everything

[00:12:31] that I don't I don't generally get worried about anything until crossover because after crossover that's when the real business starts to happen there's been a couple of bills I haven't really mentioned them today because they're still in in in flux there's a couple of bills that are that are probably going to change dramatically that will affect us over crossover and I think that we'll have a better idea and I'd like to I'd like after crossover maybe then by the next meeting I'd like to come over and talk about about what's really hitting us because out of those 5,000 bills by crossover you're looking at 2,000 maybe after crossover that wheedles its way down to 600 then to 300 to 200 and

[00:13:11] whatever passes you're looking at probably 50 that really really really affect what we do and out of that 50 we've got two or three that are really going to cost us in one way or the other so as we as we near crossover and get over that hump we'll have a really good idea of where we're going thank you very much mr. Sutton it sounds like it's been a busy session already school board members do we have any questions yes dr. she thank you chair Svensson and thank you mr. Sutton for providing this information it was a it was very

[00:13:48] comprehensive and quite a boatload to absorb looking forward to some of the bills that hopefully will be passed. But speaking of bills, there were two bills that were discussed. I believe they were, if I'm not mistaken, SB-122.

[00:14:04] I believe it's titled Diabetes Management. The other one was SB-378, HB-1263, Collective Bargaining. Could you just kind of let us know about what's happening with them or a status update?

Absolutely. Thank you. And I know you and I have had these discussions in the last couple of weeks, so I appreciate you uh you asking that question um those are probably two of the bills that are still really in flux they're probably uh two that were really really really tracking uh obviously for different reasons but uh but two very important ones the diabetes management the sb122 that really deals

[00:14:41] with liability protections uh self-care uh you know management services in a school setting that's really taking hold but some of the bills that are coming out have that relate to that are having different have different language sets and so for example the senate bill um the senate bill that they're discussing some of the language uh that was was in that bill originally is not the language that the senators are now indicating that they've they've really agreed to or they you feel comfortable about so once the once the house bill which is a far more

[00:15:20] popular is far more popular for its language the house bill is a much more palatable version of that bill once they come together and start really ironing out those those differences that again after crossover will we'll have a really good idea of what of what comes on my gut tells me that it's going to lean towards the it's probably going to lean towards the the house bill version because that seems to be the one that's causing the less consternation for everybody i mean that's just a humble guess i mean i i i don't know for sure as we learned last year with sol i mean it's something can come out of the woodwork and next thing you know we've got 18

[00:16:00] months of of of consternation so um i really appreciate that as soon as i find out more about that um i'll let you know the other one collective bargaining i i purposely tried to avoid that because it's such a at least in Richmond at this point I was in a meeting today it got passed over or passed by today in committee we all know what that means but I'm gonna just pretend like nobody knows what that means and basically the committee decided not to I mean after all this time they they got to it today it was on the agenda they considered they they could they decided to walk

[00:16:36] away from it and talk about it amongst themselves for the next couple of days so which is always an indicator that that they're trying to work out something from what I understand again just just chatter amongst the amongst the you know my class in Richmond you've got everybody from you know the Senate folks to appropriations to the the Union folks to Democrats or public none of nobody seems to be happy with the way it's work going so I think they're gonna try to work something out I think we'll have something I just don't know what

[00:17:13] that looks like. And I know, Wes, I know you're tracking that as well. If you have any insight into that, you're welcome to do that. But again, I don't look to really know anything until after crossover, especially on those two very different but impactful bills. I appreciate the questions.

