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Loudoun County School Board, Student Behavior and Accountability Committee (SBAC) Meeting, Monday, May 18, 2026

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Place	Loudoun County Public Schools / School Board meeting (see BoardDocs / LCPS-TV)
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- Official meeting video (Vimeo / LCPS-TV): https://player.vimeo.com/video/1192371171?rel=0 - BoardDocs (School Board): https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public	

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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.

[00:00:08] Kelly how are you all right it is 4:02 and I am calling this meeting of the SBAC committee to order my name is Carrie LaBelle and I am the chair of the SBAC committee and to my right is mr. Ross Svensson another committee member miss Donahue is absent today but we do have quorum and we'll be proceeding with the

[00:00:42] various policies that we are going to be reviewing so with that the meeting is now called to order first of all has everyone gotten to read the minutes and you're okay with them any amendments no amendments okay good then we're gonna move forward is there any public comment I see some things over there I'm sorry miss LaBelle did you want to make a motion on accepting the minute oh we could do that. I'm just trying to follow what's up there. That comes after public

[00:01:22] comments, so. But, okay, let's go ahead and get the minutes out of the way. Madam Chair, I move to approve the minutes from the April 27, 2026 Student Behavior and Accountability Committee meeting. And I second that. All in favor, say aye. Aye. Any opposed?

[00:01:41] Seeing no opposition, the motion carries by a vote of two to zero. Okay, moving on. Do we have public comment today? No? Okay, thank you. No public comment, so let's go ahead and move on to our

information item, and I will turn this over to Ms. Scanlon now.

[00:02:19] Thank you. Given that we have three policies to work through today, what I did is I reviewed public comment for each of the policies and wrote up some possible or proposed amendments for two out of the three for your consideration.

[00:02:39] They are simply that, possible amendments. They are not amendments that you have to take up, but it provides some language to the extent that you're amenable to those amendments. So we will jump in, starting with policy 8210.

[00:02:57] There are three amendments that I'm proposing for your consideration based on public comment. The first has to do with, I think, a point that was very well taken, which is 8210 sets forth the roles and responsibilities of our students, our parents, our administrators, our superintendent, and the school board.

[00:03:25] But it doesn't set forth roles and responsibilities in student discipline of our teachers and our instructional staff. And they certainly do have a very important role to play. So I did take the liberty of drafting a possible amendment for your consideration that reads simply and it would be inserted between lines 50 and 51.

[00:03:49] So after students and families, but before the school administration, teachers and instructional staff are responsible for maintaining a safe, respectful and productive learning environment that promotes student achievement.

[00:04:06] They are expected to clearly communicate and consistently reinforce the expectations for student behavior outlined in school board policy. Teachers are expected to manage classroom behavior equitably, address minor misconduct promptly through positive interventions, and maintain open communication with parents and guardians regarding student conduct.

[00:04:27] When misconduct requires intervention beyond the classroom, then teachers are responsible for making referrals to school-based administrators and or support staff as appropriate. Do you have anything you'd like to talk about, Mr. Spenson, regarding this revision?

[00:04:48] Okay, well, let's make a motion to accept that. I think, well, we have to have a motion to work beyond the base motion before we go on the amendments. I don't know if you or Ms. Scanlon would recommend us going through all the amendments and then working through the slideshow and then going through the amendments or taking them in turn?

[00:05:14] I would leave that to you. We could take them in turn. If you do want to work through them in chunks, I would recommend that we do one policy at a time. So finish up policy 8210 before we move on to policy 8265.

[00:05:30] Is this the only amendment that you want to make on this one? No, I'm proposing three for 8210. Okay, so I think at this point it might be easier to go through and do them one at a time, which would be now we need to make the motion to accept this amendment.

[00:05:50] Am I correct? Should I have a motion? Yes, Mr. Svensson, go ahead. I move that the Student Behavior Accountability Committee consider proposed changes to Policy 8210 and forward it to the full school board as an information item.

[00:06:12] I second that. All in favor say aye. i think we have to have it seconded before we discuss it where is west today i think we have to second it and then we can discuss it and then move to either accept it or not i've seconded it so now we is there any discussion madam chair i don't have any further discussion on it but i

[00:06:46] would be happy to make a motion to amend policy 8210 as as outlined on the slide at lines 50 and 51 inserting section three titled teachers and instructional staff would you want to read that for the record please yes thank you reads as follows teachers and instructional staff are responsible for maintaining a safe respectful and productive learning environment that promotes student achievement they are expected to clearly communicate and consistently reinforce the expectations for student behavior outlined in school board policy teachers are expected to

[00:07:23] manage classroom behavior equitably address minor misconduct promptly through positive interventions and maintain open communication with parents and guardians regarding student conduct when misconduct requires intervention beyond the classroom teachers are responsible for making referrals to school-based administrators and or support staff as appropriate thank you having had the motion to amend this seconded we can now vote on accepting this amendment only at this time

[00:07:56] All those in favor of accepting this amendment for teachers and instructional staff being added, say aye. Aye. Aye. Opposed and seeing no opposition, this amendment passes.

