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Loudoun County School Board, Student Services Committee Meeting, Thursday, March 19, 2026

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Place	Loudoun County Public Schools / School Board meeting (see BoardDocs / LCPS-TV)
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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-11. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] Good afternoon, it is 4:30 and the March 19th, 2026, I call to order the March 19th, 2026 Student Services Committee meeting. I am John Pepper, I am the chair of the Student Services Committee.

[00:00:19] With me are Ms. Carrie LaBelle and Ms. April Chandler who are members of the committee. first item on our agenda is item two public comment is there any public comment this afternoon there is no public comment which means we will move on to item three the approval of the minutes of the the approval of the minutes of the February 19th 2026 Student Services Committee do I have a motion Miss Chandler I move that the committee

[00:00:56] accept the draft minutes for the February 19th 2026 meeting second thank you the motion to set the draft minutes of the February 19th 2026 student services committee meeting with me by miss Chandler and seconded by miss LaBelle is there any discussion seeing none we will vote on the approval of the minutes if you approve the minutes please say aye aye aye that motion passes unanimously 3 to 0 next on our agenda are our action items we are going to start

[00:01:36] with action item 4.01 revised policy 5310 special education and deletion of policy 5330 special education student eligibility and transfer procedures do I have a motion for policy for item 4. 01 Ms.

[00:01:54] Chandler I move that the Student Services Committee approves the revised policy 5310 special education and the deletion of policy 5330 special education student eligibility and transfer procedures and sends it to the full school board for an information item is there a second second thank you Ms. LaBelle is there any discussion on

[00:02:31] this item yes Ms. Chandler okay hi good afternoon everyone thank you for being here i wanted to take some time with the seaak feedback and just make sure i understand how things were approved so in terms of the red line and their their revision regarding

[00:03:06] explaining what inclusive means is there a reason why the language wasn't changed is is there any way we could hear more about that context sure thank you mrs chandler for your questions and it's good to see you all this afternoon it is actually going to be the recommendation of staff to have the newly revised 5310 to come back to to the committee next month again as action so we realized that we left out a section on developmental delays which we do want to define and then we really

[00:03:43] do want you to have the opportunity to work through all of the feedback and provide some additional guidance to staff and so I do welcome your your questions so you will see that as staff we do agree to provide some more explanation to what it means to be served two through 21 inclusive that really takes you up to the day just before your 22nd birthday and so it is difficult to we oftentimes do have to go back to regulations and reread because

[00:04:20] either you turn that age before September 30th or after or the start of that that school year and you can also remain eligible through ESY depending on when your birthday falls so we do understand that that can be confusing and so we will expand that definition so that it's it's clearly understood to our parents okay so with that new piece of information would you like me to rescind my motion so that we can or should we go ahead and deal with our questions today and let's go ahead and go through your questions absolutely so

[00:04:56] then I was wondering it also in the SEAC feedback but it references the word child study is it true that that's not a common term used by LCPS anymore that That is true that LCPS changed that terminology, you can see up on the screen in that middle box.

[00:05:16] We here in LCPS now, regulations still refer to it as child study. We call that process the referral review team. So then we'll see edits that come back next month that reflect that. Correct. We will make the terminology consistent throughout.

[00:05:33] Okay. And then I was hoping that you could tell me a little bit about how LCPS solicits concerns from parents. Certainly. when we do have our practice that the IEP draft is sent out anywhere from five to 10 days prior to the IEP meeting, and certainly we, special education case managers, part of their responsibility is working with parents, whether we receive that information back via email, the parent can come with a written statement, they can write on the draft that is sent home and send it back, but certainly in real time during the actual meeting,

[00:06:12] that is where we're truly processing that parent feedback and input and capturing it in the parent concerns section of the individualized educational plan. - Thank you, that's it for me.

[00:06:28] - Ms. Labelle, do you have anything? Okay, question, the one question I have goes back to, we're talking about the referral response team, I believe. CX recommendation is multi-purpose referral team.

[00:06:43] Is there a difference? We currently refer to it as the referral review team. I think that SEAC just got confused 'cause sometimes we do have multidisciplinary teams. This team is multidisciplinary in its composition of professionals, but our current terminology is RRT, yes.

[00:07:06] - And we'll see these changes. When you go to revise this policy, if we send this back, 'cause we still have to vote on that, but if we send this back and you go to review this policy, so I see that SEAC has made, I believe, six recommendations here.