[00:17:34] Thank you. Any further questions? And on the diabetes management bill, Mr. Sutton, could you just I guess specify what about the house bill is what's unique about the house bill and why is it more palatable well I think it I think what it does is it just it's it's a little bit more straightforward and it just allows for what I would consider to be realities ie you know kids have kids are self managing now they're in a position where they're responsible for their own

[00:18:08] monitors they're in a position where they're responsible for checking their own their own glue I'm gonna I'm not a doctor so I'm gonna I'm gonna say glucose but if it's wrong please tell me I'm wrong what is it levels thank you levels thank you and so I think that the I think that the the the issue really with with some some of the members the house and Senate side is is this are we going to be in a position where

we're going to let young people do what they've been doing for the better part of the of their their sort of life for lack of a

[00:18:45] better term are we gonna have nurses monitor them are they gonna have to go to the office to check their to check their monitors in other words to me it comes down to this it comes down to has the law well I shouldn't say the law has has the language caught up with technology has the language caught up with a real a real understanding of what you know a kid can't go down the hall every every 20 minutes to a nurse's office or a nurse can't sometimes be responsible for every 20 minutes checking on on on johnny or mary to make a determination as to

[00:19:23] whether they're they're they're monitored and and parents want a little bit more more say over over that and i i wouldn't be surprised if it if it advances over the next i talked to a couple of delegates uh not on this particular subject but something related i know you didn't ask me but i think it's interesting a couple of delegates who were talking about are we going to get to a point where students that are are have other health issues that are I mean I remember when a couple years ago when it was the West was that a couple years ago the breath the inhalers and and and epi pens and and sort of who decides are you gonna

[00:20:02] have to run down the hall to get a nurse to tell them that someone got stung by a bee outside of a portable and in one of the buildings and the nurse has to come so where's that going in the heart are the defibrillators I remember when that was a big deal so it's all about language catching up I think it'll work out I mean it's it's in a lot of ways again I know you didn't ask this but in a lot of ways what I found is a lot of the bigger school divisions are already way ahead and they're already doing these things and they're already preparing for these things so it's it's it should be interesting thank you mr.

[00:20:37] Sutton that's I appreciate that and I'd be curious at the next meeting if there are updates that we can maybe discuss how it might impact if there's any impact to our policy that we adopted last year on diabetes management. Yeah, that's actually really good to bring up. You know, we've been in since the beginning, because this is not from this year.

[00:20:55] This is from last year. And so when it started to kind of bubble up again, and last year we went to, well, Anderson and I both went to the folks in student services, the chief officer and her wonderful directors.

[00:21:14] And I think that, I mean, I don't want to speak for her, But I think that we are in a good shape, and I think like most things, we're in a position where we can really move on a dime if it came to reassessing or reevaluating the way we do.

[00:21:35] So they're very in the loop. They've looked at every version of this bill. They've given us feedback, student services, and their chief officer, and it's one of the things that we've been on. I mean, we've really been talking about this since last year. But I'll be more than happy to update you on.

[00:21:52] The pool will be much smaller. Yes, thank you very much. And, Mr. Griffiths, was that your question? It was, Chair Svensson. But regarding that policy, I think we were giving students the ability, if they needed to inject insulin. Is that correct?

[00:22:08] I'm sorry, say that again. I forget the number of the policy. Maybe Dr. Bergen recalls. That policy gives students the right to inject insulin if they need to, or the EpiPen that you mentioned. I just can't remember the number of the policy off the top of my head.

[00:22:28] So, yes, we were discussing that last year, and I thought that was a breakthrough as far as students having their own responsibility to take their medicine and not have to run to the nurse. So I think we're halfway there at this point, right? We really are, and they're doing it anyway.

[00:22:43] Just this, and I don't know what that's, I don't know what it's called. A Dexcom. Wes, go ahead. Mrs. Griffiths, just for the clarity of the record, I believe you're referring to student medication policy. It's 8420.

[00:22:59] Yes, that's it. Thank you so much. Just the pre-session, we were talking to, Joel Anderson and I were talking to a very good friend of ours who's a delegate.

[00:23:16] And she was just befuddled by, she's a wonderfully smart and talented woman, but she was befuddled by the monitor because she's never had anybody and none of her children know in her life.

[00:23:32] And she just couldn't understand how that would work in a classroom. I mean, I'm not laughing at it, but how that would work in a classroom setting when it's really one of the easiest, apparently one of the easiest things to deal with. So with your phone, I guess, I've seen the commercial, your phone, but we've come a long, we've come a long way.

[00:23:49] So, and Ms. Griffith, I appreciate your, you've been pointing that policy out. Thank you, Mrs. Griffiths. School board members, any further questions on legislative updates? I know Mr. Sutton knows I'm particularly excited about some of the housing policy coming forward.

