

>> WELCOME LOUDOUN COUNTY FAMILIES, STUDENTS, STAFF AND
COMMUNITY MEMBERS.

I AM PLEASED TO HAVE YOU JOIN US FOR THE 2024-25 SCHOOL YEAR
QUESTION AND ANSWER VIRTUAL SESSION WITH SUPERINTENDENT
SPENCE.

I AM YOUR HOST, SERVING AS DIRECTOR OF FAMILY AND COMMUNITY
ENGAGEMENT FOR LCPS.

OUR ENTIRE SCHOOL COMMUNITY WORKS TO ENGAGE AND PARTNER WITH
OUR OUTSTANDING COMMUNITY OF CARING PARENTS AND GUARDIANS.
TO HELP GUIDE AND SUPPORT THEIR STUDENTS THROUGH THE SCHOOL
YEAR.

ENGAGED COMMUNITIES HELP STUDENTS ACADEMICALLY AND
OUTSIDE OF THE CLASSROOM.

AND THANK YOU ALL THAT SUBMITTED QUESTIONS TO HELP GUIDE THIS
DISCUSSION.

LET ME INTRODUCE BRIEFLY THE TEAM THAT WILL HELP TO ANSWER

YOUR BACK-TO-SCHOOL QUESTIONS.

OF COURSE WE HAVE Dr. AARON SPENCE, OUR SUPERINTENDENT.

WE HAVE Dr. ASHLEY ELLIS, WHO IS OUR CHIEF ACADEMIC OFFICER.

MR. AARON SMITH, OUR CHIEF TECHNOLOGY OFFICER.

Ms. RAE MITCHELL, WHO IS THE CHIEF OF SCHOOLS.

MR. NEIL SLEVIN, ASSISTANT SUPERINTENDENT OF TEACHING AND

LEARNING.

MR. JOHN LODE.

DIRECTOR OF DIAGNOSTIC SERVICES.

SHAHEED MUHAMMED THAT IS DIRECTOR OF INCLUSION AND

EQUITY.

OUR CHIEF OFFICER.

Ms. SHARON WILLOUGHBY AND MR. KEVIN LEWIS.

Dr. DANIEL SMITH WHO IS OUR CHIEF OF STAFF.

AND LASTLY WE HAVE Ms. BULLEN, OUR CHIEF HUMAN RESOURCES

OFFICER.

THANK YOU ALL.

WE ASKED EVERYONE TO SUBMIT QUESTIONS IN ADVANCE SO WE COULD

SEE AND ANSWER THOSE QUESTIONS MOST IMPORTANT TO YOU.

YOU WILL FIND A QR CODE ON THE SCREEN, FROM TIME TO TIME IN

CASE YOU HAVE ADDITIONAL QUESTIONS OR YOU MIGHT NEED HELP

GETTING TO THE RIGHT SCHOOL OR OFFICE TO SUPPORT YOUR CHILD.

USE THE CODE TO SUBMIT YOUR QUESTION, INCLUDE YOUR CONTACT

INFORMATION, THAT IS VERY IMPORTANT AND OUR TEAM WILL

FOLLOW UP WITH YOU.

NOW I WOULD LIKE TO TURN IT OVER TO Dr. SPENCE TO KICKOFF FOR

THIS BACK-TO-SCHOOL SEASON.

>> THANK YOU SO MUCH RENEE, AND THANK YOU ALL SO VERY MUCH TO

JOIN OUR TEAM AS WE HEAD BACK TO SCHOOL AT LCPS.

WE ARE EXCITED FOR ANOTHER INCREDIBLE YEAR AT LOUDOUN

COUNTY PUBLIC SCHOOLS.

AS YOU MIGHT IMAGINE OUR ENTIRE TEAM HAS BEEN INCREDIBLY BUSY

GETTING READY FOR THIS SCHOOL YEAR AND THRILLED TO WELCOME

BACK OUR STUDENTS.

AND MAKE SURE THAT WE'RE DOING THE THINGS THAT WE NEED TO DO,

TO HAVE OUR STUDENTS FEEL LIKE THEY ARE WELCOMED.

THAT THEY ARE READY TO THRIVE.

WE ARE GOING TO ANSWER AS MANY BACK-TO-SCHOOL RELATED QUESTIONS

AS WE CAN DURING THIS SESSION.

AND REMEMBER THROUGHOUT THE SCHOOL YEAR, YOUR SCHOOL'S

ADMINISTRATORS AND CHILD'S TEACHERS ARE AVAILABLE.

THEY WANT TO PARTNER WITH YOU AND GOT QUESTIONS ABOUT YOUR

CHILD'S EDUCATIONAL EXPERIENCE, WHAT IS GOING ON IN THE

CLASSROOM AND CURRICULUM.

ENCOURAGE YOU TO REACH OUT TO YOUR PRINCIPALS AND CHILD

TEACHERS AND HAPPY TO ASSIST YOU.

SO THAT EVERYONE UNDERSTANDS THAT OPEN COMMUNICATION AND

WORKING TOGETHER, THESE ARE THE THINGS THAT ARE IMPORTANT TO

ENSURE THAT EVERY SINGLE CHILD IN LOUDOUN COUNTY PUBLIC SCHOOLS

CAN HAVE THE KIND OF EDUCATIONAL EXPERIENCE WE WANT AND THEY

DESERVE.

AND ENSURE THAT EACH ONE OF THEM FEELS KNOWN AND SEEN AND HEARD

AND LOVED BY ADULTS AROUND THEM.

AND LEARNING SOMETHING EVERY DAY AND THRIVING AS THEY GET READY

FOR THEIR FUTURE.

SO WITH ALL OF THAT, WE ARE EXCITED TO ANSWER QUESTIONS.

AND RENEE, TURN IT BACK OVER TO YOU TO GET STARTED.

>> THANK YOU Dr. SPENCE.

AND THE FIRST QUESTION IS ACTUALLY FOR YOU.

THERE HAS BEEN A LOT OF NEWS ACROSS VIRGINIA ABOUT THE CELL

PHONE POLICIES AND SCREEN TIME FOR STUDENTS.

SCHOOL STARTED A FEW DAYS AGO AND QUITE A FEW LCPS PARENTS AND

STAFF HAVE WRITTEN TO ASK, HOW THE NEW CELL PHONE POLICY WILL

AFFECT THEIR STUDENTS?

>> WELL, WE THINK IT'S GOING TO BE VERY POSITIVE AND BENEFICIAL

FOR THEIR STUDENTS BOTH IN TERMS OF ACADEMIC ENGAGEMENT AND IN

TERMS OF HEALTH AND WELL-BEING.

YOU KNOW THE HEALTH AND WELL-BEING OF OUR STUDENTS IS

ALWAYS TOP OF MIND FOR US.

AND THERE IS EXTENSIVE RESEARCH THAT IS COMING OUT.

IT'S EMERGING NOW AND COMING OUT FOR SEVERAL YEARS HOW

DETRIMENTAL THE OVER USE OF SCREENS AND IN PARTICULAR THOSE

CELL PHONES AND SCREENS USED FOR THINGS LIKE SOCIAL MEDIA CAN BE

FOR YOUNG PEOPLE.

IN FACT WE ARE SEEING REPORTS NOW INDICATING THAT CHILDREN WHO

SPEND MORE THAN THREE HOURS A DAY ON SOCIAL MEDIA TWICE AS

LIKELY AS THEIR PEERS TO EXPERIENCE MENTAL HEALTH ISSUES

LIKE DEPRESSION AND ANXIETY, WE KNOW THIS CAN HAVE A NEGATIVE

IMPACT ON OUR STUDENTS.

WITH THAT KNOWLEDGE WE BEGAN TO HAVE A DISCUSSION WITH SCHOOL

BOARD TO ADDRESS SMARTPHONES AND WATCHES.

AND DIDN'T START THAT CONVERSATION LAST YEAR, THAT WAS

AN END POINT OF A YEAR LISTENING AND HEARING EXTENSIVE FEEDBACK,

FROM STUDENTS AND SCHOOL STAFF AND ESPECIALLY FROM OUR

FAMILIES.

WHO REALLY WANTED US TO CLARIFY HOW STUDENTS CAN USE THESE

DEVICES IN SCHOOLS.

WE WANT TO EMBRACE THE POTENTIAL OF TECHNOLOGY, BUT MAKE SURE

THAT WE MINIMIZE DISRUPTIONS IN CLASSROOM AND DISRUPTIONS OF

LEARNING.

AND THE GOAL OF THIS POLICY WAS TO DO THAT.

IDENTIFY HOW WE CAN MAKE SURE THAT STUDENTS ARE NOT USING

THESE DEVICES AND STAYING ENGAGED ON THEM INSTEAD THAN OUR

CLASSROOMS.

WE HAVE THAT POLICY AND TURN IT OVER TO TALK ABOUT THAT POLICY

TO OTHER MEMBERS OF MY TEAM.

AND NOTE IF YOU HEARD ABOUT THIS, THE GOVERNOR ISSUED

EXECUTIVE ORDER 33, THAT WAS AFTER OUR POLICY ADOPTED AND

ESTABLISHING EXPECTATION FOR CELL PHONE FREE EDUCATION ACROSS

THE COMMONWEALTH.

THAT EXECUTIVE ORDER AND THE SUBSEQUENT GUIDELINES FROM THE

DEPARTMENT OF EDUCATION ARE UP FOR PUBLIC COMMENT.

SO WE ENCOURAGE YOU TO PROVIDE COMMENT ON THAT.

AND AT THE SAME TIME WE HAVE BEGUN IMPLEMENTATION OF THAT

POLICY BY ENSURING THAT STUDENTS DO NOT HAVE ACCESS TO THEIR CELL

PHONES AND PERSONAL ELECTRONIC DEVICES DURING INSTRUCTIONAL

TIME IN LOUDOUN COUNTY.

WE ARE IN THE MIDDLE OF PROVIDING IMPLEMENTATION

GUIDANCE TO OUR SCHOOL STAFF.

AND TALK MORE ABOUT THAT AND TURN THAT OVER TO OUR CHIEF

TECHNOLOGY OFFICER, AARON SMITH.

HE REALLY LEAD THE CHARGE FOR US GETTING THAT POLICY DEVELOPED

AND TALK MORE WHAT THAT LOOKS LIKE.

AND I KNOW WE WILL HAVE OTHER QUESTIONS OF HOW THAT PLAYS OUT

FOR STUDENTS IN THE CLASSROOM.

MR. SMITH.

>> THANK YOU Dr. SPENCE.

YES WE HAVE BEEN WORKING ON THIS FOR A WHILE.

I THINK WE BEGAN WITH PREVIOUS SCHOOL BOARD INTO THE NEW SCHOOL
BOARD.

WHAT THIS CAN LOOK LIKE IN THE CLASSROOMS TO AVOID DISRUPTIONS.

AND A STATISTIC THAT I READ A HIGH SCHOOL RECEIVED 60 ALERTS
PER HOUR.

THIS IS ABOUT REFOCUSING IN THE CLASSROOM AND HELPING STUDENTS

FOCUS ON THE INSTRUCTIONAL TASKS AT HAND THAN DISTRACTED BY OTHER

ANCILLARY ITEMS.

THE POLICY PUT OUT AND RECEIVED LET'S HAVE FEEDBACK 400-500

FEEDBACK ITEMS AND TO HIGHLIGHT IT IS BY LEVEL.

THERE WERE CONSIDERATIONS FOR ELEMENTARY STUDENTS NOT

PERMITTED TO USE PERSONAL TECHNOLOGY DURING THE SCHOOL

DAY.

AND AS YOU KNOW WE PROVIDE CHROMEBOOKS FOR EACH STUDENT.

AND MIDDLE STUDENTS MUST KEEP THE DEVICE SILENT AND AWAY IN

LOCKERS.

AND HIGH SCHOOL STUDENTS IT'S ABOUT KEEPING IN THAT STORAGE

LOCATION AND WORKING WITH ADMINISTRATOR TO UNDERSTAND

WHERE CELL PHONES CAN BE USED AND CAN'T.

AND IMPORTANT TO UNDERSTAND WHETHER BETWEEN CLASSES AND

CAFETERIA AND LUNCHTIME AND LEFT THAT DECISION UP TO THE SCHOOL

AND ADMINISTRATION AT THE SCHOOL.

IF THERE IS A SCHOOL SPECIFIC QUESTION AT THE HIGH SCHOOL.

>> I HAVE A FOLLOW-UP QUESTION TO Ms. MITCHELL.

FAMILIES ARE ASKING WHAT THAT LOOKS LIKE IN PRACTICE, TALKING

ABOUT THIS CELL PHONE POLICY.

AND BRING YOU IN THE CONVERSATION AND GET YOU TO

ANSWER THIS SERIES OF QUESTIONS.

WHAT RISK MITIGATION DO WE HAVE IN PLACE TO PREVENT THEFT OF

CELL PHONES.

AND FAMILIES AND STUDENTS WANT TO KNOW WHAT WILL HAPPEN WITH A

STUDENT IF THEY VIOLATE THIS NEW POLICY AND SEEN USING PHONES IN

SCHOOL.