[00:08:11] Let's go on and look at other amendments that we might want to make. What's next? So this next amendment follows a portion of comment that, again, I thought was very well taken, which has to do with what is encompassed by prohibited conduct.

[00:08:34] The policy currently says that prohibited conduct encompasses any behavior that's incompatible with a K-12 educational environment and good citizenship. And the public comment, I think, rightly indicated that good citizenship is a very broad term.

[00:08:53] It's not defined. And in fact, when we think about what good citizenship means, that indeed there would be some qualities of good citizenship that would not be rule violations if a student failed to demonstrate their good citizenship in certain ways.

[00:09:14] So the public comment recommended that the words and good citizenship be struck from lines 92 and 93, and if those words are struck, then the sentence would read simply prohibited conduct encompasses any behavior incompatible with the K-12 educational environment and includes but is not limited to.

[00:09:41] And then the list of 30-some-odd examples of prohibited conduct. So it would not, after, but it's not limited to, it would not state the whole section from assault and then to the following.

[00:10:03] Is that correct? No, it would still include that information. The only words that would be struck would be and good citizenship to essentially say what we're looking at is behavior that is incompatible with a K-12 educational environment.

[00:10:20] Okay. Period. And then it goes and does every last item up to 30 of them, correct? Approximately 30.

[00:10:36] Maybe 33. 33. 33. Okay. All right. their motion to accept this amendment yes madam chair I move to amend policy 8210 as follows strike quote and good citizenship quote from lines 92 and 93 so that

the sentence reads in pertinent part prohibited conduct encompasses any behavior incompatible with a K through 12 educational environment and includes but it's not limited to thank you mr. Svensson any discussion seeing no

[00:11:15] discussion let's go ahead and seconded and we can vote on your in favor of the amendment as read by mr. Svensson say aye aye opposed seeing no opposition this motion passes and it is only for the part of the policy that we just read the striking of and good citizenship all right thank you miss Scanlon your third

[00:11:46] The third proposed revision, I think, better clarifies who in a group assault can be held responsible for the assault that is committed by the group.

[00:12:06] Previously or currently, what you see in the draft is it says something to the effect of anyone who assembles with the intention of committing an assault is considered part of the group and would be held responsible for any assault committed by any member of the group.

[00:12:24] Key word being that in any group of this nature, you're going to have certain individuals, in this case students, who are assembled with the intention of committing the assault, and you're going to have certain individuals who may be there, may even be assembled to watch the assault, may simply have been passers-by who paused to see what was happening.

[00:12:50] So this, I think, better clarifies who, in fact, is part of the group who can be held responsible, and that would be any student who joins the group with the intent to commit, assist, or encourage the assault, as opposed to students who are present solely as spectators or bystanders, that they would not be considered part of the group and would not be held responsible for the assault.

[00:13:20] However, they could be held responsible for other misconduct, for example, filming the assault or failing to disperse when a school official comes and says, you all need to disperse. Okay, I have a question. If there are students encouraging, shouting, saying, okay, that's good, get them again, that kind of thing, is that chargeable under this? I guess that's the word I'm looking for.

[00:13:51] So as a code of conduct matter, in my experience, you will sometimes see students who from the very beginning went knowing there would be an assault, knowing that they were in some way, even if they weren't intending to be a physical assailant, were there as backup, were there to encircle so that a victim could not easily flee.

[00:14:23] So they are going to the assault with that intention. In my experience, sometimes you have students who maybe got wind. I feel like my jewelry is making a terrible squeak. I'm sorry for that.

[00:14:39] I keep taking portions of it off. First time I've heard a badge called jewelry. It's because I'm gradually trying to figure out the offending piece. On occasion, oh, it wasn't my jewelry at all.

[00:14:56] Okay. On occasion, we would have a student who might get wind of the assault, know that there's going to be an assault, and intentionally go to watch it. And then maybe while there, or maybe they don't intentionally go, maybe they stumble upon the assault and they decide to watch it.