[00:07:23] Yes. Are all of these going to be incorporated? Are we going to take these into account? What is the process for that? Certainly. So as you can see on this slide, we do take the recommendation from SEAC, and we're comfortable with expanding the definition of 2 through 21 inclusive.

[00:07:43] We will make sure that the terminology is consistent throughout and our current process or terminology for child study is referral review team, so we will make that change. When it comes to parent input, you can see that, and I've answered that question about the different modes and means in which we incorporate that feedback, and we did have a very robust conversation during our March 4th SEAC meeting where we really talked about being a strong training point for our staff there were concerns that were

[00:08:18] raised that some teams were limiting the amount of parent input there were concerns that some parents had been providing their input and we were rephrasing that and we really had a conversation about wanting to work collaboratively to make sure that we are capturing the parent feedback so that it beneficial to the students overall individualized educational plans miss LaBelle I just have a quick question I know we've talked about this before in

[00:08:52] terms of reevaluation it talks about it and on the top of the redline copy page 2 it just says that they're responsible for an evaluation if necessary is there anything do we need to say anything about a reevaluation because we've talked about it being oh just a nod of like everything looks right and then it gets to some point in time we are now they're in the 12th grade and they haven't had a full evaluations in second grade so is that in there so we

[00:09:31] did not delineate that as part of this policy and part of the thing we've been trying to balance is we've had these two policies that existed before the current staff here we are trying to figure out the historical context as to why we took some pieces of special education and some pieces of eligibility chose to have them in separate policies but didn't have one comprehensive policy but we also are walking that fine line of not wanting to replicate the regulations all over again so certainly catching those highlights in special education the highlights from eligibility and just making sure that

[00:10:11] parents understand what their rights are under this policy now certainly if it's the recommendation of the committee for us to expand that section on reevaluation just so parents understand triennial reevaluation and a review of records which is the process that we can use if we do not go through choosing the components for a full eval if that's the recommendation that's something that staff would certainly be welcome to consider just to provide clarity to our

[00:10:44] to our families thank you I think that we do need to have some reference to the triennial in there so that it doesn't get forgotten and allowed to drag on right now there is a motion on the floor and that is to approve the amendment so we will we'll have to vote on that first but I will echo what miss LaBelle has said about the triennial I think it's very important that although we don't need to spell out the

entire process parents are aware of kind of what this particularly as new parents enter the special education world it's really

[00:11:23] important that they understand what the process looks like for their child or children depending on anyone have any further questions so there is a motion on the floor do we have any changes to the motion yes chair pepper I would like to rescind my motion we need a second for that I second emotion and so we will need a vote on the rescinding of the original motion all in favor of rescinding the most is there a discussion on this

[00:11:57] all in favor of rescinding the motion say aye aye aye that rescinding of the original motion on policy 5310 and 5330 has passed unanimously since this is an action item we do need another

[00:12:15] motion does anyone have that motion I would say that we want to keep it as action for our next meeting do you want to change let me change my motion I would

[00:12:53] like to see this come back as an action item next month and have staff make the recommended changes to the policy second any discussion see none all in favor of miss LaBelle's motion to return this to an action item at next month student services committee meeting say aye aye that motion passes unanimously next on our agenda is action item 4.02 concerning new policy 8455 on supporting pregnant

[00:13:29] students do I have a motion for action item 4.02 new policy 8455 miss Chandler I move that the Student Services Committee approves policy 8455 supporting pregnant students and sends it to the full school board as an information item their second I second Thank You miss LaBelle the motion has been properly offered by Miss Chandler and seconded by Miss LaBelle that we adopt policy new policy 8455 and send it to the full school board as an

[00:14:08] information item is there any discussion on this policy miss Chandler thank you chair I again wanted to revisit some of the comments that were provided in feedback just at the beginning of the month I wanted to make sure that my understanding of how the policy reads reflects what's accurate in terms of confidentiality LCPS is not protecting confidentiality from parents unless a student is already an adult correct and then that I noticed or unless they're an emancipated youth or unless they're emancipated that's a great clarification

[00:14:46] thank you for that so there really isn't a concern about LCPS trying to keep anything from parents it's clearly delineated in policy that those are the only two times at which confidentiality would be withheld from parents and and truly in looking at the language it seems as if that confidentiality is also about protecting confidentiality from other staff members in the school yes so it's really emphasizes the need to know who would need to be part of that team to develop the appropriate education plan for that student and then there was