AND LASTLY, THERE IS THREE PARTS TO THIS, WILL THIS BE CONSISTENT

FROM SCHOOL-TO-SCHOOL?

>> THANK YOU FOR THOSE QUESTIONS, Ms. DAWSON.

SO TO PREVENT THEFT, TALKING ABOUT MITIGATING RISKS.

STAFF SUPERVISED THE PLACING OF PHONES INTO AREAS AND CUBBIES

THAT SOME SCHOOLS MAY USE.

AND SUPERVISE THE RETRIEVAL OF THOSE PHONES AND CAN BE PLACED

IN LOCATIONS IN THE CLASSROOM THAT IT'S VISIBLE TO SEE NEAR
THE TEACHER'S DESK OR THEIR COMPUTER.

MANY SCHOOLS HAVE HAD THE PRACTICE OF NOT USING CELL
PHONES EVEN BEFORE THIS POLICY WAS PUT INTO PLACE.

AND IF A STUDENT IS FOUND IN VIOLATION OF THE POLICY, SCHOOL
ADMINISTRATION WILL USE THE STUDENT BEHAVIOR AND
ADMINISTRATIVE RESPONSE TO ASSIGN CONSEQUENCES.

AND THAT COULD LOOK LIKE MYRIAD OF THINGS.

FOR EXAMPLE, IF THE STUDENT VIOLATES THE POLICY IT COULD BE
TO REMIND OF POLICY AND WHY IMPORTANT.

IF A STUDENT CONTINUES TO VIOLATE THE POLICY, IT COULD
RESULT IN A PHONE CALL HOME, AFTER-SCHOOL RETENTION.

AND THIS INFORMATION IS GOING TO BE SHARED NOT ONLY WITH OUR
ADMINISTRATORS AND ALSO OUR TEACHERS TO ENSURE THERE IS

CONSISTENCY ACROSS THE DIVISION WITH IMPLEMENTATION OF THE CELL

PHONE POLICY.

AND TO DATE PARENTS, STUDENTS AND STAFF HAVE REPORTED THAT

THERE HAS BEEN INCREASED STUDENT ENGAGEMENT WITH HAVING CELL

PHONES OFF AND AWAY.

>> THANK YOU.

SO WHILE WE'RE TALKING ABOUT HOW STUDENTS MAY OR MAY NOT USE

THEIR PERSONAL DEVICES IN SCHOOLS.

WE DID WANT TO ADDRESS SOME OF THE DIFFERENCES IN THEIR

PERSONAL CELL PHONE OR SMART WATCH.

AND THEIR LCPS ISSUED CHROMEBOOKS.

SO PARENTS WROTE TO ASK SOME QUESTIONS ABOUT THEIR LCPS

DEVICES.

ONE PARENT WROTE, I VOLUNTEER AT MY CHILDREN'S ELEMENTARY SCHOOL.

AND NOTICED AN INCREASED RELIANCE ON CHROMEBOOKS IN THE

CLASS ROOM AND HOW THAT RESULTS IN POOR STUDENT BEHAVIOR.

AND INABILITY TO FOCUS.

SO Dr. SPENCE, CAN YOU ADDRESS THE FIRST USE OF TECHNOLOGY AND

LEARNING IN THE CLASSROOM BROADLY.

AND THEN WE'LL ASK MR. SMITH MAYBE TO TELL US MORE ABOUT

CHROMEBOOKS TECHNOLOGY FOR STUDENTS.

>> SURE, AND I THINK THIS IS A REALLY GOOD CONVERSATION.

I THINK THERE ARE A LOT OF PEOPLE WHO WANT TO ENGAGE IN

CONVERSATIONS ABOUT THE AMOUNT OF TIME THAT OUR STUDENTS ON

SCREENS AND THAT CONVERSATION IS WHETHER OR NOT THEY ARE ON

SCREENS FOR NONACADEMIC USE, LIKE SCROLLING THROUGH SOCIAL

MEDIA AND THINKING ABOUT WHAT IS ON SCREEN FOR ACADEMIC AND

PRODUCTIVE USE.

AND EVEN WHEN ON SCREENS FOR THAT PURPOSE AND THE BALANCE OF

THAT AND NOT ON SCREEN AND INTERACTING WITH PEERS AND

TEACHER AND OTHER RESOURCES IN THE CLASSROOM AND THE SCHOOL.

SO I THINK AT THE END OF THE DAY, THE PHILOSOPHY THAT DRIVES

THE CONVERSATION AROUND SCREENS IS EVOLVING.

CERTAINLY IN LCPS IT WASN'T THAT LONG AGO IT WAS DURING PANDEMIC

THAT THE DECISION MADE TO PUT THESE DEVICES OUT AND INTO THE

HANDS OF EVERY CHILD IN THE SCHOOL DIVISION.

ONE OF THE THINGS THAT WE HAVE THE RESPONSIBILITY TO DO IS TALK

ABOUT WHAT IS OUR PHILOSOPHY WITH REGARDS OF HOW THESE

DEVICES ARE USED.

THE PURPOSE FOR THESE DEVICES.

I THINK THAT IT'S CLEAR THAT THE PURPOSE IS ENSURE THAT WE ARE

USING IN WAYS THAT STUDENTS EXPECTED TO USE THEM.

NOT ONLY AS THEY CONTINUE THROUGH K-12 EXPERIENCE AND GET

CLOSER AND CLOSER TO LEAVE OUR SCHOOLS AND DOING MORE AND MORE

RIGOROUS THINGS LIKE DEEP RESEARCH AND COMMUNICATION WITH
AUTHENTIC AUDIENCES.

AND PUBLICATION OF LEARNING.

AND PREPARING THEMSELVES TO DO THINGS.

BUT ALSO JUST DOING THINGS PERHAPS THEY COULDN'T OTHERWISE
DO WITHOUT THESE TOOLS.

SO AGAIN ACCESS TO INFORMATION THAT MIGHT NOT OTHERWISE BE
AVAILABLE.

FOR EXAMPLE, IN OUR PAPER LIBRARIES, BUT ALSO THINGS LIKE
HAVING PEN PALS IN OTHER COUNTRIES AND TO TAKE VIRTUAL
FIELD TRIPS MIGHT NOT OTHERWISE TAKE.

AND IF WE DEVELOP THE PHILOSOPHY OF WHY WE USE THESE DEVICES AND
TARGET WHEN THEY SHOULD BE USED AND WHEN NOT BE USED.

I DO KNOW THAT FOLKS THINK THAT WE SHOULDN'T USE THEM AND FOLKS
THAT THINK WE SHOULD USE THEM ALL THE TIME.

I THINK THE KEY IS BALANCE.

AS WITH ALL THINGS MODERATION IS IMPORTANT.

AND TO IDENTIFY WHEN AND HOW WE WANT TO USE THE DEVICES TO

DEVELOP THE SKILLS FOR OUR STUDENTS TO BE SUCCESSFUL IN THE

FUTURE.

AND WHEN BETTER IN OTHER WAYS TO DO THAT THAT DON'T NECESSARILY

INVOLVE THESE DEVICES.

I WOULD SAY THAT EVEN WHEN USING THESE DEVICES AND WANT TO DO SO

PRODUCTIVELY AND SAFELY AND ASK MR. SMITH TO TALK MORE ABOUT HOW

WE DO THAT.

HOW TO MONITOR HOW OUR STUDENTS ARE USING THESE DEVICES AND

HELPING US MAINTAIN THIS SENSE THAT WE'RE DOING SO

PRODUCTIVELY.

>> AWESOME.

YEAH, SO WE HEARD LOUD AND CLEAR FROM OUR FAMILIES THEY WANTED

TRANSPARENCY INTO THE USE OF THESE DEVICES.

AT THE BEGINNING OF LAST SCHOOL YEAR WE IMPLEMENTED A TECHNOLOGY

CALLED LIGHT SPEED PARENT PORTAL THAT ALLOW FOR E-MAILS AND

ADDITIONAL FUNCTIONALITY OF WHAT THEIR STUDENTS ARE DOING ON LCPS

CHROMEBOOKS.

AND HAVE CONVERSATIONS WHAT THAT LOOKS LIKE.

AND CAN THROUGH THAT TOOL PAUSE THE USE OF CHROMEBOOK WHEN NOT

ON LCPS NETWORK.

WHEN AT HOME AND DON'T WANT THE STUDENTS ON THAT AND SIGN UP

THROUGH THAT ON PARENT VIEW AND MORE INFORMATION ON LCPS

WEBSITE.

THE SECOND ITEM THAT I WANT TO ADDRESS AND REFOCUSING AND

LIMITING THE DISTRACTIONS.

AND ADDED ADDITIONAL CONTACT FILTERS TO BLOCK SOCIAL MEDIA

FOR ALL STUDENTS.

WE MADE THOSE CHANGES EFFECTIVE THIS SCHOOL YEAR AND SHOULD HELP

REDUCE SOME DISTRACTIONS AND NONEDUCATIONAL AND

NONINSTRUCTIONAL USES THAT WE TALKED ABOUT PREVIOUSLY.

AND THE OTHER ITEM AND ONCE WE GAVE PARENTS VISIBILITY INTO THE

TOOL AND TEACHERS WANTS VISIBILITY.

AND LIGHT SPEED CLASSROOM AN OPTIONAL TOOL FOR TEACHERS TO

USE AND GIVE OPPORTUNITY TO SEE WHAT STUDENTS ARE DOING ON

DEVICES AND IF OFF TASK AND ABLE TO SEE THAT IN REAL TIME.

AND DIRECT THE WORK AND TWO WEBSITES TO WORK ON.

AND CAN SAY IT'S NOT INTERNET TIME AND TURN OFF.

EVEN IF A STUDENT HAS CHROMEBOOK AND OPEN AND CONTROL THAT

ENVIRONMENT.

WE'RE HOPEFUL THAT STUDENT TO HAVE PURPOSEFUL TASKS THAN

HAVING SCREEN TIME AND BEING OPEN.

>> ONE THING TOO MR. SMITH, I KNOW PARENTS WORRY ABOUT, HOW DO

I CONTROL WHAT MY STUDENT IS DOING ON THESE DEVICE WHEN AT

HOME.

CAN YOU TALK ABOUT TOOLS WE HAVE AVAILABLE IN TERMS OF BLOCKING

ACCESS TO DIFFERENT SITES THAT BOTH WE HAVE ON THE DEVICES WHEN

AT HOME AND ALSO THAT PARENTS CAN DO.

>> SO FOR OUR DEVICES, WE HAVE AGENT-BASED CONTENT FILTERS AND

WHERE THE STUDENT TAKES THE DEVICE, DOESN'T HAVE TO BE ON

LCPS WEBSITE AND FILTERS ARE PUBLISHED ON LCPS AND BY GRADE

LEVEL AND K-2 HAS THINGS TO ACCESS AND VERY RESTRICTIVE.

AND OPENS UP AS YOU GET OLDER AND INTO MORE THINGS.

THAT CONTENT FILTER MATRIX IS AVAILABLE AND ALWAYS EVOLVING

AND CHANGING AND THE INTERNET EVOLVING AND CHANGING.

AND KEEP THAT UPDATED.

AND WORKING ON PARTNERSHIPS FOR WHAT PARENTS CAN DO ON NON-LCPS

DEVICES AND HOW TO MANAGE A DEVICE THAT LCPS DOESN'T

PROVIDE.

AND WE ARE IN THE PROCESS AND HAVE MORE INFORMATION TO SHARE

IN THE FALL, PARENT RESOURCES AND TOOLS TO USE.

NOT SPECIFICALLY ON THE LCPS DEVICE BUT PERSONAL DEVICE THAT

CAN HELP REIN IN THAT STUDENT USE.

>> THANK YOU, NOW WE WILL TURN TO THE TOPIC OF ACADEMIC

PERFORMANCE.

SO Dr. SPENCE, YOU HAVE SAID IN THE PAST WHEN PEOPLE ASKED YOU

WHY YOU CAME TO LOUDOUN COUNTY.

YOUR ANSWER WAS WHY WOULDN'T I.

LOUDOUN COUNTY HAS A LOT OF GREAT THINGS GOING ON FOR

STUDENTS.

SO WOULD YOU CARE TO EXPAND ON THAT A LITTLE BIT?

>> OH, ABSOLUTELY.

LISTEN I AM THRILLED TO BE A PART OF LOUDOUN COUNTY PUBLIC
SCHOOLS.

WE TRULY ARE ONE OF THE PREMIER SCHOOL DIVISIONS IN THIS
COUNTRY.

CERTAINLY HERE IN THE COMMONWEALTH, I AM SURE THAT

FOLKS WATCHING THIS SAW SOME RECENT INFORMATION THAT CAME OUT
ABOUT THE SOL-TEST SCORES AND HOW WELL LOUDOUN COUNTY PUBLIC
SCHOOLS HAS DONE.

OUT PERFORMING THE STATE AT A SIGNIFICANT RATE AND FRANKLY
OUTPOWERING PEER DISTRICTS.

AND GROWTH FOR ALL STUDENTS AND DIDN'T REPORTING CATEGORIES THAT
YOU CAN IMAGINE IMPORTANT TO US.