[00:15:16] And then while there, maybe they get caught up in the moment and they get him, you know, as you said, encourage that. In that case, that is an independent violation of school rules. So that student could be and would be, should be, held accountable for encouraging or inciting further violence.

[00:15:38] But they would not be held accountable for actually being part of the group that assembled with the intention of committing the assault. Thank you for that clarification. Do we want to discuss this more?

[00:15:56] Do we want to? Okay. The amendment's been made, clarified, discussed, seconded. And so we can move forward. I don't know if I've actually moved for this amendment, but I can do that now. Go for it. I move to amend policy 8210 as follows.

[00:16:14] Change footnote one to read, any collection of students assembled with the intention of committing an assault constitutes a group. Each student who joins the group with the intent to commit, assist, or encourage the assault shall be held directly responsible for any assault committed by one or more members of the group.

[00:16:30] Students who are present solely as spectators or bystanders are not considered part of the group, will not be held responsible for the assault however spectators and bystanders may be held responsible for other misconduct such as filming the assault or failing to disperse when directed to do so thank you mr svensson is there any more discussion on this i second that motion uh no more discussion uh seeing is there no discussion um let us go ahead and vote all in

[00:17:03] favor say aye aye opposed seeing no opposition the motion passes now do you have any other amendments. I did not prepare any other amendments for that policy based on public feedback, although certainly there was additional public feedback. I'm happy to answer any questions or if you want to have further discussion of the public feedback. I can say that one thing that struck me as I was reading through the public feedback is, and we've spoken of this before,

[00:17:43] 8210 is one of three policies that work together. It works in concert with 8205 and with 8220. And then 8220 has three regulations underneath it.

[00:18:04] And so some of the comment, I think that the commenters may not have known, which is completely understandable or maybe lost sight of the fact that you can't read 8210 in isolation without considering 8205 and 8220 and then the regulations that come under 8220. I bring that up because some of the comment, for example, there's nothing in this policy about protections for students with disabilities. That is true. But that has

[00:18:37] its own regulation, 8220.3. There's comment about there's nothing here about the right to appeal. And that also is true. But the right to appeal is set forth in policy 8220, regulation 8220.1, and policy 8030, which addresses appeals to the school board.

[00:19:01] So that was one of the things that struck me is you really do have to understand that this policy, 8210, isn't meant to be and is not the only policy pertaining to student discipline, that they all work together and they all have their separate role to play.

[00:19:22] Thank you. I see that we have them all cross-referenced at the end of the policy, and they have legal references in the Code of Virginia. So anything that is in this can be backed up by information in any of the policies that we've cross-referenced.

[00:19:41] Okay, thank you. Any questions or discussions, Mr. Spencer? Okay, could we have a motion to look at this policy as a whole with all of the amendments?

[00:19:59] You want to make a motion, please? Yes, Madam Chair. I move that the Student Behavior Accountability Committee forward policy 8210 to the full school board as amended as an information item.

[00:20:17] Thank you. Any discussion? All in favor, say aye. Aye. Motion passes 2 to 0. The entire policy will be forwarded with the amendments to the various committees.

[00:20:37] Move forward. Thank you. So next we have policy 8265. Again, I did review the policy. I do not have any revisions based on the proposed public feedback.

[00:20:59] I will say again that in my view, much of the public feedback was related to items that appeared to be missing.

[00:21:16] For example, the policy says that only authorized LCPS officials have the authority to search, but it never says who is authorized. There is a companion regulation to this policy.

[00:21:32] It's Regulation 8265, and it provides a great deal of information, including defining explicitly who is authorized to conduct a search. So, again, I have no revisions that I proposed based on my review of public comment, but I am happy to answer any questions that you have about any of the comments that were made.

[00:22:12] Yes, Mrs. Fenson. I had a question about one of the more clerical comments. Line 392, MSAC had pointed out that there was a difference in the way that the sheriff's office is referred to, and I was wondering if you thought that needed to be brought in line together to be consistent across our different documents or if you had a different reaction to it.

[00:22:38] Yes, thank you for that. So in both places that the sheriff is referenced, it is in relation to the title of the Memorandum of Understanding. And the Memorandum of Understanding is an agreement between our school board and the sheriff.

[00:23:03] So it is, the title is correct. It's simply the title of the MOU. Okay. So then this indicates that the memorandum is between the sheriff himself and not his whole department. Is that correct?

[00:23:19] That's my understanding, based on the titling of that. Of course, the sentiment expressed is that the entire department would abide by the MOU. It's simply naming the MOU as titled.