[00:15:21] question from MSAC regarding male students and so I was curious if there are any implications for when a father is also in a parenting situation and what rights they might have as students yeah so that wasn't the intent of this policy we really are focusing on the pregnant student we do have alternative programs another policy that's up for review and we would definitely explore how to provide appropriate education and flexibility where we can for the parenting students as well but we removed parenting from the introductory line just to clarify thank you for that and and that's all I have for now thank

[00:16:00] you so much anyone have any other commentary on NSAC I noticed so I noticed that SIAC on this one was concerned about the use of the term free and appropriate I know that FAPE is a thing and it's

defined do we have any concerns about the use because I was I was reading it I understand how it kind of cuts both ways right all students deserve a right to a free and appropriate public education do you all as the experts in this field have any concerns about the use of free and appropriate language in this policy just

[00:16:40] to avoid the confusion in consultation with division council we removed appropriate all students have access to free public education so that should help clarify that's very helpful to know I believe that my other questions were asked and answered with Miss Chandler we are okay anyone else have anything to add all right so seeing no further discussion all of those in favor of the motion on the floor to send this to the full school board as an information item

[00:17:14] please say aye aye aye aye that motion passes unanimously next on our agenda we will move to our information items starting with information item 5.01 new policy 8425 on student athlete extreme heat and protection this will be presented by dr. Zahra Ismaili coordinator of athletic training programs and Derek fairly ferry our director of athletics and activities good afternoon

[00:17:53] thank you for your your attention today as we review policy 8425 this is a new policy it was highlighted as a requirement under state code of twenty two dash one two seventy one dot nine and twenty two one two seventy one dot ten this is the establishment of safety standards to maintain guidance reflective in the Virginia Department of Education and Virginia High School as it relates to exertional

[00:18:29] heat stroke and protection and prevention and recognition when we see a athlete in crisis. So as I want to start off by telling you I'm appreciative that the Commonwealth decided to exercise this in code. We've actually practiced this guidance since 2012. We used to follow, we were currently still we're following uh recommendations from the corey stringer institute so since then uh looking at the state code if you were to dive a little deeper into it some of the things that they did is they actually they're a little bit more conservative than we are so we

[00:19:08] will definitely make sure we align and you'll see that when we get into the tiered approach art right now if you walk onto any one of our lcps high school campuses you will already see that we have a banner that reflects those current wet bulb protections and guidance that we have in place so you'll see there's a policy overview and framework i'll just briefly discuss the reason for these are is to protect the health and the welfare of our students based on procedures to prevent recognize and respond to heat related illnesses this policy aligns with the code of

[00:19:47] virginia and virginia department ed and and the virginia high school league heat safety protocols are strictly based on wet bulb we used to use heat index years ago but we all each one of our athletic trainers carries a kessler device which is a device that measures wet bulb temperatures or wet bulb globe temperatures we reassess every 30 minutes during practice times and our athletic trainers are the primary medical professional responsible for monitoring and guiding required practice modifications. And we are very blessed with the support of our school board to have two

[00:20:27] athletic trainers at each one of our schools. So if you look at our tiered approach, what we used to follow the modifications under the guidance of the Corey Stringer Institute. And if you know, He was a famous football player who unfortunately succumbed to exertional heat stroke playing for the Minnesota Vikings.

[00:20:49] So if you look tier one, tier two, they're very similar. The only difference is there's, when it says a minimum of three water breaks, it's the amount of water consumption. Four ounces is for tier one. Six to eight ounces is tier two.

[00:21:07] You'll see that in regulation later, but we're just talking about the policy today. As you see, when we hit these higher wet bulb temperatures in Tier 3, we remove helmets. That would be a football helmet, a baseball, softball, anything, any sport that requires a protective headgear or garment.

[00:21:27] Again, we're only keeping, we're staying at the three water breaks per hour. Again, water consumption, the amount of balances is increased. We get to Tier 4. That's where you're going to see we're going to take off no equipment for non-contact drills.