[00:24:09] So I know it is all subject to change as we get into crossovers. So hopefully we'll, I'm looking forward to hearing updates at our next meeting. With that, we can move on to item 5.02, which is policy 6330, distribution of information and posting within schools, on school grounds, or during school-sponsored events.

[00:24:31] That will be presented by Dr. Bergen. So thank you, Dr. Bergen. Thank you, Mr. Swenson, Mrs. Griffiths, Dr. Rasheed. Good to see you three. This is a policy that LANP contemplated for several months, the previous LANP. 330 would be a new policy to replace policy 865 which is still on the books it's one of the few remaining policies with the old numbering system that needs to be updated the previous board prior

[00:25:01] to this board in 2023 through f and o took a first stab at creating a new policy to replace 865 so staff brought the work of that committee from 2023 to the most recent l amp committee for them to contemplate because it was just sort of left hanging with the passing of the two boards in November of last year the previous la and P considered those revisions had robust conversation and staff came back in December of last year

[00:25:38] December of 2025 with further revisions to that policy which then passed out of the committee and was contemplated by the this full board just this past January and then you were all there and present for that conversation that was determined that it needed to come back to LA and P for further conversation and staff certainly concurs with that I just concur that we would have left it into committee because it never went out for public comment which was discussed when it was brought to you all in January so let me just talk a bit about the differences between 865 which we are recommending for complete deletion so

[00:26:15] you have a red line version of 865 that is struck through completely because part of our recommendation when it leaves this committee and goes to the full board would be to delete 865 and to replace it with 6330. And a lot of the language in 865 tracks into 6330.

[00:26:34] It has a new title. The new title of 6330 is Distribution of Information Materials and Posting Within Schools on School Grounds or During School Sponsored Events. And paragraph A is generally the distribution of information and materials and lists organizations that would have access to distribute materials through the schools as specified throughout all of paragraph A.

[00:26:59] And then paragraph B is really where most of the discussion occurred with the previous LAMP, and I believe when the full school board took this up in this past January, and that's the distribution of political materials. So if you're looking at the red line version at paragraph B, Staff brought to the previous LAMP committee paragraph one and two.

[00:27:26] Paragraph three was created in the meeting in December through an amendment by one of the board members, and that's why it's sitting in the policy now. It was not the recommendation of staff, but it was the will of the majority of the LAMP members present in December to put that additional delineation in about back-to-school nights and school open houses.

[00:27:47] Staff's position is based upon, and Ray's not here, but Ray, our chief schools officer, has a longer history than I do. But consistently, we receive complaints and concerns from parents and school staff that on back-to-school nights and open houses, parents are coming to meet their child's teacher, to take a tour of the school, to acclimate themselves to their school community.

[00:28:10] And there are individuals who are essentially canvassing on the school grounds. And folks complain. That's not why they're there. They don't want to be approached. They just want to come and meet their child's teacher. 865, which would be the germane policy right now, clearly states that if you're going to distribute materials at school-sponsored events, you have to be stationary and 40 feet from the door, and that just hasn't been followed.

[00:28:40] Mr. Sutton, as our coordinator for government relations, communicates with all political candidates and political parties about what's in 865 and what their rules are people understand but they don't self-police and it raises that concern so we continue to receive you know folks will come in and they'll put they'll lay literature out in the library they'll put it on the windshields of cars it's just some members of our community are just not wanting to be have that upon them when they're coming to a back to

[00:29:17] school night however it's a school board policy so you know we defer to the board the previous SLA and P by majority asked to insert paragraph B3 to make an exception for back-to-school nights and open houses. And so essentially that there would be no distribution of political materials on campuses during a school day except for back-to-school night and open houses.

[00:29:40] And then essentially repeats the provisions from 865 that says you have to be 40 feet, you have to be stationary, you can't approach people. We also added you can't put it on windshields or leave it on cars. So that's what came forward to the full school board in January.