AND TEST SCORES ARE NOT THE ONLY STORY, THEY ARE IMPORTANT TO US

AND INTERNALLY.

THEY HELP US DRIVE HOW WE HOLD OURSELVES ACCOUNTABLE FOR THE

KINDS OF EXPERIENCES THAT STUDENTS HAVE EVERY DAY.

AND LOOKING FOR STUDENTS TO HAVE RICH, ENGAGING LEARNING

EXPERIENCES EVERY SINGLE DAY.

AND I ENCOURAGE THESE WHO ARE WONDERING ABOUT WITH THE CHILD

AND ASK, WHAT WAS INTERESTING AND ENGAGED TODAY.

AND TALK WITH TEACHERS ABOUT EXPERIENCES THEIR CHILDREN CAN

EXPECT.

AND THEN OF COURSE WHAT IS SO AMAZING ABOUT LOUDOUN COUNTY THE

INCREDIBLE OPPORTUNITIES THAT WE HAVE FOR STUDENTS THAT WE HAVE

ALREADY AND CONTINUING TO GROW.

I THINK THAT FOLKS KNOW ABOUT THE DIVERSE RANGE OF SPECIAL

PROGRAMS ACROSS THE K-12 SETTINGS.

THAT STARTS ALL THE WAY BACK IN ELEMENTARY LEVEL WITH DUAL
LANGUAGE EMERSION THAT IS IN ENGLISH AND SPANISH THAT STARTS
IN KINDERGARTEN CLASSES AND IN SECOND YEAR.

AND ROLLING OUT A NEW KINDERGARTEN COHORT AND THOSE IN
IT LAST YEAR HEADING INTO THIS.

WE THINK THAT IS GREAT, WE HAD 584 FAMILIES APPLY FOR THE LAST
SCHOOL YEAR AND 100 STUDENTS ENROLLED.

AND KNOW THAT IMPLEMENTATION IS GOING TO CONTINUE.

AND WE JUST FEEL LIKE WE'RE PROVIDING A REAL HIGH-QUALITY
EXPERIENCE THERE.

AND SO MANY MORE AND ACADEMIES OF LOUDOUN, FOLKS ARE FAMILIAR
WITH THAT PROGRAM.

ONE OF THE PREMIER WORKFORCE PROGRAMS IN THE COUNTRY.

AND LAUNCHED THIS YEAR HEALTH AND MEDICAL SCIENCE IN BRIAR

WOODS HIGH SCHOOL THAT IS A NEW FOUR-YEAR PROGRAM LOOKING AT

PATHWAYS AND SCIENCE AND HEALTH CARE.

AND EXPANDING AND ROLLING OUT THE INTERNATIONAL BACCALAUREATE

PROGRAM, THAT'S A FOUR-YEAR COLLEGE PREPARATION PROGRAM.

TWO SCHOOLS ARE NOW IB-AUTHORIZED SCHOOLS AND LISTED

AS OFFICIAL IB SCHOOLS.

AND WE OFFER THE NAVY PROGRAM AT LOUDOUN COUNTY HIGH SCHOOL THAT

IS ABOUT LEADERSHIP, CHARACTER AND HONOR AND SERVICE.

AND SO MANY MORE I COULD TAKE THE ENTIRE REST OF THIS SESSION

TO TALK ABOUT THE INCREDIBLE OPPORTUNITIES THAT EXIST IN

LOUDOUN COUNTY FOR OUR STUDENTS.

AND THE EVERYDAY SUPPORTS IN INCREDIBLE SPECIAL EDUCATION

PROGRAM AND ENGLISH LEARNING PROGRAM.

AND THE THINGS FOR GIFTED STUDENTS AND ENRICHING THE

CURRICULUM ACROSS THE DIVISION FOR OUR STUDENTS.

AND OF COURSE THE AMAZING EDUCATORS THAT WORK HERE EVERY

DAY TO MAKE IT HAPPEN.

WHY WOULDN'T ANYONE NOT WANT TO BE HERE IN LOUDOUN COUNTY PUBLIC
SCHOOLS?

>> I COULD NOT AGREE MORE.

THANKS Dr. SPENCE.

I WANTED TO SHARE SPECIFIC QUESTION OR TWO ABOUT ACADEMIC
MEASUREMENT AND PERFORMANCE.

Dr. ELLIS, CHIEF ACADEMIC OFFICER MAY BE ABLE TO HELP US

ANSWER THIS.

Dr. ELLIS, ONE FAMILY WROTE AND ASKED, I THINK THERE ARE WAY TOO
MANY STANDARDIZED TESTS.

WHAT IS CHANGING THIS YEAR WITH THE NEW STANDARDS AND ANY
REQUIREMENTS?

>> THANK YOU FOR THAT QUESTION, Ms. DAWSON AND AS A PARENT OF

LCPS STUDENT I CAN TEND TO AGREE WITH THAT PARENT.

THERE ARE A LOT OF STANDARDIZED TESTS.

I WILL ALSO SAY THAT ASSESSMENTS ARE REALLY IMPORTANT PART OF THE

TEACHING AND LEARNING PROCESS.

TEACHERS GIVE US ASSESSMENTS TO CHECK FOR UNDERSTANDING AND

INFORMATION ABOUT STUDENT'S PROGRESS AND GUIDE INSTRUCTION.

THEY ARE IMPORTANT.

AND BETWEEN THE STANDARDS OF LEARNING AND THE MATH AND

VIRGINIA GROWTH ASSESSMENT AND OTHER SPECIFIC STANDARDIZED

TESTS IT CAN DEFINITELY FEEL OVERWHELMING FOR STUDENTS AND

TEACHERS FEEL THAT SAME WAY.

WE ARE FOR THIS YEAR THE VIRGINIA DEPARTMENT OF EDUCATION

HAS ALLOWED SOME FLEXIBILITY IN THE GROWTH ASSESSMENTS THAT ARE

GIVEN MULTIPLE TIMES THROUGHOUT THE YEAR.

WHILE IT IS REQUIRED STILL THAT SCHOOL DIVISIONS GIVE A GROWTH
ASSESSMENT.

WE HAVE FLEXIBILITY IN WHICH ASSESSMENT TO USE.

THIS YEAR INSTEAD OF VIRGINIA GROWTH ASSESSMENT AND MATH
ASSESSMENT, WE WERE ALLOWED TO CHOOSE.

SO WE GOT FEEDBACK FROM OUR EDUCATORS ON WHICH ASSESSMENT
WAS MOST VALUABLE.

HANDS DOWN THE MATH ASSESSMENT WAS MORE VALUABLE IN GUIDING
THEIR INSTRUCTION.

AND MEASURING STUDENT GROWTH, SUBMITTED OUR NOTICE TO THE
VIRGINIA DEPARTMENT OF EDUCATION THAT WE WERE NO LONGER GOING TO
PARTICIPATE IN THE VIRGINIA GROWTH ASSESSMENT.

AND WE WILL JUST DO THE MATH ASSESSMENT THIS YEAR.

SO WHILE IT'S A SMALL CHANGE I THINK IT'S REALLY IMPORTANT TO
CELEBRATE THAT WE ARE ABLE TO ELIMINATE ONE REQUIRED

ASSESSMENT THAT HAPPENS MULTIPLE TIMES IN A SCHOOL YEAR.

AND I WANT TO MENTION IF ANYONE IS INTERESTED, FAMILIES CAN GO

TO THE ASSESSMENT PAGE ON OUR WEBSITE AND SEE A DETAILED

BREAKDOWN OF ASSESSMENT BY GRADE LEVEL.

AND CHECK OUT WHAT ASSESSMENTS YOUR CHILD WILL TAKE OVER THE

COURSE OF THE YEAR.

>> THANK YOU.

NOW I HAVE A RELATED QUESTION ABOUT THE GRADING AND ASSESSMENT

POLICY.

SO THERE IS INFORMATION AND THERE IS A QUESTION IN THERE.

SO THE INFORMATION, PLEASE DELETE THIS POLICY.

THE FLOOR GRADE OF 50 WAS THE STATEMENT.

GRADES ARE ARTIFICIALLY INFLATED AND THIS POLICY IS INCONSISTENT

WITH STANDARD-BASED LEARNING AND GRADING.

THIS POLICY, ACCORDING TO THIS PARENT DOES NOT PROMOTE

[INAUDIBLE].

Dr. ELLIS, CAN YOU SPEAK TO THIS POLICY AND REVIEW AND

IMPROVEMENT PROCESS?

>> SURE, THANK YOU FOR THAT QUESTION TOO.

THIS FEEDBACK AND QUESTION DEFINITELY ECHOES THE FEEDBACK

THAT I KNOW THAT Dr. SPENCE HAS HEARD OVER HIS FIRST YEAR IN THE

LISTENING SESSIONS AND THE FEEDBACK WE HAVE HEARD IN

MULTIPLE STAKEHOLDER GROUPS.

AND DEFINITELY CONCERNS ABOUT THE ASSESSMENT AND GRADING

POLICY.

I THINK IT'S IMPORTANT TO HAVE AN ASSESSMENT AND GRADING POLICY

FOR A DIVISION OUR SIZE.

TO ENSURE CONSISTENCY ACROSS ALL OF OUR SCHOOLS.

THAT SAID IT'S CLEAR THAT WE NEED TO LOOK INTO THE POLICY AND

HOW IMPLEMENTED.

I DO WANT TO SAY THAT THE PHILOSOPHY OF ASSESSMENT AND

GRADING IN THE CURRENT POLICY THAT GRADES SHOULD BE A

REFLECTION OF A STUDENTS' MASTERY OF CONTENT OF LEARNING

RATHER THAN ON BEHAVIOR.

I THINK THAT'S A SOLID PHILOSOPHY THAT SHOULD BE

CONSISTENT ACROSS OUR SCHOOLS.

THAT SAID, A COUPLE OF TOPICS BUBBLE UP CONSISTENTLY,

INCLUDING THE FLOOR OF 50 THAT THE PARENT MENTIONED.

RETAKES OFTEN COME UP AS A CHALLENGE.

AND FORMATIVE ASSESSMENTS COME UP AS A CHALLENGE.

BECAUSE OF THIS FEEDBACK THAT WE ARE GETTING AND THE DEPARTMENT

HAS GATHERED MORE CONSISTENT FEEDBACK THROUGH FOCUS GROUPS

AND THOUGHT EXCHANGES.

WE ARE IN THE PROCESS OF SETTING FOCUS GROUPS OF STUDENTS,

PARENTS AND TEACHERS TO GET THEIR INPUT ON POSSIBLE

REVISIONS TO THIS POLICY.

IN THE FALL WITH THE GOAL OF HAVING A REVISED POLICY BY THE

START OF 25-26 SCHOOL YEAR.

FAMILIES THAT ARE INTERESTED AND TEACHERS WHO ARE INTERESTED, I

RECOMMEND THAT YOU FOLLOW THE CURRICULUM AND INSTRUCTION

SCHOOL BOARD MEETINGS, WE WILL BE ADDRESSING THE POLICY THROUGH

THOSE COMMITTEE MEETINGS.

>> THANK YOU Dr. ELLIS.

I HAVE ANOTHER QUESTION AND THIS WAS A COMMUNITY MEMBER HAD

WRITTEN IN RELATED TO THE GIFTED PROGRAM.

AND THE GIFTED PROGRAM, DO YOU HAVE ANY PLANS TO CHANGE WHAT

THE GIFTED PROGRAM WOULD LOOK LIKE?

COMMUNITY MEMBER SHARED THAT THE PROGRAM PUTS THE BURDEN ON THE

PARENTS TO HAVE STUDENTS TESTED AND ADMITTED.

AND THIS CAN BE A DISSERVICE TO STUDENTS WHO DON'T HAVE A

PROACTIVE AND ENGAGED PARENT.

AND THE PROGRAM ALSO ACCORDING TO THIS COMMUNITY MEMBER

PROVIDES NO FEEDBACK OF SCREENING RESULTS OR ANY REASONS

FOR ACCEPTANCE OR NOT INTO THE PROGRAM.

MR. SLEVIN, WOULD YOU CARE TO GIVE US INFORMATION ABOUT THAT?

>> THANKS Ms. DAWSON.

I AM REALLY GLAD THAT CAME UP, WE KNOW THAT THE GIFTED PROGRAM

IS IMPORTANT TO A LOT OF FAMILIES AND COMMITTED THAT IT'S

THE BEST IT CAN BE.

RIGHT NOW WE DON'T HAVE IMMEDIATE CHANGES FOR HOW

STUDENTS BECOME ELIGIBLE FOR THE PROGRAM.

WE HEAR YOU, FOR THE PARENT ASKING THIS QUESTION.

AND ALWAYS LOOKING FOR WAYS TO MAKE THINGS BETTER.

TO MAKE SURE THAT EVERY STUDENT THAT CAN BENEFIT FROM THE GIFTED

PROGRAM HAS A CHANCE TO BE PART OF IT.

LET ME TELL YOU A LITTLE ABOUT HOW IT WORKS NOW.