[00:21:44] means we'll remove shoulder pads we increase the water breaks to four per hour as we get to tier five uh no equipment you're in shirts and shorts we're mainly talking about football in those instances lacrosse towards the end of the spring season you might see some of these temperatures rise to where we need to take these these measures and then we reduce the intensity of practices and uh four hour again we'll stay with the four breaks and then when we get to tier six then we were we're suspending all outdoor activities and we're moving to indoor sessions

[00:22:21] prevention we talk about acclimation periods we have out of season practices here i mean our sports are year-round so they are pretty much acclimated throughout the year but the the big piece to the acclimation period so in football for example the first three days are or non-pads the reason why is is to allow an athlete to adjust to the acclimation of the heat and then day three we can go helmet and shells and shells would be a shoulder pad our cross-country programs they typically have modified practices

[00:23:00] they don't go longer distances we stay on campus as much as possible but we intend we increase the intensity through progression so from a one week they might be only running up to three or four miles to by probably week three or four you're seeing five to seven mile day training regiments hydration we we provide water at every one of our practices and we provide shade when needed either through a pop-up tent or through a team room or we'll remove them and bring

[00:23:34] them inside to our athletic training room which is a air conditioned space we can talk about cold water immersion that is something either we'll do through a Rubbermaid tub or we sometimes you'll see what you we call a taco method which is a tarp where you fill it with coolers of ice and water there's also some other apparatuses that you can purchase that were also very similar it almost looks like a sleeping bag but it's a it's another type of cooling mechanism as well so we cool

[00:24:11] first transport second the most important thing is not to transport an athlete before they before their temperature goes below 102 if it's if it's a remaining above 102 we continue to cool until we can get them below 102 then we transport and that that is the best practice um you know we've unfortunately across the country you've seen some some alarming news where we've lost um not not lcps but there have been athletes who have succumbed to exertion heat stroke and it's because

[00:24:46] usually it's because they transport too soon uh so some of the things that you'll see here in the when we talk about eligibility and training and return to play we we've been doing since um since 2016 we've been requiring our um every one of our coaches to go through the national federation heat illness prevention course this wasn't a guideline or a mandate by the Virginia Department or the Virginia High

School League this was a proactive approach by us and the the athletic trainers and athletic directors who were just making

[00:25:25] sure we put layers of protection in place so our athletes are provided the most secure and protective environment that we can possibly provide screening are done so every athlete has to go through a mandatory physical examination prior to being able to participate in any activity and if they're under medication because sometimes medication will elevate your temp body temperatures there the parents are required to notify our athletic trainers when this occurs then we talk about the and this is where I would put you have additional

[00:26:02] questions but I will turn it over to dr. Ismaili who's the expert here um post emergency heat stroke recovery um so clearance is made by a physician not one of our athletic trainers when we have a situation where we've had to transport an athlete for symptoms of exertional heat stroke so wait for clearance from the physician before returning it's a gradual return it does take a minimum somewhere between 7 to 14 days as we progress their light their recovery to light activity in cool environments we try to make sure that we are monitoring

[00:26:42] their progress we're looking at you know their vital signs seeing elevated heart rates seeing if they're you know how they're perspiring there's a number of things that we look at during this gradual return and then incident reporting just so you know any heat related incident requiring medical removal must be reported to school administration within 24 hours we also we have an emr which is our how we track all injuries by an athletic trainer we would report

[00:27:14] it there and then anytime we report an athlete we also follow up with risk management uh at this time i'll turn it over to you all if you have questions i can talk through the leading threats of exertional heat stroke, it is the number one cause of death amongst student-athletes.

[00:27:36] Danger zones, 66% of cases occur during August preseason. Football players face 10 times the risk because they're in a lot more, they have a lot more layers on as opposed to a cross-country athlete or a golfer or cheerleaders and volleyball players practice inside.

[00:27:55] We don't have beach volleyball yet. And then proven success policies like this one led to 51% reduction in sports-related heat deaths. And then, just to let you know, schools without athletic trainers had a 100% fatality rate in documented exertional heat stroke cases.

[00:28:18] So, again, kind of highlighting some of the things that we do really well. We recognized this way before it was in a state code or required us. We had best practices and guidance. It wasn't an LCPS, we didn't have a formalized LCPS policy, but now under state code we will.

[00:28:34] I do appreciate the fact that Virginia Department Ed and Virginia High School League and our General Assembly recognize this because a number of smaller school divisions or other school divisions probably don't have any best practices or guidance in this matter, so I thought it was important that they actually brought this forward.