[00:29:58] You were there for that discussion, and then it was asked that it come back to this newly formed LAMP for information. And so before I turn that over, I'm going to look down to Mr. Allen to see if

there's anything else that's salient from 6330 that he thinks is appropriate to introduce into the conversation at this time.

[00:30:18] Thank you, Dr. Bergen. I think you've covered it sufficiently. So at a minimum, our recommendation would be if this committee would like to see any changes to this, that we discussed that here today, it is an information item on the agenda today.

[00:30:37] And that however it leaves this committee today, we send it out for public comment, we gather that public comment, and we bring it back to you as an action item at your next meeting. Thank you, Dr. Bergen. School board members, any questions? Dr. Rashid? Thank you, Chair Svensson.

[00:30:59] I appreciate that, and thank you, Dr. Birgit, for giving a great comparison between 865 and 6330. Just an apologies if you already mentioned this, but just for my own knowledge, in 865 you're saying that on, for example, back to school night, an event like of such, that if a candidate were to canvas that day at that event, they would have to be stationary, according to 865, stationary and 40 feet from the door.

[00:31:30] But I'm just trying to catch this. So in 6330, are they still stationary and 40 feet from the door? I'm just trying to see if that's still the same. Yes, ma'am. So if you look at 865, the completely struck through paragraph B2, literature and material distribution and solicitation, you can see about halfway through that paragraph it says, handed out from a stationary location no closer than 40 feet from any direction to the public entrance door of the school.

[00:32:00] And in 6330, in B3, back-to-school nights and open houses, that language repeats, essentially. Materials for campaigns for public office and other ballot initiatives to include literature, handheld signs, banners, and posters may be handed out and or displayed on back-to-school nights and or open houses only from a stationary location no closer than 40 feet from any direction to the public entrance door to the school.

[00:32:28] Thank you so much. So they're almost verbatim from 865 to 6330. I see, and I see that what you had just mentioned, those items in 6330, if you continue on, you'll see one, two, and three, and a couple of points. Like you said, windshields and vehicles, et cetera.

[00:32:45] Okay, thank you so much. Sure. Thank you, Dr. Rashid. Mrs. Griffiths. Thank you, Chair Svensson. I'm getting away from that a little bit, and I just wanted to get clarification because this policy is about materials and that sort of thing.

[00:33:01] We had walkouts just recently, and my understanding is students were maybe putting posters on the inside of the schools, but also they were creating Instagram accounts with their high school logos.

[00:33:19] So I'd just like some clarification. Would that be something that you can clarify in this policy, or is that something separate? Because it does have to do with materials in the school and also using our high school logos. Thank you. Thank you for the question, Ms. Griffiths.

[00:33:40] That would be best covered by a student governance policy. There is a process in place that the Office of Dossel coaches the schools to follow in instances of a student-initiated demonstration. So I would defer to Dossel, and we can certainly look that up for you.

[00:33:57] But this policy would be specific to outsiders distributing actual materials, not digital materials, on the school grounds. And for walkouts, if they were distributing materials, they're allowed to

do that, or I still have to go docile? I would consult the docile policy, because any student-involved activity would be governed by their policies.

[00:34:18] Sorry. And that also would explain the Instagram accounts as well? The Instagram accounts, I would consult with the principal. If you have specific knowledge of that, I'm happy to follow up. If I might, Mrs. Griffiths, just for reference, Regulation 8273, it governs student demonstrations, and it does say that it prohibits students from bringing signs, flags, pictures, banners, or other visual props in Section B,

[00:34:54] and it clarifies because student demonstrations are not school-sponsored activities, signs, flags, pictures, banners, and all other visual props will not be permitted as part of the demonstration, particularly given their propensity to pose safety, security, and operational concerns.

[00:35:11] And I'll reach out to you about the information on the other stuff. Thank you so much. Thank you, Mrs. Griffiths. Mr. Allen, this may be a question for you. Which parts of 6330, I think it would be helpful to make sure that we're keeping those policies separate that are governing, like, what's happening by students inside schools and what we're regulating with respect to outsiders.