[00:23:38] Thank you very much for that. Do you have anything you'd like to question about that, Mr. Spenson, or add or change? No, I think it makes sense to have it consistent with the title as is, although I think the comment's well taken that the Sheriff's Office would be maybe a more appropriate title.

[00:23:57] We can maybe at a later point make that consistent across our documents. Thank you. Would you like to make a motion? Yes, Madam Chair. I move that the Student Behavior Accountability Committee consider proposed changes to policy 8265 and forward it to the full school board as an information item.

[00:24:22] I believe we have to send it out to the committees already. Very well. Thank you. I second. Any further discussion? Nope. Seeing no discussion, all in favor say aye. Aye.

[00:24:38] All those opposed? Seeing no opposition, this policy will be moving forward. carries two to zero. Thank you. And now? And now the moment you've all been waiting for. That's it, exactly.

[00:25:01] Recommended revisions to policy 8270, the student dress code. The main event, more or less. Yes, the main event. So again, I reviewed all of the public comment. I will note there was public comment

in support of the changes that were made. The public comment that was not in support, however, much of it was related to the term cleavage in particular there was concern by many members of the public that the by using the term cleavage that that targeted our female

[00:25:37] students that perhaps it was indicia that the that the policy was was biased or discriminatory first I would like to say very clearly that the policy as currently revised is neither biased nor discriminatory while I understand that for many individuals the term cleavage is associated with females and not males biologically both females and males have cleavage and this policy as

[00:26:14] currently written sets the expectation for both our male and our female students that neither one would expose their cleavage, and a boy, for example, would not be able to wear a muscle shirt because that would expose the boy's cleavage. Or God forbid we ever flash back to the 1970s as it pertains to male fashion, a boy would not be able to unbutton a shirt down in such a manner that would expose his cleavage. So I make that point to say

[00:26:51] that the policy as written is neither biased nor discriminatory towards our female students. But I do recognize that there is a perception that it may be. So in order to provide the board and first ask back some options, I have designed two possible ways that you could address this concern.

[00:27:21] One way would be to simply drop the word cleavage in its entirety and to set the expectation that a top would cover the sides, the mid-back, and the lower back and extend to the waist and not address cleavage at all.

[00:27:41] Another option would be to, instead of using the word cleavage, to substitute, feature a neckline that does not extend below the imaginary horizontal line connecting the underarms, which is essentially a line that goes from here to here.

[00:28:09] And it achieves the same goal in that it brings the neckline up to what the proposed regulation would bring the neckline up to. And both boys and girls, I think, not only have underarms, but they are perceived equally as having underarms.

[00:28:32] So I don't know that that's the best way to express it, but I did want to give an option to SBAC first and then potentially to the full board of achieving the same effect without using that word.

[00:28:48] Of course, that presupposes that you want to achieve that effect. Again, version one would permit just striking the term cleavage completely and not addressing the issue of low-cut necklines. Thank you for that.

[00:29:07] I appreciate your research that you've done on this. I see a potential problem with the line from the top or under your armpit all the way across the other side.

[00:29:24] If somebody visually looks and says, oh, no, that is not an appropriate top that you have on today, how are you going to prove it? Are you actually going to take a string and show them?

[00:29:41] I mean, this could get into a real big tangle. I'm not sure how this is working. Any other thoughts, Mr. Stenson? Sure. So thank you, Ms. Scanlon, for putting these proposals together.

[00:29:58] I really appreciate it. I did a little bit of research as well, and the armpit approach is actually what Roanoke County does here in Virginia, and they actually have a little stick figure design on their website to demonstrate for folks.

[00:30:14] So I think that the armpit approach is a way that minimizes opportunity for folks to construe it as disproportionately affecting girls in school and respects different body types as well.

[00:30:32] So I think I take your point. I think that there might be an issue kind of under either approach, whether we use the word cleavage or armpit. But I think it's important also that the policy specifies that an administrator enforcing this can't make physical contact with the student.

[00:30:52] So something like using a tape measure or something like that would presumably not be allowed under this policy. Is that right, Ms. Scanlon? Yes, that is in the policy in the revised version, which is compliant with the Code of Virginia, which also indicates that no school employee can make physical contact.

[00:31:16] I would echo the idea of the stick figure. Certainly, if the board makes any substantive changes at all to the dress code, there is going to have to be a communications campaign. We would work with our communications departments to make sure that whatever changes are made are communicated in multiple ways, including through visuals to our families, to our students, and to our administrators and the rest of our staff.