IN THE THIRD GRADE ALL STUDENTS AUTOMATICALLY EVALUATED UNLESS A

PARENT CHOOSES TO OPT OUT.

FOR OLDER STUDENTS IN GRADES 4-8, PARENTS CAN REQUEST AN

EVALUATION AND WE TRY TO MAKE IT EASY.

YOU CAN FIND THE FORMS ONLINE AND EVERYTHING IS TRANSLATED

INTO SEVERAL LANGUAGES.

AND HOPEFULLY ACCESSIBLE FOR EVERYONE.

BUT WE ALSO KNOW IT'S IMPORTANT TO GET FEEDBACK.

IF YOU HAVE QUESTIONS WHY YOUR CHILD WASN'T ELIGIBLE, INVITE

YOU TO REACH OUT TO THE RESOURCE TEACHER AT YOUR SCHOOL AND SIT

DOWN WITH YOU WITH A DECISION.

AND IF YOU STILL HAVE CONCERNS AND APPEAL PROCESS YOU CAN GO

THROUGH AT THE DIVISION LEVEL.

AND WE ARE ALSO TRYING TO GET BETTER AT COMMUNICATING ABOUT

THE GIFTED PROGRAM AND SEND OUT E MAILS AND POST ON THE WEBSITE

AND KEEP AN EYE OUT FOR THAT INFORMATION.

AND FINALLY WE ARE HERE TO LISTEN, IF YOU HAVE IDEAS ABOUT

HOW TO IMPROVE THE GIFTED PROGRAM.

PLEASE DON'T HESITATE TO REACH OUT AND VALUE THE FEEDBACK OF

FAMILIES AND WORK TOGETHER THAT EVERY STUDENT HAS THE SUPPORT

THEY NEED TO BE SUCCESSFUL IN LCPS.

>> THANKS MR. SLEVIN.

OKAY I HAVE A WONDERFUL QUESTION THAT I CANNOT WAIT TO GET THE

ANSWER TO THIS.

RELATED TO ACADEMICS, Dr. SPENCE WE GOT A QUESTION FROM A LCPS

EMPLOYEE WHO ASKED, WHAT IS YOUR FAVORITE BOOK?

>> THIS IS A THINK FAST QUESTION.

I THINK ONE OF THE BOOKS I'M DIGGING INTO A LOT AND HAVE BEEN

SINCE I GOT AT LCPS AGAIN IS BOOK CALLED COHERENCE.

BY AUTHOR MICHAEL FULLAN.

AND MY FAVORITE BOOK IS THE RIGHTEOUS MIND WRITTEN BY

PSYCHOLOGY PROFESSOR, JONATHAN HAIDT.

AND ABOUT THE DIFFERENCES THAT WE EXPERIENCE AS HUMANS ON BIG

ISSUES AND WHY WE HAVE HARD TIME LISTENING TO EACH, AND WAYS TO

THINK ABOUT THAT.

AND LEARN TO LISTEN TO EACH OTHER AND BETTER UNDERSTAND ONE

ANOTHER.

I THINK IT'S REMARKABLE, THE INSIGHT IN THAT BOOK IS

REMARKABLE AND RECOMMEND ANYONE READ THAT BOOK.

>> ANYONE ELSE HAVE A FAVORITE BOOK THEY WANT TO SHARE?

>> PERHAPS LIGHTER SUMMER READING.

>> NOT THAT THIS IS LIGHTER, A TALE OF TWO CITIES HAS BEEN MY

FAVORITE BOOK SINCE 8TH GRADE IN MR. GRANT'S CLASS AND I READ IT

EVERY FEW YEARS AND GET A DIFFERENT TAKE.

>> I WAS AN ENGLISH TEACHER AND I HAVE TO PUT A PLUG IN FOR

GREAT GATSBY, ONE OF MY FAVORITE BOOKS TO TEACH OF ALL TIMES.

>> OKAY.

NOW LET'S ADDRESS THE FINAL QUESTION, WE HAVE A FINAL

QUESTION RELATED TO ACADEMICS.

PARENTS WROTE IN TO SAY THEY HEARD ABOUT THE TUTORING THAT

LCPS PROVIDES.

SO THIS QUESTION IS RELATED TO THAT, HOW DO PARENTS FIND OUT IF

THEIR CHILD IS ELIGIBLE FOR TUTORING?

>> I CAN TAKE THIS ONE Ms. DAWSON.

SO LAST YEAR WE WERE ABLE TO OFFER HIGH DOSAGE TUTORING WITH

THE SUPPORT OF VIRGINIA DEPARTMENT OF EDUCATION.

WE FOCUSED ON GRADES 3-8 IN READING AND MATH.

I HAVE TO SAY IT WAS EXCITING TO SHARE WITH THE SCHOOL BOARD A

FEW WEEKS AGO THE DATA THAT SHOWS THAT THE STUDENTS THAT

PARTICIPATED IN TUTORING DID SEE GROWTH ON THEIR MATH ASSESSMENTS

AND SOL-TESTS.

AND GLAD TO BE ABLE TO CONTINUE PROVIDE TUTORING.

AND TO THIS PARENT'S QUESTION, THE BEST SOURCE OF INFORMATION

IS YOUR CHILD'S TEACHER.

REACH OUT DIRECTLY TO YOUR TEACHER AND ASK ABOUT TUTORING

SERVICES.

THEY WILL LET YOU KNOW HOW THE TUTORING IS BEING PROVIDED AT

THE SCHOOL.

AND YOUR CHILD'S SCHOOL MAY BE PROVIDING SERVICES DIFFERENTLY

THAN OTHER SCHOOLS.

AND IN ADDITION TO TUTORING SERVICES OFFERED DURING THE

SCHOOL DAY AT THE SCHOOL.

I WANT FAMILIES TO KNOW THAT THEY CAN ACCESS FREE TUTORING

RESOURCES AND ON-DEMAND THROUGH VARSITY TUTORS AND ALL CHILDREN

HAVE ACCESS TO THAT THROUGH LCPS.

YOU GO INTO LCPS AND SEARCH FOR VARSITY TUTORS AND THAT WILL

COME UP.

THERE ARE SERVICES RELATED TO READING, WRITING AND MATH AND

OTHER CONTENT AREAS AND ALL OF THIS INFORMATION IS AVAILABLE

THROUGH OUR TUTORING WEB PAGE.

THAT'S AVAILABLE IN THE DEPARTMENT OF ACADEMICS WEBSITE.

I DID ALSO WANT TO BRIEFLY MENTION Ms. DAWSON IF OKAY, WE

HAVE A VERY SIGNIFICANT FOCUS THIS YEAR IN LCPS AND ACROSS THE

STATE OF VIRGINIA ON READING, IMPLEMENTING THE VIRGINIA

LITERACY ACT.

I'M SURE THAT FAMILIES HAVE HEARD ABOUT THE VIRGINIA

LITERACY ACT, VLA, BUT OUR TEACHERS ARE WORKING HARD TO

IMPLEMENT A NEW CURRICULUM IN READING AND PALS ASSESSMENT IS

BEING REPLACED AND A SIGNIFICANT FOCUS AROUND LITERACY THIS YEAR.

AND DEVELOPING AN INSTRUCTIONAL FRAMEWORK THAT WILL HELP GUIDE

THE WORK OF TEACHERS USING INSTRUCTIONAL PRACTICES IN THE

CLASSROOM.

LOTS GOING ON AND EXCITING STUFF.

>> THANK YOU, NOW I WOULD LIKE TO TOUCH BASE ON A CONCERN THAT

IS STILL ON THE HEARTS ACROSS A VERY DIVERSE COUNTY.

I WILL ASK MR. MUHAMMED THAT IS OUR SUPERVISOR OF DIVERSITY AND

EQUITY AND MR. LODY, ASK THEM TO ENTER INTO THIS CONVERSATION.

WHAT IS GOING TO BE DONE TO PROTECT THE SAFETY OF STUDENTS

IF OR WHEN HARASSMENT OF ANY KIND OR PERCEIVED BULLING SHOULD
OCCUR IN OUR SCHOOLS?

>> THANK YOU FOR THAT QUESTION Ms. DAWSON.

AND IT'S IMPORTANT TO REMEMBER THAT THE PHYSICAL AND
PSYCHOLOGICAL SAFETY IS MAIN IMPORTANCE AS STUDENTS COME TO
SCHOOL IN ACADEMIC PROCESS.

IT IS OUR RESPONSIBILITY FIRST AND FOREMOST THAT OUR POLICIES
AROUND HARASSMENT AND DISCRIMINATION AND BULLYING ARE
STRICTLY ADHERED TO.

THIS WILL ALLOW FOR US TO UTILIZE CLEAR REPORTING
MECHANISMS TO INVESTIGATE INCIDENTS EFFECTIVELY.

THAT WILL HELP US AND MITIGATE THESE SITUATIONS.

WHEN STUDENTS ARE HARMED, WE PROVIDE SUPPORT SERVICES TO
PROVIDE A WAY TO MITIGATE THAT HARM.

TO REINSTALL SAFETY, THE FEELING OF BEING SAFE IN SCHOOLS SO THEY

CAN THRIVE IN THEIR ACADEMICS WHICH IS SO IMPORTANT.

PRIMARY DIRECTIVE IS ALWAYS TO EDUCATE AND SOMETIMES TO PROVIDE

EDUCATION TO THOSE DOING THE OFFENDING.

SO THAT THEY CAN LEARN NEW BEHAVIORS OR REPLACE THESE

NEGATIVE BEHAVIORS.

WHILE AT THE SAME TIME ASSIGNING THE APPROPRIATE DISCIPLINARY

CONSEQUENCES.

ALWAYS IMPORTANT.

AND WE ALSO ENGAGE WITH OUR COMMUNITY TO BETTER UNDERSTAND

THE LIVING EXPERIENCES OF OUR STUDENTS AND FAMILIES.

THIS INFORMATION IS SO IMPORTANT AND KEY TO US POSITIVELY

IMPACTING OUR DECISION-MAKING AROUND THESE SITUATIONS THAT

OCCUR.

ALWAYS WE WANT STUDENTS TO TREAT EACH OTHER WITH KINDNESS AND

RESPECT.

AND SO WE PROMOTE EMPATHY AND RESPECT THROUGH OUR

SOCIAL/EMOTIONAL LEARNING LESSONS.

AND WE RECOGNIZE AND HIGHLIGHT WHEN STUDENTS ARE GETTING IT

RIGHT.

WHEN THEY ARE MODELING EXEMPLARY BEHAVIOR TOWARDS EACH OTHER AND

HIGHLIGHT AND SPOTLIGHT THOSE ACTIONS WITHIN OUR SCHOOLS.

SO THAT BECOMES THE STANDARD.

ULTIMATELY ALL SCHOOLS ARE WORKING AND THRIVING TO BECOME

INCLUSIVE AND WELCOMING AND AFFIRMING ENVIRONMENTS.

WHERE WE DEMONSTRATE LOVE AND CARE FOR ALL STUDENTS.

AND THAT WE RECOGNIZE THAT DIVERSITY IS CLEARLY A STRENGTH

OF OUR SCHOOL DIVISION.

THESE CLEAR MESSAGES ALONG WITH APPROPRIATE CONSEQUENCES WHEN A

STUDENT IS NOT ALIGNED WHAT WE SET FORTH IN OUR CODE OF CONDUCT

ARE THINGS THAT WE FOCUS ON.

ULTIMATELY COMMUNICATING AND TAKING A LEARNER STANCE FROM

STUDENTS IS IMPORTANT.

GATHERING VOICE DATA BECAUSE OUR STUDENTS KNOW HOW THEY WANT TO

BE TREATED.

THEY KNOW HOW THEY ARE TREATING EACH OTHER.

AND CAPITALIZING ON THAT INFORMATION AND BE SURE THAT WE

UNPACK THE ROOT CAUSE BEHIND BEHAVIORS THAT ARE CREATING A

FEELING OF NOT BEING SAFE OR UNSAFE SITUATIONS IS PARAMOUNT.

TO COURSE CORRECT WHENEVER NECESSARY.

>> THANK YOU VERY MUCH.

AT ITS CORE THIS QUESTION ALSO ALIGNS TO WITH RESPECT OF

BEHAVIORS TO STUDENTS AND HOW THEY SHOW TO EACH OTHER.

A COMMUNITY MEMBER ASKED THE FOLLOWING QUESTION ABOUT

BEHAVIORS IN SCHOOLS.

WHAT ARE THE MEASURES THAT SCHOOLS ARE DOING TO PROTECT OUR

CHILDREN FROM BULLYING AND DRUGS?

I FEEL LIKE MORE NEEDS TO BE DONE.

MR. LODI, DO YOU CARE TO ANSWER THAT QUESTION?

>> THANKS Ms. DAWSON.

I APPRECIATE THE QUESTION.

AS IT'S SO IMPORTANT TO PROVIDE FAMILIES, STAFF AND STUDENTS

WITH TOOLS TO PREVENT BULLYING.

SCHOOL COUNSELORS PROVIDE ONGOING BULLY PREVENTION

MEASURES TO RECOGNIZE AND RESPONSE TO BULLYING.