[00:35:39] So if you could clarify for the committee on 6330, like, what kind of makes sure we're clearly delineating, because I think it's best just to keep these policies separate just for our clarity in discussing it. Yes.

[00:35:57] So we're looking at 6330, and we're looking at other policies. As I kind of scroll down, it appears that Section A is a general provision that applies to external organizations.

[00:36:27] If we look at section B, specifically B2, and the second paragraph that starts on line 73 and goes through 79 about that appears to me to reflect similar language from policy 7524, which is staff participation in political activities.

[00:36:56] So that tracks that. There's also under, generally, without looking at 6330, 8273, that policy is the one that covers student free expression.

[00:37:18] just going to pull up that title clarity it is student speech and expression so read in tandem policy 7524 8273 and then just generally with the 6000 series there's facility use and then also general restrictions on use of property as well that that is all kind of incorporated and aligned with this policy.

[00:37:57] But if there's a specific question or if I misunderstood your question, happy to clarify. No, no, that's very helpful. Thank you. Yeah, and I note that on line 73 of 6330, there's a reference to students not being required to convey or deliver any material from these maybe external organizations or on behalf of these external organizations.

[00:38:19] But the student's free expression is still governed by the other 8273 and not by 6330. Yes, and thank you for that clarification. So we do have a separate policy, policy 8705, which is entitled Students Not Required to Convey Student Materials.

[00:38:36] That also tracks that language. Thank you. That's helpful clarification. And Mr. Griffin, do you have another question? Yes. Thank you, Chair Stenson. And I think you might have mentioned it previously, but LEA or union materials, that's part of this policy as well, right?

[00:38:57] Thank you, Mrs. Griffiths. It's actually, my understanding, it is not, given that LEA as a union is governed by a collective bargaining agreement, and there's also a separate labor and management committee that has begun recently.

[00:39:14] That would be contemplated through those mechanisms and not this policy. that's my understanding is to be in this policy I think right thank you mrs. Griffiths because this is a new policy I don't think that's the case but I think there was some contemplation yeah would it be helpful on this this is a helpful point on LEA I think because the language in a one of 6330 you kind of specifies the the requests the organizations from which requests can be

[00:39:53] considered would it be helpful to add language regarding LEA in that just to make it clear it's governed by a separate by the collective bargaining agreement or otherwise and and maybe this is something to take back and not and not decide now but I think it could be the helpful clarification but let me know if you think it's there's something in the language that clarifies that Thank You chair Svensson the this committee could certainly contemplate or

[00:40:25] entertain the inclusion of LEA here. I just wonder in reading, and now I have too many tabs up, so if you bear with me. Yes, I wonder if, well, I wonder what Lisa Boland might say, or Cliff Dozier would say, if that would be helpful or beneficial, or if it would be a potential area

[00:41:02] of conflict if it is contemplated and addressed through one of the other mechanisms that I mentioned. So I'd kind of reserve a response there for Lisa Bolander or Cliff Dozier. Thank you, that's helpful.

[00:41:20] School board members, additional questions? If I may, Chair Spenson, no, I'm in agreement with you that maybe we can ask Ms. Boland and Mr. Dozier and see if we can refer to the policy in this policy.

[00:41:35] I think that, for clarification, I think that's a great idea. Thank you, Mrs. Griffiths. I'm looking forward to getting public feedback on this policy just because there are various considerations and constituencies that have different feelings about this policy.

[00:41:56] I understand from the parent perspective it can be overwhelming to come to school for back-to-school night and then see a political candidate or someone working on behalf of a political candidate. And maybe that is not your idea of a fun back to school night.

[00:42:13] And I also understand the pressures and responsibilities that are imposed on staff to kind of enforce what's going on on the ground outside of property. I can say, during campaign season, witnessed school resource officers having to discipline candidates for violating the rules.

[00:42:35] And I understand that is onerous. I also appreciate having heard from other school board colleagues who have spoken of the value in having conversations with parents at back-to-school nights, being able to introduce themselves, talk about policies and issues that matter to parents and their students.