[00:31:45] There would also have to be some training for our school administrators about what are the changes that were made, what are your do's and your don'ts, and certainly a big don't is going to be you do not make physical contact with anyone in assessing their clothing.

[00:32:03] We do not want you taking yardsticks or rulers or anything like that and physically measuring or looking for imaginary lines and making sure they're straight, so to speak.

[00:32:18] I will say, as I mentioned last month, our administrators do not want to do that. The 2017 dress code did talk specifically about how wide a strap could be, and it was measured in inches, and our administrators have been very clear.

[00:32:37] They don't want to go back to that. Well, in as much as that was, to me, the overriding concern, those are the options that I prepared.

[00:33:06] But we certainly can discuss any other concerns that you have, any other things that stood out to you in the public comment. But that's all that I had prepared. I do have a problem, and I have heard from a lot of people, administrators, administrative staff here, parents, lots of parents, about the wearing of pajamas and other types of athletic wear to school.

[00:33:42] One of the things that we know is that we are expanding a lot of our CTE programs. We are working at helping students prepare to be part of a workforce. And one of the big things that is happening is that they are not having an awareness of what it is publicly appropriate to wear to work, to interviews even, or to school.

[00:34:12] We have students that are wearing pajamas, slippers, and dragging a blanket around with them. Principals have told me that that is a big, big problem. So I think we need to look closely at that section and come up with a way to make sure that loungewear, nightwear is not acceptable at school, that they start to think about dressing in a more professional manner.

[00:34:41] Do you have anything you'd like to discuss with that, Benson? I agree that we should be ensuring that we're promoting an academic – I'll rephrase that.

[00:34:58] we're preparing students for entering academic and professional environments um i am concerned that in terms of defining what is a pajama top or bottom um may be subjective um and i believe miss gamlin the principals discussed this in the focus group that uh and came to this compromise solution could you share a little bit more about why the pajamas um we why we did not in this proposed policy get rid of pajamas explicitly sure so yes when we did the focus group with

[00:35:37] school-based administrators pajamas did come up as a topic there was a definitely a contingent that echoed many of the things that you have spoken of today Ms. LaBelle that it's not professional it's not appropriate you shouldn't be wearing pajamas to school period end of story there was another contingent that talked about the fact that we sell pajama bottoms in the school store. It's hard to say that they're appropriate. We're selling them, but you're not allowed to wear them at school. There were others that talked about

[00:36:12] the fact that many pajama bottoms maybe are more appropriate for school in some ways than other bottoms that are permitted. And so where do you draw the line between a flannel pajama bottom and maybe a legging or a pair of sweatpants.

[00:36:33] And so ultimately they talked it out, and the compromise position was we're okay with pajamas as long as they meet the coverage guidelines, whatever those guidelines are, that a top is a top and a bottom is a bottom, and if your pajama top and your pajama bottom meet those definitions, we're okay with that, but we are not okay with blankets and robes.

[00:36:56] That was like the Rubicon that they did not want to cross. Thank you for that. We sell a lot of things in student stores that don't actually mean that they should be worn or used at school.

[00:37:12] And pajama bottoms are still pajama bottoms. We don't wear pajama bottoms to work. Teachers don't wear them. And I can't see any good reason to allow students to wear pajama bottoms at this point in time. I want that on record.

[00:37:29] I also feel that short shorts are inappropriate. Yes, you can wear shorts, but a lot of our tops need to meet at least the waistline or below. A lot of people don't want to see a lot of skin flashing around in the conversations that I've had.

[00:37:51] And I think maybe what we need to do, and I don't know if you want to consider this, is postpone this and go back and look at it one more time to see if there's any way that we can straighten all this out before we bring it forward to the board because I think it's going to take an enormous discussion at the board level if we have to do it there.

[00:38:16] So if we can iron some of this out prior to getting it there, that might be a good thing. Your opinion? I'm conscious that we are – the aim was to have a new policy ready well ahead of the next school year so that administrators could become familiar with the policy and develop guidelines around it and for the administration to conduct trainings.

[00:38:40] If we were to postpone it to the next SBAC meeting, what would that do to the timeline, Ms. Gamlin? So if we did this as an action item in June, my understanding is that the board does not meet in July.

[00:38:59] So it would go as an info item to the full board in August, and then as an action item either late August or early September, and I think early September. So what that does also practically in addition to

getting the communication out in the training is people are going to be shopping for their school clothes in July and early August.