AND IN-CLASS ROOM TEACHERS PROVIDE DAILY INSTRUCTION TO

STUDENTS AT THE START OF THE SCHOOL DAY TO LEARN AND APPLY

AND PRACTICE THINGS THAT INCREASE PRO-SOCIAL BEHAVIOR.

AND ALSO OUR POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT

FRAMEWORK KNOWN AS PBIS HELPS WITH SCHOOL WIDE AND CLASSROOM

BEHAVIOR EXPECTATIONS.

WHICH OF COURSE INCLUDES STUDENT RESPECT AND RESPONSIBILITY.

NOW SWITCHING TO THE QUESTION ABOUT CONCERNING SUBSTANCES

ASKING OUR YOUTH.

LCPS HAS RECENTLY EXPANDED EFFORTS STARTING WITH OUR

STUDENT ASSISTANCE PROGRAM.

WE HAVE INCREASED OUR STAFF FROM 19 TO CURRENTLY 27 STUDENT

ASSISTANT SPECIALISTS WHO PROVIDE SUPPORT TO SECONDARY

SCHOOLS AROUND SUBSTANCE USE PREVENTION AND SUPPORT SERVICES.

THESE SPECIALISTS ARE MASTER'S OF PROFESSIONALS WHO PROVIDE

CLASSROOM PRESENTATION ON SUBSTANCE ABUSE PREVENTION AT

THE MIDDLE AND HIGH SCHOOL LEVEL.

PSYCHO-EDUCATIONAL GROUPS ABOUT STUDENTS CONCERNED ABOUT

THEMSELVES OR OTHERS CLOSE TO THEM OR OTHERS WORKING ON

RECOVERY PROGRAM.

PARENT AND COMMUNITY PRESENTATIONS ON CURRENT

SUBSTANCE USE TRENDS, SIGNS AND SYMPTOMS AND PREVENTION

STRATEGIES ARE PART OF THEIR RESPONSIBILITIES.

Ms. DAWSON, IN COMBATING THIS CRITICAL ISSUE WE HAVE DEVELOPED

PARTNERSHIP WITH LOUDOUN COUNTY COUNTY MENTAL HEALTH AND

SUBSTANCE ABUSE SERVICES AND LOUDOUN COUNTY SHERIFF'S OFFICE

AND POLICE DEPARTMENT AND LOUDOUN MEDICAL GROUP AND A

NONPROFIT ORGANIZATION TO RAISE AWARENESS ABOUT FENTANYL

PREVENTION AND WILLIAMS CENTER OF RECOVERY.

THROUGH THESE PARTNERSHIPS FOR PARENTS AND ASSEMBLIES FOR

STUDENTS WILL PROVIDE FOR CHILDREN AND FAMILIES TO HAVE

CONVERSATIONS ABOUT SUBSTANCE USE.

AS A REMINDER LCPS HAS A LOCKED ZONE AVAILABLE AT EVERY SCHOOL

IN THE DIVISION TO BE ADMINISTERED IN EMERGENCY BY

TRAINED LCPS STAFF MEMBER.

>> THANK YOU MR. LODY, THAT LEADS US INTO A DISCUSSION OF

HOW OUR KIDS ARE DOING WITH THEIR MENTAL HEALTH.

ONE OF OUR PARENTS WROTE IN TO SAY THIS, LET'S TRY TO DO MORE

TO FOCUS ON CHILDREN'S MENTAL HEALTH.

WE KNOW THAT CHILDREN SPEND MORE TIME IN SCHOOL THAN HOME IN A

YEAR.

THE SCHOOL IS THE SECOND PLACE FOR OUR CHILDREN.

CAN WE ENCOURAGE COUNSELORS AND TEACHERS TO ENCOURAGE OUR

STUDENTS TO REDUCE THEIR STRESS OR RESPECT EACH OTHER IN SCHOOL.

WE TOUCHED THIS BEFORE.

AND ALSO COUNSELOR CONNECTION BETWEEN CHILDREN AND PARENTS.

SO MR. LODI, CAN YOU SPEAK TO HOW LCPS ADDRESSES SUPPORTS FOR

STUDENTS' MENTAL HEALTH?

>> THANK YOU Ms. DAWSON FOR THIS QUESTION.

AS A FORMER SCHOOL PSYCHOLOGIST THIS IS A VERY IMPORTANT TOPIC

TO ME.

LCPS DOES PROVIDE A CONTINUUM OF STUDENT HEALTH AND BEHAVIORAL

HEALTH SUPPORTS THROUGH UNIFIED MENTAL HEALTH TEAMS KNOWN AS

UMHT.

AND CONSISTING OF PSYCHOLOGISTS AND COUNSELORS.

AND FROM ELEMENTARY TO SECONDARY THIS TEAM WORKS WITH SCHOOL

STAFF AND FAMILIES TO ADDRESS THE SOCIAL/EMOTIONAL BEHAVIOR

NEEDS OF OUR STUDENTS.

IN ORDER FOR STUDENTS TO THRIVE ACADEMICALLY AND REACH THEIR

GOALS AND DREAMS, THE UMHT APPROACH PROVIDES TIERED

SUPPORTS TO STUDENTS WHILE REMOVING BARRIERS TO LEARNING.

THIS COMPREHENSIVE APPROACH IS THE POWER OF UNIVERSAL

EDUCATIONAL PROGRAMS THAT BUILD AWARENESS, BUILD SKILLS AND

IDENTIFY AND ADDRESS PROBLEMS AS EARLY AS POSSIBLE.

A FEW PREVENTION PROGRAMS THAT LCPS OFFERS INCLUDES SOURCES OF

STRENGTH THAT IS FOCUSED ON BUILDING RESILIENCY AND POSITIVE

MENTAL HEALTH SKILLS AND PROTECTIVE FACTORS IN MIDDLE

SCHOOL AND HIGH SCHOOL STUDENTS.

ANOTHER PROGRAM OF IMPORTANCE IS THE SOS, SUICIDE YOUTH

PREVENTION PROGRAM THAT WE PROVISION AT THE HIGH SCHOOL

LEVEL.

NOW FOR STUDENTS WHO NEED MORE PERSONALIZED SUPPORT TO PROMOTE

THEIR SCHOOL SUCCESS, THE UMHT PROVIDES TARGETED AND SUPPORTS

SUCH AS GROUP AND INDIVIDUAL COUNSELING TO ADDRESS VARIOUS

ISSUES THAT IMPACT LEARNING.

BEHAVIORAL INTERVENTION SUPPORTS.

SCHOOL ANXIETY.

AVOIDANCE AND REFUSAL SERVICES AND CRISIS INTERVENTION TO

MENTION A FEW.

>> AND YOU KNOW Ms. DAWSON I WILL JUMP IN AND SAY, WE -- I

APPRECIATE THE COMMENT ABOUT HOW MUCH TIME CHILDREN SPEND IN

SCHOOL WITH US, AND TOO THEY SPEND A LOT OF TIME AT HOME WITH

FAMILIES.

AND VAST MAJORITY OF HOURS IN THE YEAR ARE SPENT AT HOME WITH

FAMILIES.

AND ONE THING THEY WANT TO ENCOURAGE, WE KNOW OUR FAMILIES

AND PARENTS AND FAMILY MEMBERS KNOW THEIR CHILD BEST.

AND IF THERE IS CONCERNS AND SEEING BEHAVIOR THAT IS

CONCERNING TO THEM.

REACH OUT TO OUR SCHOOLS.

WE WANT TO PARTNER TO SUPPORT YOUR CHILD.

WE WANT TO MEET THEIR NEEDS AND WORK WITH YOU TO PROVIDE YOU

WITH SKILLS YOU MAY NEED TO SUPPORT YOUR CHILD AT HOME OR

ACCESS TO THE RESOURCES.

THE MANY PARTNERSHIPS WE HAVE DEVELOPED.

WE WANT TO ENCOURAGE THAT TWO-WAY DIALOGUE.

AND IF YOU HAVE QUESTIONS, JUST CALL YOUR SCHOOL'S PRINCIPAL AND

SAY CAN I TALK TO SOMEONE FROM THE UNIFIED MENTAL HEALTH TEAM,

THE UMHT THAT WE'RE TALKING ABOUT AND I HAVE QUESTIONS ABOUT

MY CHILD.

WE WILL BE THERE TO PARTNER WITH YOU AND STAND SIDE BY SIDE TO

SUPPORT OUR CHILDREN'S MENTAL HEALTH.

SUCH A CRITICAL ISSUE IN TERMS OF READINESS TO LEARN.

>> THAT'S VERY TRUE, THANK YOU Dr. SPENCE.

ONE OF THE OTHER THINGS THAT IS RELATED TO STUDENT SUCCESS IS

SOME QUESTIONS THAT WE GOT FROM FAMILIES ABOUT TAKING EXTENDED
TRIPS DURING THE SCHOOL YEAR OR MISSING THE FIRST WEEK OF
SCHOOL.

MR. LODY, I ASK YOU THIS QUESTION, CAN YOU SHARE MORE
ABOUT ATTENDANCE AND HOW FAMILIES CAN BEST SUPPORT THEIR
STUDENTS SUCCESS REGARDING THIS ATTENDANCE?

>> THANK YOU Ms. DAWSON, LCPS HAS EXPERIENCED SIGNIFICANT
IMPROVEMENTS IN ATTENDANCE OVER LAST YEAR.

BUT WE KNOW THAT STUDENTS THAT ATTEND SCHOOL REGULARLY ACHIEVE
HIGHER ACHIEVEMENT.

WHEN STUDENTS DO NOT REGULARLY ATTEND SCHOOL LOSE FUNDAMENTAL
READING AND MATH SKILLS AND GOOD HABITS TO CARRY THEM THROUGH.

AND RESEARCH SHOW THAT IS THOSE FAR ABSENT BEGINNING IN
KINDERGARTEN ARE NOT AS EFFICIENT BY THIRD GRADE.

PARENTS SHOULD PROVIDE ABSENCE AT LEAST FIVE DAYS IN ADVANCE OF
PLANNED OF THREE SCHOOL DAYS.

AND PARENTS TO RECEIVE ABSENCE EXCUSED OR NOT EXCUSED.

AND ALL FAMILY VACATIONS ARE EXCUSED UNDER POLICY 8140.

AND LCPS ENCOURAGES THAT THESE TRIPS AT TIMES THAT DO NOT
REQUIRE ABSENCE FROM SCHOOL.

AND THE SCHOOL'S OBLIGATION IS TO HAVE GOOD ATTENDANCE AND FOR
ABSENCES RELATED TO FAMILY BUSINESS.

FAMILIES CAN SUPPORT REGULAR ATTENDANCE THROUGH VARIOUS
STRATEGIES.

THESE CAN INCLUDE STRONG AND MORNING AND BEDTIME ROUTINES FOR
SUFFICIENT READINESS FOR SCHOOL.

AND STAYING UP-TO-DATE ON REQUIRED IMMUNIZATIONS.

AND ATTENDING BACK-TO-SCHOOL EVENTS TO LEARN ABOUT SAFETY AND
PROCEDURES.

AND IDENTIFYING FOR FAMILIES ASSISTANCE WHEN NEEDED.

AND MONITORING YOUR CHILD'S ACADEMIC PROGRESS AND SOCIAL

CONTACTS AND ENCOURAGING SCHOOL CLUBS AND ACTIVITIES TO NAME A

FEW.

>> YEAH AND I WOULD JUST SAY AGAIN, MR. LODI MENTIONED THE

INCREDIBLE SUCCESS WE HAD IN TERMS OF TURNING AROUND THE

STORY OF CHRONIC ABSENTEEISM HERE IN LOUDOUN COUNTY, I THINK

THAT IS STILL EMBARGOED.

AND I CAN NOTE A SIGNIFICANT DECREASE IN CHRONIC ABSENTEEISM

AND TRULY SIGNIFICANT.

AND THANK YOU TO THE FAMILIES THAT YOUR CHILDREN ARE COMING TO

SCHOOL AND DOING THE THINGS THAT MR. LODY SAID THAT ATTENDING

SCHOOL HAS A SIGNIFICANT IMPACT ON ACADEMIC OUTCOMES.

WE KNOW THAT ATTENDANCE IS DIRECTLY RELATED IN THE RESEARCH

OF HOW WELL YOUR CHILD DOES IN SCHOOL.

KEEP SENDING THEM TO SCHOOL AND IF YOU NEED HELP, REACH OUT TO

THE SCHOOL AND WE'LL BE THERE TO SUPPORT YOU.

>> WE'RE GOING TO SHIFT TO FAMILY AND COMMUNITY ENGAGEMENT.

I AM A LITTLE EXCITED ABOUT THIS WORK.

ONE WAY THAT FAMILIES CAN SUPPORT STUDENT SUCCESS IN

ADDITION TO SUPPORTING DAILY ATTENDANCE IS TO GET INVOLVED.

AS MENTIONED I WILL LEAD THE FAMILY AND ENGAGEMENT WORK FOR

LCPS.

I AM EXCITED AND TRULY HEART WORK FOR ME.