[00:28:52] And I will pause for any questions. Does anybody have any questions on this policy? I'm happy to start, Ms. LaBelle, do you have anything? I'm happy to start so Does this apply just to athletes or what about marching band as well?

[00:29:10] It actually applies to marching band as well So our athletic trainers do go up to our athletic or to our marching band fields and tell them when we're hitting these These guidelines and then just to just to clarify. This is not the outdoor temperature This is the wet bulb temperature, which a combination of both heat and humidity Correct is we measure it with a Kessler device So we measured at the surface so you might see in this in the slide deck where Obviously if you're on a turf field, so what you might see is so I'll give you a quick example

[00:29:45] I was the athletic director at Tuscalo. The turf fields typically about 20 degrees warmer So we had a Bermuda grass field which is right next over that temperature might be lower And we we were able to still stay out in practice But we were measuring it at the surface temperature not the air temperature Like if I'm measuring this from the press box, you're going to see a different result.

[00:30:07] So it's best to measure on the surface. We also are looking at some other things that will help us with off-season, out-of-season practices. We don't have athletic trainers year-round, so we're looking at other mechanisms like Perry Weather is a weather station.

[00:30:23] Every one of our schools currently has a weather bug station at their school, so that's another way of tracking it while we might not have an athletic trainer because they they aren't year-round employees but we do practice year-round two more really quick questions one well thank you as a football coach myself I understood exactly what it's like in the first few days of practice um do our football teams have athletic trainers on site for each practice or is that no because they're not full-time yeah um every in-season practice yes

[00:31:00] okay so because sometimes we start before the school year starts so our athletic trainers start five days before the first practice okay perfect that's what i want that's what i want to know because you were just saying that they're not always well the so out of season practices right so um the virginia high school league has like seven on seven has a count but seven on seven would be example of one um but usually we would try to find or resources we don't typically host a lot of seven on sevens but we go to other school divisions that do have seven on sevens usually they will have our athletic trainer there okay and then the last questions with the ice baths I'm assuming what you were referring to was

[00:31:37] if a student experiences a heat emergency of some kind on the playing surface during practice or a game and not do our training facilities are they equipped with like the metal ice soaking tubs too um yes they are and but those are typically those are indoor yeah yeah anyone miss Chandler there we go I am It happens to everybody sometimes.

[00:32:07] So I am not at all an experienced athlete, so I will not have the lingo. But I am very fascinated by the wet bulb globe temperature and would like to better understand what summer practice looks like. Because I can remember as a parent when my child ran cross country, those practices were optional, but many students engaged in the practice.

[00:32:32] And so during the summer practices, if the athletic trainers aren't there, who holds the responsibility for monitoring the wet bulb globe temperature? So our direction to coaches is using the weather bug station that's attached to the school.

[00:32:50] Our athletic directors will typically monitor it as well and send out information. A number of our schools have what's called a periweather station, and it measures wet bulb on the campus. And the nice thing with the Perry Weather Station is it sends out notifications based on our thresholds.

[00:33:08] Okay. So, you know, when we talked about the Tier 1, Tier 2, so it will notify the coach on the app, you now need to resume workouts on campus. Like, for example, cross-country. When you're at 80 or below or 82 and below, we're going to say you can practice off-campus.

[00:33:24] You know, our campuses aren't conducive to cross-country, right? So we try to go to Morbin Park, Oatlands, Claude Moor, some of the places we use the W and D trail for cross-country. When you're talking about, I think you asked a question about the optional.

[00:33:44] There are only optional practices during out of season. When we start on August 3rd, which is the first day of this upcoming season, they're no longer optional. Mark coaches to understand like a first-year runner is different than somebody that is a senior, right?

[00:34:01] So you modify the practices. You look at their shoes, too, because you've got some kids that are going to come out in high tops that are willing to run cross-country and like, let's get you in the right pair of shoes before you get out there. That's not going to cause you to have an exertional heat stroke, but it is going to probably cause some other injuries such as shin splints or something like that.