[00:42:55] And also, I think it's important that we're respecting the democratic spirit behind the campaigning and political activity. So there are a variety of considerations that I know that folks in the public-- it would be helpful for folks in the public to weigh in on the policy so we can strike the right balance for people in our community.

[00:43:23] I was curious, kind of thinking about the imposition that this may pose on staff. If there's currently internal policy, or maybe it varies school by school, as to who is responsible for enforcing compliance with the 40-foot rule.

[00:43:47] In my experience, when I saw enforcement, it was a school resource officer coming out to speak to a candidate. But perhaps that varies, so I'd be curious to know how that works in practice today. Generally, our principals are responsible for their campus and any activity happening on their campus.

[00:44:06] Our elementary schools do not have an assigned SSO or SRO. They do have an allied visitor management person who's there during the school day to provide for visitor management services. They're not there in a policing for 40 feet. There were some questions from the previous committee about that, either during the committee or outside of the committee.

[00:44:26] There were members asking, you know, what could we do to help support our schools with enforcement of this? But I concur with your thoughts of getting public input on this, I think, is essential. And I would appreciate if you don't want to make any changes as it sits with you today, we would send it out as is for community feedback and then bring it back to you and have some discussion based upon the feedback.

[00:44:52] Thank you, Dr. Bergen. I know that I, for one, as the LEAF liaison, I'm looking forward to discussing it with the group there at our next meeting so we can get some parent feedback. And I'm sure my colleagues will be reaching out to constituents and speaking with folks in addition to the public comments that come to us.

[00:45:10] In terms of moving the policy as is out of committee, I know it sounded like Mrs. Griffiths and I were interested in that LEA clarification, but we would benefit from Ms. Boland and others weighing in. So in terms of process, what would staff recommend? Should we wait to make that clarification? And yeah, maybe Mr. Allen or Dr. Bergen.

[00:45:39] Thank you, Chair Svensson. I don't see any issue with us being staff taking that question back to get that response for you. In tandem, if you would like to send this out for input from the community, you could do so.

[00:46:01] And then when you get the community back from the input from the community and also kind of the insight from Ms. Boland or Mr. Dozier, but then you can look at that when it comes before you all as an action item and incorporate it as UCFET.

[00:46:16] Thank you. That's helpful. It seems maybe the most efficient route to proceed because I know this policy has been with the committee for a little while. Although, well, in Virginia we always have elections. I was going to say we don't have elections for a little bit, but we always have elections.

[00:46:33] So there is some time sensitivity. Dr. Rashid or Mrs. Griffiths, any thoughts on moving it forward as is? Yeah, I would be okay with that. Yes, I would be okay with moving you forward.

[00:46:52] Thank you, Chair. All right, thank you. All right, so a recommendation here. So maybe I'll entertain a motion, and I think we can just draw on the recommendation language on board docs, but I'll entertain a motion for moving this to the next stage of public feedback.

[00:47:17] I'd like to make a motion to make this an action item at the next meeting. I'd like to make a motion that the Legislative Audubon Policy Committee review the deletion of Policy 865 and new Policy 6330 and approve both to send out for community feedback.

[00:47:44] Thank you, Chair. Second. Chair Spinson, just as a point of clarification, so because this is an information item sort of akin to what you all do on the dais for board, typically like a thumbs up is fine

rather than a formal vote since it's not up for action.

[00:48:05] That's great. Yeah. Just do it. So, yeah. Dr. Shida's like, we don't do this. So, yeah, okay. Then we've done our temperature check, so we'll just move this on to action item for next meeting. Thank you. All right.

[00:48:29] Moving on to item number six, discussion items. Do we have anything to discuss that board members would like to bring up? New business? All right. I will move to adjourn us. Our next meeting is scheduled for March 11, 2026, please mark your calendars.

[00:48:54] If there is no further business, I will entertain a motion to adjourn the meeting. - Motion to adjourn the meeting, Chair. - Second. - All those in favor of adjourning, say aye. - Aye. - Seeing that there is no more business, the February 11, 2026 Legislative Audit and Policy Committee meeting is now adjourned.

[00:49:13] Thank you, everyone, for your time.



Coraggio Consulting · aguyonx.com