WE WANT TO FIND WAYS REALLY TO HELP FAMILIES BY SERVING AS A

BRIDGE BETWEEN SCHOOLS AND FAMILIES AND THE COMMUNITY.

CREATING AN INCLUSIVE ENVIRONMENT WHERE EVERY VOICE IS

HEARD AND PARTNERSHIPS THRIVE.

AND THROUGH INNOVATIVE PROGRAMS AND STRONG CORRELATIONS THE

DIVISION OF FAMILY ENGAGEMENT EMPOWERS FAMILIES TO BE ACTIVELY

INVOLVED IN SUPPORTING THEIR CHILDREN'S EDUCATION.

PROVIDING TOOLS FOR ACADEMIC SUCCESS.

FACE IS DEDICATED TO BUILDING A SUPPORTIVE NETWORK THAT REFLECTS

AND UPLIFTS THE DIVERSE COMMUNITY IT SERVES.

VERY EXCITED.

FAMILIES HAVE TOLD US OVER AND OVER AGAIN THAT THEY ARE GETTING

LOTS OF INFORMATION AND IN A LOT OF DIFFERENT WAYS.

ONE THING THAT WE WANT TO LET FAMILIES KNOW, THIS IS VERY

IMPORTANT, THAT WE ARE LISTENING.

WE ARE LISTENING. WE HEARD YOU.

AND WE ARE STREAMLINED AND WORKING HARD TO STREAMLINE

INFORMATION AND ORGANIZING IN A WAY THAT IS EASIER FOR YOU TO

FIND AND USE.

AND ASK NATALIE ALLEN OUR CHIEF COMMUNICATION OFFICER ABOUT WHAT

WE HAVE DONE WITH THE NEW WEBSITE THAT LAUNCHED.

>> YEAH, I AM SO EXCITED TO SAY THAT WE LAUNCHED OUR NEW WEBSITE

IN JULY, THIS SUMMER.

AS YOU MAY KNOW FROM COMMUNICATIONS FROM US AND OUR

FORMER WEBSITE PLATFORM BLACK BOARD, ACQUIRED AND BECAUSE OF

THIS WE HAD AN OPPORTUNITY TO A NEW PLATFORM.

WE TALKED WITH STUDENTS AND FAMILIES AND STAFF AND

PRINCIPALS WHAT THEY WANTED SEE IN A NEW WEBSITE.

AND PROUD TO REPORT THAT OUR NEW SITE IS RESULT OF FEEDBACK FROM

THEM.

AND NEW SITE IS EASY TO NAVIGATE AND BETTER SHOWCASES OUR SCHOOL

DIVISION AND PROGRAM OFFERINGS TO COMMUNITY AND FAMILIES AND

EMPLOYEES.

AND IT PROVIDES REVITALIZED DIGITAL ENTRANCE ANYONE THAT

WANTS TO SEE WHAT IS GOING ON AND PROGRAM OFFERINGS AND THOSE THINGS.

WE ARE EXCITED ABOUT IN AND MORE EXCITING THINGS TO COME IN

STREAMLINING COMMUNICATION FOR THE EXPERIENCE TO BE EASIER FOR FAMILIES.

WITH THAT, ALL I GOT RENEE.

>> THANK YOU.

NOW WE WANT TO MOVE ON TO A COUPLE MORE QUESTIONS THAT RELATE TO SUPPORTING STUDENTS AT SCHOOL.

WE SPOKE ABOUT LUNCHESES AND SUPPLIES AND MOVE ON TO

QUESTIONS ABOUT BELL SCHEDULES AND BUS SCHEDULES AND BRING Ms.

WILLOUGHBY.

SUPPLIES FROM TIME TO TIME WE SEE ADDITIONAL ASKS IN THE

COMMUNITY FOR SCHOOL SUPPLY DONATIONS BUT LOUDOUN HAS

SUPPORT FOR TEACHERS TO OUTFIT THEIR CLASSROOMS IS THAT

CORRECT?

>> THAT IS CORRECT AND HAPPY TO SHARE FOR THE THIRD YEAR NOW

LOUDOUN COUNTY HAS PROVIDED FUNDING TO TEACHERS TO ASSIST

WITH THEIR CLASSROOM SET UP AND SCHOOL SUPPLIES.

FIRST YEAR TEACHERS RECEIVE ALLOTMENT AND RETURNING TEACHERS

RECEIVE.

CONTACT THEIR SCHOOL FINANCIAL ASSISTANT OR SCHOOL OFFICIAL.

>> WHAT A GREAT WAY TO SUPPORT OUR TEACHERS WITH THAT.

AND WE GOT A QUESTION ABOUT LUNCHES AND THE FIRST QUESTION,

IS LOUDOUN COUNTY PUBLIC SCHOOLS ACCEPTING APPLICATIONS FOR FREE

OR DISCOUNTED LUNCH?

>> YES WE ARE.

AND APPLICATIONS ARE AVAILABLE EITHER ONLINE OR A PAPER COPY

CAN BE PICKED UP FROM THE SCHOOL OFFICE.

RECOGNIZING THE IMPORTANT OF THESE APPLICATIONS AND SCHOOL

NUTRITION TEAM REVIEWS ALL APPLICATIONS WITHIN 24 HOURS AND

PAPER APPLICATIONS REVIEWED WITHIN THREE DAYS.

THE NEW APPLICATIONS MUST BE COMPLETED EVERY SCHOOL YEAR.

FOR THOSE THAT PREVIOUSLY ACCEPTED INTO THE PROGRAM, THEY

HAVE UNTIL OCTOBER 8 TO RE-ENROLL INTO THE PROGRAM FOR

CURRENT SCHOOL YEAR.

AND FAMILIES ARE WELCOME TO REAPPLY IN THE SCHOOL YEAR THEY

EXPERIENCE A CHANGE REGARDING INCOME OR FAMILY SIZE.

>> AND WE GOT A SECOND QUESTION ABOUT SCHOOL LUNCHES AND WANTED

TO KNOW, IS IT POSSIBLE TO MAKE SCHOOL LUNCHES FREE TO ALL

SCHOOL-AGED CHILDREN?

>> THE SCHOOL NUTRITION PROGRAM FUNDED FROM TWO MAIN FORCES.

FEDERAL FUNDING AND ALSO FROM STUDENT MEAL SALES.

IT WOULD REQUIRE ADDITIONAL FEDERAL, STATE OR LOCAL

GOVERNMENT FUNDING TO MAKE SCHOOL LUNCHES FREE TO ALL.

THERE IS PRECEDENCE IN THE PAST, DURING THE PANDEMIC, USDA

PROVIDED APPROPRIATE FUNDING THAT ALLOWED ALL SYSTEMS

PARTICIPATING IN THE SCHOOL PROGRAM THE ABILITY TO OFFER

FREE MEALS.

WHILE THAT NO LONG EXISTS WE DO PARTICIPATE IN THE CEP PROGRAM

THAT ALLOWS SCHOOLS THAT MEET ELIGIBILITY REQUIREMENTS TO

PROVIDE UNIVERSAL FREE MEALS.

CURRENTLY HAVE 11 CEP SCHOOLS THIS YEAR AND SAME SCHOOLS

ELIGIBLE LAST YEAR.

>> AND ADD THERE Ms. DAWSON, MAKING SURE THAT NO CHILD IS

HUNGRY AND THAT CHILDREN EAT IN SCHOOL IS A PRIORITY FOR LCPS

AND WE HAVE THE LEGISLATORS IN THE GENERAL ASSEMBLY SEEKING

WAYS TO PROVIDE FOR MEALS IN SCHOOL AND LCPS SUPPORTS THOSE

LEGISLATIVE PRIORITIES IN THE GENERAL ASSEMBLY AND WILL

CONTINUE TO DO THAT.

>> THANK YOU.

AND WE DID HAVE A FOLLOW-UP WHEN IT COMES TO THE QUALITY OR THE

TYPE LUNCH OR FOOD.

THIS COMMUNITY MEMBER ASKED WHY DOES LOUDOUN COUNTY GIVE THE

STUDENT OPPORTUNITY TO BUY ICE CREAM AND POPSICLES AND OTHER

JUNK FOOD IN ELEMENTARY SCHOOL AND IF YOU CAN TELL MORE ABOUT

THE FOOD THAT LCPS SERVES AND HOW THE COMMUNITY CAN FIND OUT

MORE ABOUT THAT FOOD.

>> WE GET THIS QUESTION OFTEN, WE WANT STUDENTS TO ENJOY THEIR

MEAL EXPERIENCE AND THAT LEADS ALLOWING A LA CARTE ITEMS THAT

MUST MEET STRICT USDA REGULATIONS THAT PLACE LIMITS ON

CALORIE, SODIUM AND FATS AND SUGARS.

IN THE CAFETERIA YOU WILL RECOGNIZE SUCH AS GROCERY STORE

AND THE PRODUCTS THAT WE OFFER IS ADJUSTED TO MEET THOSE STRICT

K-12 STANDARDS.

AGAIN WHAT WE PROVIDE IN THE CAFETERIA IS NOT THE SAME ITEMS

THAT YOU SEE IN A STORE.

AND WE OFFER A VARIETY OF ITEMS IN THE DISTRICT TO INCLUDE

VEGETARIAN OPTIONS.

WE UNDERSTAND THAT EACH STUDENT'S NUTRITION GOALS ARE

DIFFERENT AND REQUEST OF LIMITS OF A LA CARTE PURCHASING TO BE

PLACED ON STUDENTS' ACCOUNTS.

IF A FAMILY MEMBER WANTS A RESTRICTION OR A QUESTION,

E-MAIL US.

>> THANK YOU, AND IT IS DEFINITELY GOOD TO KNOW THAT WE

ARE DOING OUR BEST TO PROVIDE MEALS THAT MEET OUR STUDENTS

NEEDS.

AND WE ALSO RECEIVED QUITE A FEW QUESTIONS ON BELL SCHEDULES AND
TRANSPORTATION.

FAMILIES SHARED PERSPECTIVE THAT THE EARLY START TIME MAY INHIBIT
PERFORMANCE AND MAY BE SOME SAFETY CONCERNS ABOUT THE
CHILDREN CATCHING THE BUS EARLY IN THE MORNING IN THE DARK.

AND WE HEARD FROM SOME OF OUR HIGH SCHOOL THEIR PERSPECTIVE
LATER START TIME MAY FORCE STUDENTS WHO PARTICIPATE IN
ACTIVITIES TO MAYBE MISS SOME CLASS TIME TO TRAVEL TO THEIR
AWAY EVENTS.

OR MAY PREVENT SOME FROM GETTING A JOB WITH AN EVENING SHIFT.

Dr. SPENCE, CAN YOU SPEAK BROADLY TO WHAT INFORMS A SCHOOL
OF THIS SIZE AND TO ADDRESS HOW THE BELL SYSTEM IS RELATED.

>> ABSOLUTELY AND I THINK THAT'S KEY, TRANSPORTATION IS A KEY
PART OF THIS.

SO ARE THE STATE REQUIREMENTS FOR NUMBER OF HOURS THAT

STUDENTS ATTEND SCHOOL EVERY DAY.

AND KINDS OF CURRICULUM THEY HAVE AND THE MINUTES

REQUIREMENTS FOR THE CURRICULUM THAT STUDENTS ACCESS TO A

DAY-TO-DAY BASIS.

WE HAVE TO BUILD OUT A SCHEDULE THAT MEETS THE STATE'S

REQUIREMENTS AND WE ALSO HAVE TO MAKE SURE THAT WE CAN GET

STUDENTS TO SCHOOL.

AND IN A COUNTY THIS SIZE AND OPENED 100th BUILDING THIS YEAR.

IF WE WERE TO TRY TO EVERYONE'S WISHES WHEN SCHOOL MIGHT START,

WE WOULD HAVE TO A TRANSPORTATION SYSTEM THAT WOULD

BE DOUBLE THE SIZE AND MR. LEWIS CAN AFFIRM THAT OR NOT.

BUT PROBABLY DOUBLE THE SIZE OF THE ONE WE HAVE TODAY.

AND AS WE KNOW IT REMAINS DIFFICULT TO KEEP BUS DRIVERS

AND TO HAVE ENOUGH BUS DRIVERS AND OF COURSE BUSES TO MAINTAIN

THE SYSTEM WE HAVE NOW.

THOUGH OUR TRANSPORTATION TEAM IS DOING A GREAT JOB AND OFF TO

A GREAT START THIS SCHOOL YEAR.

BETWEEN BALANCING THOSE TWO THINGS AND IT'S IMPORTANT TO

UNDERSTAND THAT IT'S VERY COMPLICATED AND MOVING PARTS AND

THERE ARE CONCERNS ABOUT START TIMES ABOUT WHAT EXPRESSED

WHETHER ELEMENTARY CHILDREN TOO EARLY OR HIGH SCHOOL STUDENTS

TOO LATE.

AND I KNOW THAT OUR SCHOOL BOARD THIS IN COMING YEAR ABOUT SCHOOL

START TIMES.