[00:34:23] So, yeah, Ms. Chandler, you were part of the board that voted to have two athletic trainers at one of our schools, and that was a true blessing for our athletes. So it allows us to monitor more practices, because at the time we were only monitoring football, and when we have a volleyball or cheer, cheer is probably our second, if you're going to look at concussions, just because, you know, competitions here, there's obviously we're it's choreographed we do a lot of stunting there's opportunities for falls so I know this doesn't have anything to do with exertional heat

[00:35:01] stroke or heat illness prevention but it just it just tells you that we had now have a another layer of protection because we have a second athletic trainer he's able to assist it to his other practices I think I'm getting off subject so I'm sorry no I appreciate that it's fascinating and so the system for monitoring the temperature is really truly automated and so the coaches have access to that information as it changes because it's coming through an app at some of our schools not every one of the schools has that that is that's an initiative that we would like to see but each

[00:35:40] of them have a weather bug station so just like you um you can access the weather bug app right and that takes each one of our schools has a weather bug station and it does measure heat index at the time and wet bulb so you can gather that information at your convenience we do have seven schools that have a peri weather station that's an app notification it goes directly to your phone and will tell you it's now time to come inside because you've hit 90

[00:36:13] to the 90 degree wet bulb mark or might tell you you're at 85 and you need to be in t-shirt and shorts you know that that protocol follows what we tell it it's based on our thresholds which we're going to follow the virginity department ed and make the changes because right now we're following the corey stringer institute which is a little bit more lenient that's a great clarification and then um just my last question um football practice doesn't technically start

[00:36:48] until august 3rd so that there's not really a summer practice that's the official practice season i mean i just wouldn't know so yes ma'am august 3rd is the first official practice but there's out of season practices there's a vsl dead period which takes place it's it's encompassing it's two weeks encompassing of the July 4th holiday and then as far as it's just I didn't I think you asked and I'm sorry I skipped over that football so there's a there's practice guidelines set forth by the Virginia High School League and they

[00:37:24] have a they have a SMAC committee which is basically a medical advisory committee and practices cannot exceed three hours you can only have a one three-hour practice a day some you hear about these two two-a-day practices with a second practice is a walkthrough so if there are a two-a-day practice the second practice can only last a maximum of two hours and it can only be a walkthrough which means it's very low intensity it's you teaching somebody where they need to be on this blocking assignment I mean I think mr. mr. pepper

[00:38:02] you said you played walkthroughs probably didn't exist when you were playing football but I would say that eight hour two days did exist I believe so we definitely made some modifications for the betterment well thank you for all that information it's very helpful any other questions well we will see this again at our April meeting our next agenda item is 5.02 updated policy 6640 emergency first aid CPR AED and diabetes management trained and certified personnel and presenting this policy is our assistant superintendent of student

[00:38:42] services miss Tedra Richardson thank you for that so before you this afternoon you do have a batch of four informational items I have created a chart on the next page and we will walk through them but please note that these reef these revisions do not change the intent or implementation of the policies It is truly just us updating the statutory language that changed in the Code of Virginia that goes into effect July 1st.

[00:39:14] So our first policy, 6640, Emergency First Aid, CPR, AED, and Diabetes Management trained and certified personnel, they made a state code change to the section of this policy under Emergency First Aid.

[00:39:32] additional language and if you click the link it will take you to what you have before you in board docs and so you will see in each school building at least one employee is authorized by a prescriber and has been trained and is certified in the administration of an opioid antagonist and at all times during regular school hours has the means to access any opioid antagonist supply we actually as a school division address this through our student medication

[00:40:06] policy last school year where we added a whole section on naloxone self-carry of our students and certainly we have numerous staff members trained across our school buildings any questions on the updates to policy 6640 seeing non we will move to information item 5.03 updated policy 8080 on home instruction or homeschooling and Ms. Richardson I'll allow you to continue thank you all right so you can

[00:40:44] see that the current version of this particular policy was just updated in June 2022 so if we click on 8080 those changes are reflected on page four of this document state code changes have added a whole new section so it's the disclosure of information provided under that cited virginia code 22.1-254 section b item one notwithstanding any other applicable federal

[00:41:20] and state laws regarding disclosure of information neither the superintendent nor the school board shall disclose to the department of education or any other person or entity outside of the local school division information that is provided by a parent or student to satisfy the requirements of this policy or subdivision b1 of Virginia code 22.1 - 254 however the superintendent or school board may disclose with the

[00:41:56] written consent of a student's parent such information that was provided to satisfy the requirements of subdivision b1 of virginia code 22.1-254 to the extent provided by the parents consent

nothing in this policy prohibits the superintendent from notifying the superintendent of public instruction of the number of students in the school division receiving home

[00:42:24] instruction we have any discussion on this addition to policy 8080 seeing no discussion we will continue with information on 5.04 updated policy 8115 individuals who may be admitted free miss Richardson I'm gonna let you keep going here thank you very much you can see that this the current version of this policy was just adopted by the board in June 2025 you can see the red line changes based on

[00:43:02] the state code changes on page five there's a whole new section of students who are dependents of full-time active-duty member of the uniformed services put that up on the screen for you guys sorry there you go any student who does not reside within the school division but is the dependent of a full time active duty member of the uniform the on the uniformed services is is permitted to enroll in the division upon request of such student's parent.