[00:39:27] And so I think what we want to avoid is people going out and buying new school clothes only to find out in September that they're not permitted to wear those clothes to school. I also note that I think that this policy is kind of making some new guidelines that our administrators will be putting into place at the schools, and it does represent a change from the dress code in place.

[00:40:24] I think I would be comfortable moving forward with this policy subject to this amendment that we've discussed and potentially revisiting the policy to see how enforcement's going, implementation, because it does make a number of changes in response to what administrators have expressed to us, the principles, and I know that this does represent a compromise of sorts based on the focus group. So I personally think it would be helpful to move this policy forward now, and we can discuss it as a full board. And then, you know, if it were to pass, we could always revisit the dress code to see if there are things that we want to revisit based on how implementation is going.

[00:40:46] I do, you know, I think it's helpful to provide the clear guidelines on what is the top, what is the bottom. And with that clarity, I think articles of clothing meet those definitions and requirements.

[00:41:03] That seems to me an improvement over the existing system. Well, obviously, we are not going to come to a consensus on this tonight. So, yes, we will have to move this forward and bring it to the full board and let them wrangle it out.

[00:41:27] I think that's where we're at right now. So do you have a motion for me, Mr. Svensson? Yes, Madam Chair. Can you remind me, have we put forward a motion to consider the base motion at this point? And the base motion is what we're looking at.

[00:41:44] We haven't made any amendments. I can certainly make a motion for the base motion, and I do plan on introducing an amendment after that. so I move that the Student Behavior Accountability Committee consider proposed changes to policy 82 70 and forward it to the full school board as an information item I second any discussion yes madam chair I I appreciate the the options in revising line 30 and I was just wondering if miss Scanlon we have

[00:42:23] the language referencing the horizontal line I know in in Roanoke County they refer to the entire area from armpit to armpit and then say to the to the waist essentially I'm wondering how you think about that language versus I mean we already reference waste in our policy so maybe the referencing the horizontal line but I was curious what you think about horizontal line versus area area

[00:42:54] between? I think that here you're talking about a neckline that has to be above the line. And so you don't get into any conversation of what is between the armpits, which may be preferable.

[00:43:12] That's fair. All right. I think, you know, with the understanding that there will be a fair amount of communication and training on this and perhaps some stick figures, I will move to amend policy 8270 as follows at line 30 replace quote must not expose cleavage quote with quote feature a neckline that does not extend below the imaginary horizontal line connecting the armpits end quote so that the sentence reads a top eg a shirt t-shirt tank top sweater or sweatshirt must cover the sides mid

[00:43:51] back and lower back extend to the waist and feature a neckline that does not extend below the imaginary horizontal line connecting the armpits, or the underarms, excuse me. And if I could clarify,

because on the first, on line two here, you did say armpits.

[00:44:12] So we could go with armpits or underarms, but probably not both. All right, let me clarify for the record. I move to amend policy 8270 as follows. At line 30, replace, quote, must not expose cleavage, end quote, with feature a neckline that does not extend below the imaginary horizontal line connecting the underarms so that the sentence reads, A top, e.g. a shirt, t-shirt, tank top, sweater, or sweatshirt, must cover the sides, mid-back, and lower back, extend to the waist, and feature a neckline that does not extend below the imaginary horizontal line connecting the underarms.

[00:44:48] Thank you, Mr. Svensson. I second. And now moving forward, if there's no more discussion, we'll go ahead and vote.

[00:45:03] all those in favor of Mr. Spence's amendment say aye aye opposed seeing no opposition the motion passes two to zero I think that concludes unless you have any additional conversation you want to have related to policy 82 70 although I think we did that when we talked about pajamas for example Did we talk about shorts and buttocks? Was that in there too?

[00:45:40] You did mention shorts. The proposed language does define a bottom as in part covering the buttocks. And there was no opposition to the word buttocks?

[00:45:58] I didn't see that. I didn't. It was primarily cleavage. Okay, thank you for that. With that in mind, we have covered everything that we plan to cover.

[00:46:20] All right, let's make a motion to finish up with Policy 8270 Student Dress Code. Mr. Svensson. Thank you, Madam Chair. I move that the Student and Behavior Accountability Committee forward Policy 8270 as amended to the full school board as an information item.

[00:46:43] I second. All those in favor, say aye. Aye. Opposed? Hearing no opposition, the motion passes two to zero. I'd like to thank everybody with no further business before us. I will close this meeting today at 5.50.

[00:47:08] 4.50. 4.50. I keep reading that clock wrong. I swear to God. 4.50. Thank you.



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