AND TO GIVE YOU A SENSE OF THINGS WE ARE DOING, TURN IT

OVER TO MR. LEWIS AND TALK ABOUT SOME CHANGES THAT HAPPENED IN

THE RECENT PAST AND HEADING INTO THIS SCHOOL YEAR.

MR. LEWIS, OVER TO YOU.

>> THANK YOU Dr. SPENCE AND YOU KNOW WE AGREE THERE IS SO MANY
THINGS TO CONSIDER WHEN YOU TRY TO SCHEDULE, YOU KNOW 100 SCHOOL
BUILDINGS AND 83,000 STUDENTS AND TRYING TO FIND A WAY TO GET
EVERYONE TO SCHOOL ON TIME IS VERY CHALLENGING.

WE DIDN'T GO INTO THIS LIGHTLY AND TALKED ABOUT IT FOR YEARS.

AND THE OLD MODEL THAT WE HAD ELEMENTARY AND MIDDLE AND SCHOOL
EACH START AT SAME TIME.

AND THEN THE SAME WITH THE HIGH SCHOOL.

AND WHAT WE HAD WAS A VERY SHORT PERIOD OF TIME BETWEEN THOSE
SCHOOLS.

A BUS DROP OFF STUDENTS AT ELEMENTARY SCHOOL AND GO BACK IN
THE NEIGHBORHOOD AND PICK UP STUDENTS AND SAME THING.

AND HAD A SHORT PERIOD OF TIME BETWEEN THOSE DEPARTURE BEFORE
ARRIVAL AT NEXT SCHOOL.

AND ANYTHING THAT WENT WRONG, TRAFFIC OR ACCIDENTS, WOULD

CAUSE US TO BE LATE AT THE NEXT SCHOOL.

AND THAT WAS MORE DISRUPTIVE THAN ANYTHING ELSE STUDENTS

ARRIVING LATE AND AFTER THE BELL.

AND THOSE COMING IN THE MORNING AND PARTICIPATING IN THE

BREAKFAST PROGRAM, THEY MISS THE BREAKFAST PROGRAM AND START OF

CLASS.

WE HAD A LEVEL OF SERVICE THAT WAS UNACCEPTABLE.

AND LOOKING FOR WAYS TO FIX THAT.

AND CREATED A FIVE TIER FROM THE THREE TIER AND THIS SYSTEM HAD

TWO START TIMES FOR ELEMENTARY AND MIDDLE AND HIGH SCHOOLS

STARTED AT SAME TIME.

AND WITH RESPECT TO THE OVERALL SCHEDULING AND THE AFTER-SCHOOL

ACTIVITIES.

SO WE HEARD MOSTLY WE HAD FOLKS THAT WERE BEING IMPACTED EVERY

DAY.

AND STUDENTS IMPACTED AND LATE FOR CLASS.

WE LOOKED FOR THIS TO CHANGE.

AND THE FIVE TIERS NOT ONLY GAVE US MORE TIME BETWEEN THE DROP

OFF OF ONE SCHOOL AND PICK UP AT THE NEXT.

AND ELIMINATED 115 SECOND RUNS.

THAT'S WHEN A BUS COMES INTO A SCHOOL AND BACK INTO A SCHOOL.

WE HAVE A WINDOW OF OPPORTUNITY OF 20 MINUTES TO GET ON TIME.

SO THE SCHOOL OPENS THEIR DOORS AND BETWEEN CLASS STARTS.

AND TRYING TO DROP OFF STUDENTS IN THAT SAME WINDOW THAT REALLY

IMPACTED THE STUDENTS ON A DAILY BASIS.

WE MADE THE FIVE-LEVEL SWITCH AND THAT TOOK HALF OF THE

ELEMENTARY SCHOOLS FROM 7:50 a.m. START TO 7:30 AND THAT'S

WHAT WE ARE HEARING.

AND YOU HEARD OTHER COLLEAGUES AND SAY WE ARE LISTENING, WE ARE

HEARING PARENTS WITH THEIR CONCERNS AND LOOKING FOR WAYS TO

IMPROVE THAT.

WE TOOK A QUICK LOOK THIS SUMMER AND CHANGED 10 SCHOOLS STARTING

AT 7:30 AND MOVED TO 7:45.

BACK WITHIN FIVE MINUTES WHERE THEY WERE.

AND OVER THE LAST YEARS AND WE HAD CONSULTANTS AND ENGINEERING

FIRMS LOOKING AT DIFFERENT SCENARIOS TO SEE WAYS TO IMPROVE

THAT.

AND VET THAT THIS SCHOOL YEAR AND VET THROUGH THE FINANCE

COMMITTEE THROUGH THIS YEAR.

AND WE'LL POTENTIALLY MAKE SOME ADJUSTMENTS FOR THE 24-25 SCHOOL

YEAR.

>> I HAVE ANOTHER TRANSPORTATION QUESTION MR. LEWIS.

ONE OF OUR COMMUNITY MEMBERS WROTE IN AND WANTED TO KNOW HOW

CAN GUARDIANS TRACK THEIR STUDENTS SCHOOLS?

>> EXCELLENT AND WE HAVE A NUMBER OF FOLKS ASK ABOUT THAT.

AND TODAY'S MODERN ROUTING SYSTEM IS PRETTY SOPHISTICATED

AND WAYS TO TRACK THE BUSES FROM OUR SHOP INSIDE.

EVERY BUS HAS A GPS ON IT AND TRACK FROM THE DISPATCH AREA.

AND WE HAVE AN APPLICATION THAT PARENTS CAN SIGN UP, CALLED STOP

FINDER AND ALLOW THE PARENTS TO TRACK THE BUS AND IF ON TIME AND

SEE HOW FAR AWAY THEY ARE.

AND AWARE OF A TRAFFIC SITUATION AND HELP THEM FEEL MORE SECURE

KNOWING THEY HAVE NOT MISSED THE BUS OR A REASON FOR THEIR CHILD

TO BE LATE COMING HOME.

WE ARE HAPPY TO OFFER THAT AND SETTINGS THAT PARENTS CAN SET UP

TO DO DIFFERENT THINGS.

LOG ON TO LCPS TRANSPORTATION WEBSITE AND YOU CAN SIGN UP FOR

THAT APP.

IT'S AN OPT-IN APP AS I MENTIONED.

>> THANK YOU.

YOU ALSO MR. LEWIS YOU HANDLE FACILITIES FOR LCPS; CORRECT?

I HAVE SOME MORE QUESTIONS FOR YOU.

AS A DIVISION THE COUNTY HAS BUILT SCHOOLS AS A RECORD PACE.

BUT WE KNOW THAT SOME SCHOOLS ARE AGING AND WE RECEIVED A

QUESTION THAT ASKED, I AM WORRIED ABOUT THE SCHOOL

BUILDING MY CHILD IS ATTENDING.

AND LOOKS LIKE THE SCHOOL DISTRICTS SPEND TOO MUCH MONEY

FOR NEW SCHOOLS THAN RENOVATING OLDER SCHOOLS.

CAN YOU SPEAK HOW LCPS TACKLES THE ISSUES OF KEEPING THE

EDUCATIONAL FACILITIES REFRESHED AND UPDATED?

>> ABSOLUTELY AND THANK YOU FOR THE OPPORTUNITY TO TALK ABOUT

THAT.

THE CAPITAL IMPROVEMENTS PROGRAM IS A VERY ROBUST AND COMPLICATED
SYSTEM NOT UNLIKE THE TRANSPORTATION SYSTEM WE TALKED
ABOUT.

AND WE HAVE 100 BUILDINGS THAT STUDENTS ARE EVERY DAY AND OUR
GOAL IS TO MAKE SURE THOSE ARE SAFE AND WELCOMING ENVIRONMENT.

TO MAKE SURE THAT THE BUILDINGS THAT OUR TEACHERS TEACH IN AND
STUDENTS LEARN IN IS SAFE AND HAS GOOD INDOOR AIR QUALITY AND
NOT A NEGATIVE FACTOR IN THE EDUCATIONAL EXPERIENCE.

WE SPEND A LOT OF TIME WALKING THROUGH THE BUILDINGS AND
ASSESSING OLDER BUILDINGS AND NEWER BUILDINGS.

AS YOU MENTIONED WE BUILT A LOT OF BUILDINGS OVER THE NEXT YEARS
AND THE TIME COMES WHEN THE SYSTEMS, NOT ONLY THE SYSTEMS
BUT BUILDING TO BE LOOKED AT.

WE HAVE A POLICY IN PLACE TO LOOK AT EACH BUILDING EVERY YEAR
FOR THE NEEDS OF ENROLLMENT, WHETHER ADDITION OR BUILD A NEW

SCHOOL. THOSE THINGS ARE PART OF CIP AND WE HAVE A PLAN FOR

ALTERATIONS AND NEW SYSTEMS AND ENERGY CONSERVATION PROGRAMS.

WE LOOK AT THAT EVERY YEAR AND TALK WITH THAT WITH THE SCHOOL

BOARD AND BEGINNING IN THE OCTOBER TIME FRAME TO TALK ABOUT

CAPITAL IMPROVEMENT PROGRAM PRIORITIES WITH THE SCHOOL

BOARD.

WITH A 100 CAMPUSES AND IMPORTANT TO KNOW THAT EACH

BUILDING HAS MAINTENANCE AND UPKEEP NEEDS.

WE HAVE A TREMENDOUS TEAM OF FACILITY OPERATION FOLKS THAT

COME IN AND DO WORK ORDERS AND MAINTAIN OUR BUILDINGS EVERY

DAY.

AND CUSTODIANS PLAY A HUGE ROLE IN KEEPING OUR BUILDINGS SAFE

AND CLEAN AND LOOK AT THOSE EACH YEAR TO ADDRESS THE NEEDS OF

SCHOOLS AND EVERYONE IN A GOOD ENVIRONMENT TO LEARN IN.

>> THANK YOU, AND SPEAKING OF BUILDINGS, WE DID RECEIVE A
QUESTION ABOUT KEEPING KIDS SAFE INSIDE OUR BUILDINGS AND MAKING
SURE THAT UNWANTED VISITORS DON'T ENTER THE BUILDING.
GIVEN THE SAFETY INDICATIONS AND NOT TALK TOO MUCH IN DETAIL
ABOUT THAT HERE AND WE HAVE Dr. SMITH THAT IS CHIEF OF STAFF AND
SECURITY TEAM AND HERE TO ADDRESS SOME SAFETY QUESTIONS
THAT WE RECEIVED.

>> THANK YOU Ms. DAWSON AS YOU HEARD FROM A FEW FOLKS TODAY THE
SAFETY AND SECURITY OF OUR STUDENTS AND STAFF IS ALWAYS OUR
TOP PRIORITY.

WE RECENTLY COMPLETED A MULTIYEAR PROJECT TO CONSTRUCT
SECURITY VESTIBULES TO PROVIDE MULTI-APPROACH.
AND KNOW THAT THE VETTING PROCESS IS PURPOSEFUL.
TO INCLUDE CONFIRMING THE NATURE OF VISITOR AT THE SCHOOL AND
CUSTODY ARRANGEMENTS AND COMPLETING THE SEXUAL OFFENDER

BACKGROUND CHECK PER THE GUIDELINES OF VIRGINIA

DEPARTMENT OF EDUCATION.

WE RECOGNIZE THIS CAN TAKE A FEW MINUTES AND APPRECIATE YOUR

PARTICIPATION THAT ANYONE ENTERING THE SCHOOLS IS VETTED

AND HAS A REASON TO BE THERE.

>> THANK YOU Dr. SMITH.

WELL WE HAVE TIME TO COVER ONE MORE SUBJECT AND GET QUESTIONS

FROM FAMILY AND STAFF ABOUT THE CALENDAR.

AND THE HOLIDAYS.

OUR CHIEF OF HUMAN RESOURCES AND INVITE YOU TO SPEAK ABOUT HOW

THE CALENDAR IS DEVELOPED AND WHAT DATA GATHERED OVER TIME TO

INFORM THE RECOMMENDATIONS THAT STAFF MAKES TO THE SCHOOL BOARD.

BUT FIRST Dr. ELLIS, CAN YOU SPEAK TO THE INSTRUCTIONAL TIME

AND HOW THE SCHOOL BOARD IS INVOLVED IN SETTING THOSE

CALENDARS?

I THINK PARENTS MAY ALSO HAVE HEARD ABOUT THE CHALLENGES VDOE

REQUIRED PROFESSIONAL DAYS AND VARIOUS REQUIREMENTS THAT WE

HAVE THAT IN ADDITION FOR CONSIDERATION FOR THIS YEAR.

>> SO I'LL SPEAK TO THE ADDITIONAL DAYS THIS YEAR.

AND THEN I THINK Ms. BOLLEN WILL ADDRESS THE OTHER CALENDAR

DEVELOPMENT.

SO WE WERE GOING -- WE HEARD IN THE LATE SPRING FROM THE

VIRGINIA DEPARTMENT OF EDUCATION THAT WE WERE GOING TO HAVE TO

REQUIRE TEACHERS TO PARTICIPATE IN ADDITIONAL PROFESSIONAL

LEARNING.

THE AMOUNT OF PROFESSIONAL LEARNING.