[00:43:42] Provided that space in the school is available, at least one parent of the student has an identification card issued by the US Department of Defense. At least one parent of the student can provide evidence that the parent will be on active duty status or active duty orders such that the parent be temporarily transferred in compliance with official orders to another location in support of combat a contingency operation or a natural disaster requiring the use of orders for more

[00:44:22] than 30 consecutive days and the student will be residing with a relative of such student who lives in the school division or will be residing in the school division within six months of requesting enrollment in the division any questions or comments on the addition to policy um 8115 can i ask a question certainly um when it says space in the school is available

[00:44:57] is that have anything to do with spell permission percentages or no good catch absolutely so we would want to make sure that we're still honoring policy 8155 school assignment and so we would want to make sure that we're looking at under enrolled schools first certainly understanding this provision with parents being sent off to combat we would want to work with the relatives that the students are residing with and sort of work through that process on a case-by-case basis so out outright this isn't this isn't asking for special permission it's really

[00:45:36] looking at the school based on the residents that this the relative of the student that they would be staying with so is there anything that we would need to do here clarifying language wise for example I am going to residing with a uncle who is living in a school that is perhaps over capacity or even over the eighty-five percent threshold according to policy 8155 but I need bus transportation because you know is it one of those kind of we're gonna work within the best interest absolutely is there any qualifying language we need to put in here to clarify that or is that something want to be handled through a

[00:46:14] regulation you know I'm gonna phone a friend and ask the other Ms. Richardson down at the end of the table to what are your thoughts on that do do we need to quantify that first bullet because of our current policy 8155 school assignment we certainly can for clarity but we should also ensure that that policy is cross-referenced at the bottom which I believe it is if not we can add it okay I think adding that would probably be enough okay so maybe make a

[00:46:49] note that we should cross-reference policy 8155 special permissions just out of curiosity do we know how many students are typically in the situation LCPS per year and I know Miss Richardson's writing so I'll ask it again because I my apologies no it's okay I do we know how many students this has applied to

per year can imagine I don't think it's very many just I thought it could be more than probably a handful right anyone else have any questions on

[00:47:27] this policy so with that we will continue with information 5.05 updated policy 8250 bullying prevention and education this is also an update and miss Richardson continue again thank you you can see that the current version of this policy was adopted by the board November 2023 and the change takes place on page one you can see that the state code has revised the definition and references to

[00:48:03] cyberbullying so there's lots of strike throughs from line 15 to line 19 and And then the added language is cyberbullying means bullying that occurs through the use of technology, including through cell phones and other electronic devices or technology capable of accessing the internet.

[00:48:26] There's another change on page 2, starting at line 80. You can see that language has been added, including those that occur outside of school property between LCPS students.

[00:48:47] looking at our positive behavior education bullying prevention and intervention programming they have the new state code has added the cut the caveat that it's also our responsibility to make sure that we're working with students with incidences that happen in the community between two of our students miss LaBelle so this would mean or impact the students that that come before SBAC for bullying behaviors

[00:49:23] or other actions? - So this particular section is particularly focused on our prevention and intervention efforts, right? So if we start back at line 78, bullying prevention and intervention programming should include evidence-based curricula, practices, and strategies.