THEY OTHERWISE WOULD HAVE TO DO ON THEIR OWN TIME.

THIS PROFESSIONAL LEARNING RELATED TO LITERACY THAT I

MENTIONED A WHILE AGO.

AND IT'S EXTREMELY IMPORTANT THAT ALL OF OUR TEACHERS WHO

SUPPORT OUR STUDENTS TO READ, RECEIVE THIS PROFESSIONAL

DEVELOPMENT.

WE BROUGHT THIS CHALLENGE TO THE SCHOOL BOARD AND WE STARTED WITH

A COUPLE OF OPTIONS.

WE GOT A LOT OF FEEDBACK THAT LATE ARRIVALS WERE NOT THE BEST

WAY TO PROCEED WITH ADDING ADDITIONAL PROFESSIONAL LEARNING

TIME.

WE REALLY APPRECIATE THE COMMUNITY GIVING US THAT

FEEDBACK.

WE HEARD LOUD AND CLEAR THAT WOULD HAVE BEEN A SIGNIFICANT

BURDEN FOR BOTH STAFF AND FAMILIES.

SO WE WERE ABLE TO ADJUST THE PLAN.

AND WE LOOKED AT OTHER WAYS TO EMBED THAT PROFESSIONAL LEARNING

TIME.

SO WHEN YOU LOOK AT THE NEW CALENDAR FOR THIS CURRENT SCHOOL

YEAR, YOU WILL NOTICE FOUR ADDITIONAL PROFESSIONAL LEARNING

DAYS THAT ARE USED -- WE'RE USING STAND-ALONE DAYS.

DAYS THAT FALL BETWEEN WEEKENDS AND HOLIDAYS OR OTHER DAYS OFF

FOR STUDENTS.

THIS WE HOPE IS GOING TO PROVIDE MINIMAL NEGATIVE IMPACT TO

FAMILIES.

WHILE STILL ALLOWING TEACHERS TO HAVE THAT DEDICATED PROFESSIONAL

LEARNING TIME.

AND SAY ONE MORE THING THAT WE ANTICIPATE THIS BEING JUST A

ONE-YEAR THING.

THIS IS FOR THIS YEAR ONLY.

AND SO WE'RE SURE THAT ALL THE TEACHERS RECEIVE THAT

PROFESSIONAL LEARNING AND CALENDARS SHOULD BE BACK TO

NORMAL IN THE FUTURE.

>> THANK YOU Dr. ELLIS.

OF COURSE CALENDARS ARE ALWAYS A HOT TOPIC NOT JUST AT THE START

OF THE SCHOOL YEAR BUT ALL YEAR LONG.

THE DEVELOPMENT OF THE SCHOOL CALENDAR IS GUIDED BY TWO

THINGS.

SCHOOL BOARD POLICY AND VIRGINIA CODE.

UNDER VIRGINIA CODE ALL SCHOOL DIVISIONS HAVE TO PROVIDE DAYS

AND HOURS EACH YEAR.

AND POLICY IS ON THINGS LIKE TEACHER DEVELOPMENT DAYS AND

HOLIDAYS AND INCREMENT WEATHER AND A FEW OTHERS.

AS YOU CAN IMAGINE IT'S A DIFFICULT AND COMPLEX ENDEAVOR

TO BUILD A SCHOOL CALENDAR TO MEET THE NEEDS OF OVER 80,000

STUDENTS AND FAMILIES AND FOLLOWS LCPS POLICY AND VIRGINIA

CODE AND THAT IMPACTING OVER 13,000 EMPLOYEES WHILE STAYING

TRY TO OUR CORE VALUES.

AND THE 2027 STRATEGIC PLAN FOR EXCELLENCE.

OPTIONS ARE PRESENTED AND DISCUSSED AT SCHOOL BOARD

MEETINGS AND ADJUSTED LISTENING TO PUBLIC FEEDBACK AND SCHOOL

BOARD MEMBERS.

NO OPTION IS CREATED WITHOUT THE TEAM WORKING DILIGENTLY WITH

VARIOUS STAKEHOLDERS TO INCLUDE LOCAL, RELIGIOUS ORGANIZATIONS

SUCH AS ALL DULLES AREA SOCIETY AND JEWISH COMMUNITY RELATION

AND OTHERS.

AND LCPS SENDS OUT SURVEYS TO GET FEEDBACK AND TEAMS ATTEND

ADVISORY TEAM MEETINGS TO HEAR FROM STAFF THROUGHOUT THE

DIVISION.

AND ALSO CONTINUE TO HAVE MEETINGS THAT CONSIST OF SIX

LOCAL SCHOOL DIVISIONS.

FAIRFAX, ALEXANDRIA, ARLINGTON, LOUDOUN COUNTY AND FALLS CHURCH

AND PRINCE WILLIAMS.

AND AROUND CALENDAR DEVELOPMENT AND BEST PRACTICES AND

OPPORTUNITIES FOR FUTURE ALIGNMENT OF DIVISION CALENDARS.

THIS YEAR WE ADDED ANOTHER LAYER THAT IS CREATION OF A CALENDAR

DEVELOPMENT COMMITTEE WHICH WILL BE MADE UP OF VARIOUS

STAKEHOLDERS INCLUDING STAFF, STUDENTS, PARENTS AND COMMUNITY

MEMBERS.

AND WORK TO DEVELOP OPTIONS FOR THE SCHOOL BOARD TO REVIEW AND

ULTIMATELY APPROVE BEGINNING WITH THE 2026-27 SCHOOL YEAR.

AND BE ON THE LOOK OUT FOR THOSE SURVEYS AND OPPORTUNITY TO

PROVIDE FEEDBACK.

>> WELL THIS IS BRING US TO A CLOSE AND FINALLY OUR LAST

QUESTION REALLY SPEAKS TO THE REASON THAT WE ALL WORK IN

EDUCATION.

WE WANT AND WE HOPE TO MAKE STUDENTS READY TO SUCCEED IN A

FUTURE.

I WANTED TO TAKE A MOMENT AND Dr. SPENCE FOR YOU TO ANSWER AND

ADDRESS US AND CLOSE US OUT FOR THIS.

>> YEAH, I THINK -- I THINK THE KEY HERE AS WE THINK ABOUT THE

KIND OF EDUCATION THAT WE WANT, THAT WE RECOGNIZE THIS IS A

COMMUNITY-WIDE EFFORT.

THAT THIS IS PARTNERSHIP BETWEEN OUR FAMILIES, OUR BUSINESS

COMMUNITY, OUR EDUCATORS.

EVERYBODY THAT CARES ABOUT THE CHILDREN IN LOUDOUN COUNTY

PUBLIC SCHOOL AND INVESTED IN THEIR FUTURE AND INVESTED IN THE

FUTURE OF THIS COMMUNITY.

I THINK AT ITS CORE EDUCATION IS A TRANSITIONAL EXPERIENCE.

IT CHANGES LIVES.

IT CHANGES FAMILIES, IT IMPROVES COMMUNITIES.

I AM A PROUD PUBLIC EDUCATOR AND SOMETHING THAT I THINK ALL OF US

IF YOU ARE SITTING HERE ON THIS CALL AND YOU ARE PAYING

ATTENTION.

HAVE A REALLY DEEP INVESTMENT AND WONDERING ABOUT THE KINDS OF

EXPERIENCES THAT OUR STUDENTS HAVE.

AND FIRST WHEN WE TALK ABOUT HOW TO KEEP IMPROVING PUBLIC

EDUCATION.

FIRST ACKNOWLEDGE HOW GREAT PUBLIC EDUCATION IS IN LOUDOUN

COUNTY PUBLIC SCHOOLS.

FOR THE LAST YEAR THAT I SPENT LISTENING AND GOING TO THE

COMMUNITY AND ASKING WHAT ARE THE THINGS THAT I NEED TO KNOW

ABOUT LCPS.

I HEARD OVER AND OVER AND OVER AGAIN HOW MUCH PEOPLE

APPRECIATED THE EXPERIENCE THAT THEIR CHILDREN HAVE.

HOW MUCH PEOPLE APPRECIATED THE DEDICATION AND THE COMMITMENT OF

THE EDUCATORS IN LOUDOUN COUNTY.

AND RECOGNIZED THE DIFFERENCE THAT WAS MAKING IN THEIR OWN

CHILD'S LIFE AND OUR COMMUNITY.

AND I WANT TO START THERE.

AND ACKNOWLEDGE, BECAUSE I BELIEVE THIS, WE CAN BE BETTER

TOMORROW THAN TODAY AND I THINK THE WAY THAT WE DO THAT

REMAINING IN COMMUNICATION WITH ONE ANOTHER.

ABOUT WHAT CHALLENGES WE SEE.

AND STANDING WITH OUR SCHOOL BOARD AND LOOK AT WHAT THE DATA

TELLS US ABOUT OUR WORK.

WE TALKED EARLIER ABOUT OUR AMAZING STANDARDIZED TEST SCORES

AND THIS SENSE OF EXTERNAL ACCOUNTABLE TO THE STATE AND

FEDERAL GOVERNMENT.

AND MORE IMPORTANTLY THAT WE ARE HELD INTERNALLY ACCOUNTABLE TO

HOW OUR STUDENTS ARE DOING.

AND THOSE ARE ONE MEASURE BUT IMPORTANT MEASURE AND WE SAY

WHERE ARE WE NOT MEETING A CHILD'S NEEDS AND WHAT WE CAN DO

BETTER.

AND ONE THING ABOUT IMPROVEMENT AND CREATING THOSE DATA

CONVERSATIONS AND THINKING DEEPLY HOW WE TAKE THE WEALTH OF

RESOURCES WE HAVE IN LOUDOUN COUNTY, AND PUSH THOSE WHERE

THEY NEED TO BE TO SUPPORT THE STUDENTS WHO NEED THEM.

AND THOSE EXPERIENCES HAVE TO BE EVERY DAY FOR EVERY KID AND

THAT'S UNDERSTANDING WHAT THE ARE STRENGTHS AND NEEDS OF

STUDENTS THAT WE SERVE.

WE GOT TO KNOW THEM BY NAME, BY STRENGTH AND KNOW THEIR NEEDS

AND THEN WE HAVE TO MEET THOSE.

AND SOMETIMES THAT'S PROVIDING ADDITIONAL SUPPORT FOR THOSE
STRUGGLING.

AND SOMETIMES PROVIDING ADDITIONAL SUPPORT FOR STUDENTS
ACCELERATING.

AND SOMETIMES TAPPING INTO DIFFERENT PASSIONS THAT OUR KIDS
HAVE.

MY DAUGHTER WAS A MUSICIAN AND COMPOSER AND WHERE WE WERE
BEFORE TO HAVE THAT OPPORTUNITY TO DIG INTO THAT.

WE HAVE STUDENTS THAT WANT TO MAKE THINGS WITH THEIR HANDS.

WE HAVE TO MAKE SURE THOSE OPPORTUNITIES EXIST AND PASSION
ABOUT HISTORY.

EVERYTHING UNDER THE SUN.

AND WE NEED TO BE SURE THAT OUR STUDENTS ARE PROVIDED THE BEST
OPPORTUNITIES TO EXPERIENCE THE THINGS THEY ARE PASSIONATE ABOUT
WITH THE BASIC SKILLS TO GO OUT IN THE WORLD AND BE SUCCESSFUL.

AND IDENTIFY WHAT THE SKILLS ARE.

AND TALK TO THE BUSINESS COMMUNITY WHAT YOU ARE LOOKING

FOR IN THE NEXT EMPLOYEES.

AND THE HIGHER EDUCATION, WHO ARE THE BEST STUDENTS YOU HAVE

AND ADDITION TO THE KNOWLEDGE THEY NEED TO COME TO YOU WITH.

AND I THINK THOSE CONVERSATIONS ARE HAPPENING EVERY DAY AND DO

IT TOGETHER.

AND IF WE EMBRACE THAT CHALLENGE AND THE MANTLE OF

RESPONSIBILITY.

AND TO BE ABLE TO ENGAGE WITH CHILDREN EVERY DAY AND WONDERFUL

EDUCATORS AND FAMILIES EVERY DAY AND IN A COUNTY LIKE LOUDOUN

COUNTY.

THAT INVESTS SO DEEPLY AND CARES SO MUCH FOR THEIR KIDS.

FOR ALL OF YOU WHO JOINED US TODAY TO BE A PART OF THIS

CONVERSATION, IT SIGNALS TO US YOUR DEEP INTENTION FOR LCPS TO
BE THE BEST IT CAN BE.

YOUR INTEREST IN YOUR CHILD'S EXPERIENCE AND I WANT TO THANK

MY TEAM AND YOU CAN TELL YOU HAVE BRIGHT PEOPLE THAT ARE

DEEPLY INVESTED THAT THAT EXPERIENCE IS A GREAT ONE.

AND WE'RE LOOKING FORWARD TO HAVE A TERRIFIC 2024-25 SCHOOL

YEAR AND IT WILL BE THE BEST ONE EVER.

THANK YOU FOR JOINING US AND WISH EVERYONE A WONDERFUL SCHOOL

YEAR.