[00:49:43] Incidences of bullying are to be reported, so yes, it does need to be reported investigated as soon as possible and then now they have the state code has added the language of including those incidences that occur outside of school property between two LCPS students so Ms. LaBelle it could result in you hearing a case before SBAC it's possible thank you okay

[00:50:18] Ms. Chandler thank you chair so I would love to have just a little bit more clarification about the change to code that occurred on line 80 and 81 so in that instance both any involved students have to be enrolled LCPS students so that still would mean that a child that was not an enrolled LCPS student we would not have the capability to offer supports or engage in that conversation that is correct now I would say if something if an instance of bullying is

[00:50:57] reported and at least one of the students that is involved is a student currently in LCPS we would certainly work with that student and their family absolutely but we would have no purview over the other student it makes a lot of sense is there any further I mean any further clarification I'm sorry it just looked like no it's fine I know that Mrs. Evans had expressed that we might want to make some additional changes to this bullying policy I'll let her speak to those yes we've received some communication from a very vocal parent who has experience working in the cyber

[00:51:35] security world cyber policy world and has some suggestions some suggestions so I'd like to have some time to work with him and figure out if there's additional steps that need to be included to help parents understand the process I mean it says parent education and what are the steps that we're taking there could be more clarity there in addition to adding restorative practices under the positive behavior in education that's an opportunity for students to come together talk about the harm repair the harm and I'd like to be able to have that in the policy so that our administrators use that more

[00:52:11] consistently well I'll look forward to seeing how those changes evolve I'm I definitely feel very supportive of that process and thank you for working with someone who has some expertise to help us improve the policy one of the things that has concerned me as a parent and now as a school board member especially under the current conditions that we live in right I've been when I was a child back in the day I mean like a lot of days ago like you could escape this situation but one of the things about phones

[00:52:46] and social media and being online all the time is sometimes that situation follows you into all of your safe spaces and that's very hard to manage and so I would absolutely be supportive of changes that would help in any way shape or form us manage this situation better so thank you for that I guess I have one more kind of query and it does go to that same part of the policy that we've been discussing that addition on line 80

[00:53:15] 81 I'm assuming and this is kind of a weird one right thinking about this from an administrator perspective having you know done the school administrator fund stuff that really is dealing with bullying middle school level we still have to be made aware of these incidents outside of school property right we can't be held responsible for anything that takes place off school probably we don't know about it we have to be made aware that there is an impact to the students who are involved in order to then respond so yes you are correct so

[00:53:54] I don't know if we can add language yeah that indicates that have been reported and are impacting students yes and I think that we'd also need to look at some sort of mechanism I know that we have bullying reporting but a lot of that is you know stuff that happens on campus or on school buses or on LCPS property or LCPS events this one I feel like we need some sort of mechanism or even just a change to the system you know where the incident happened won't happen in the neighborhood and sometimes we do receive them from safe to talk where students will report anonymous things that happened to other students so that's one route but we also hear a lot from parents about what

[00:54:32] happened to their students and students sometimes will disclose to their counselor their teacher that something happened but I think it just needs to make to clarify that it has to be reported to us in order for us to support. I also believe that in with this change of policy I think we would have to do some additional professional development or education particularly of our counseling staff just so that they're aware of this change that if something happens off and obviously being professional counselors they're going to want to look at it anyway but making sure that now it's mandatory that they handle issues that take place off campus. And I will say that we have been practicing under this model for quite some time because there's a lot that does

[00:55:09] occur on social media and then we hear about it and we have been supporting students as they navigate it but yes you're right we would probably want to make sure everyone knows that this is now in policy so our response might be more broad at this point excellent thank you so much any other discussion on this policy if not we will move to information item 5.06 our update on our our work session Ms. Richardson yes thank you so we have an upcoming work

[00:55:44] session next Wednesday March 25th at 4:30 p.m. in this very room we are going to be working collaboratively with representatives from our school board advisory committees to look at the newly proposed policy 5340 safe and supportive removal of students in the educational setting so we have our first work session scheduled for next Wednesday then our second work session will take place in April on April 23rd also at 4:30 p.m. in this room these two

[00:56:19] work sessions are in addition to our regularly monthly standing meetings which still take place every third Thursday of the month at 4:30 for your awareness here's a list of our advisory folks that are going to be joining us so we have Shanaz Khan and Liz Karate from our Special Education Advisory Committee.

[00:56:41] We have Nike Hughes and Banan Malkawi from MSAC and Lindria Bland and Jennifer Shea from GIAC and so we're looking forward to them joining us and partnering with them in this work. If you'd like to remind everyone what we're working on. Yes we are working on again newly proposed policy 5340 the safe and supportive removal of students in the educational setting excellent thank you so much absolutely anybody have any comments or discussion on the work session which will be held next Wednesday in this room at 4:30 p.m. all

[00:57:20] right does anybody have any new business as we've ended our information items seeing none I will adjourn the March 19th 2026 meeting of the student services committee we will see you next week for the work session and see you in April



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