

From: [Joan Sahlgren](#)
To: [Lottie Spurlock](#); [Scott Ziegler](#); [Ashley Ellis](#)
Cc: [Wayde Byard](#)
Subject: RE: Loudoun Now Questions About LCPS Equity Work - Invitation to edit
Date: Monday, April 5, 2021 4:53:25 PM
Attachments: [image002.png](#)

Team, In light of the updates shared this morning, it could be good to have a coordinated answer/s to this reasonable reporter. Take a look at the media inquiry Wayde has linked in the doc. With the right updated information, it could be an interview that Scott takes, or that the three of you tag team, to clear up some of the myths in the community. We can also lean in on the directives from VDOE for context.

Please read.

Wayde, what is timing for this reporter's story?

Joan Sahlgren
Director of Communications & Community Engagement
571-252-6547
Joan.Sahlgren@lcps.org

From: Wayde Byard (via Google Docs) <drive-shares-noreply@google.com>
Sent: Monday, April 5, 2021 4:36 PM
To: Joan Sahlgren <Joan.Sahlgren@lcps.org>
Cc: Ashley Ellis <Ashley.Ellis@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>
Subject: Loudoun Now Questions About LCPS Equity Work - Invitation to edit

[wayde.byard@lcps.org](#) has invited you to **edit** the following document:



[Loudoun Now Questions About LCPS Equity Work](#)



All,

Here is the media inquiry from Loudoun Now.

[Open in Docs](#)

[Open in Docs](#)

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because [wayde.byard@lcps.org](#) shared a document with you from Google Docs.



From: LCPS-SUP-SCHOOLS
To: Ashley Ellis; Scott Ziegler; Joan Sahlgren
Subject: FW: [EXTERNAL] Media Inquiry
Date: Monday, April 5, 2021 4:53:16 PM

All,
I have put this media inquiry into a Google Doc.

Wayde B. Byard
Public Information Officer
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571-252-1040
Wayde.Byard@lcps.org

From: Alexis Nester <nester@freebeacon.com>
Sent: Monday, April 5, 2021 3:34 PM
To: LCPS-SUP-SCHOOLS <Schools@lcps.org>
Subject: [EXTERNAL] Media Inquiry

To whom it may concern:

My name is Alex Nester and I write for the Washington Free Beacon. I'm reaching out for comment on these recently uncovered documents for a Teacher diversity and inclusion training which included lessons on privilege and implicit bias.

Was the Feb. 21, 2019 training, titled "Equitable Learning and Discipline Practices," the first training to touch on privilege, assumptions, and bias specifically? If not, when did those trainings begin? Are there publicly available documents on these sessions?

A general comment on the district's critical race theory and antiracism teacher training sessions would be greatly appreciated.

My deadline is tomorrow, Tuesday, April 5th at 3:30 PM.

Thanks so much and I hope to hear from you soon!

Best,
Alex

From: [Wayde Byard \(via Google Docs\)](#)
To: [Scott Ziegler](#)
Cc: [Ashley Ellis](#); [Joan Sahlgren](#); [Lottie Spurlock](#)
Subject: Loudoun Now Questions About LCPS Equity Work - Invitation to edit
Date: Monday, April 5, 2021 4:36:18 PM

wayde.byard@lcps.org has invited you to **edit** the following document:



Loudoun Now Questions About LCPS Equity Work



All,

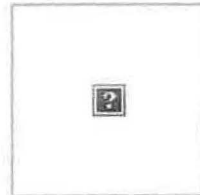
Here is the media inquiry from Loudoun Now.

[Open in Docs](#)

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because wayde.byard@lcps.org shared a document with you from Google Docs.



From: Wayde Byard
To: Scott Ziegler; Ashley Ellis; Lottie Spurlock
Cc: Joan Sahlgren
Subject: FW: [EXTERNAL] Equity Instruction
Date: Monday, April 5, 2021 4:34:22 PM

Dr. Ziegler, Dr. Ellis and Mrs. Spurlock.

I'll be putting these questions in a Google Doc for potential answers. This editor has been friendly to us in the past. In our phone conversation, he said he wanted to "cut through the crazy" and give an honest account of what LCPS is doing.

Wayde B. Byard
Public Information Officer
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571-252-1040
Wayde.Byard@lcps.org

From: Norman Styer <nstyer@loudounnow.com>
Sent: Monday, April 5, 2021 2:09 PM
To: Wayde Byard <Wayde.Byard@lcps.org>
Subject: [EXTERNAL] Equity Instruction

Wayde,

Following up on our conversation, I'm searching for a way to provide a productive context for the general public to understand the division's culturally responsive teaching approach, or its equity work more generally.

As the culture war aspect heats up, we're getting more calls from normal parents confused about what to expect in the classroom. Topics like privilege and fragility are foreign to generations raised on a colorblind approach to equality, and perhaps are difficult to grasp without the context of the equity training.

Short of providing public equity training workshops, I'm thinking a discussion with Dr. Townsend and/or Mrs. Spurlock could be helpful to explore the roots of the program, the challenge of breaking staff and students out of their comfort zones; and some of the feedback so far. Also, to be noted is that this is a "Loudoun County thing," but changes being directed at the state level and an approach expanding nationally.

The main goal would not be to say "this is not CRT," but to say "this is what it is"—at least providing a factual basis upon which to have a discussion (if one is possible).

Open to suggestions.

Thank you.

-Norman

Norman K. Styer
Loudoun Now
loudounnow.com
nstyer@loudounnow.com
703-770-9723 (o)
540-454-4883 (c)

Subject: FW: Kirsten Dunnigan RN, BSN, BS
Date: Monday, April 5, 2021 2:19:47 PM
Attachments: [LCPS Nurse Pay Disparity - Pay Comparison \(1\).pdf](#)

Scott Ziegler

From: Kirsten Dunnigan <Kirsten.Dunnigan@lcps.org>
Sent: Monday, April 5, 2021 10:57 AM
To: Scott Ziegler <Scott.Ziegler@lcps.org>
Subject: Kirsten Dunnigan RN, BSN, BS

Dr. Ziegler

It was a pleasure meeting you on January 15th at 9:00 pm at the POD. I was the RN that administered your first life-saving dose of the Moderna Vaccine. I respectfully request you read the following emails below. I stand with all the LCPS RNs and are requesting this matter be addressed.

I emailed Sandy Sullivan back in January - here is what I wrote her:

Hi Sandy,

Thank you again for the nice email! It was such a pleasure meeting you the other day. I had the pleasure of meeting Dana Foddrell as well yesterday. I mentioned to her that I had met you and was considering emailing you about "classified vs licensed" employees. Dana was very supportive and encouraged me to do so.

I'll use my background as an example. I have a BS degree from JMU and a BSN degree from Emory University. I completed my coursework in nursing school and then studied for my professional exam/licensure. The exam all RNs take is called the NCLEX-RN. See below:

The National Council Licensure Examination (NCLEX-RN® exam) has one purpose: To determine if it's safe for you to begin practice as an entry-level nurse. It is significantly different from any test that you took in nursing school. While nursing school exams are knowledge-based, the NCLEX-RN® tests application and analysis using the nursing knowledge you learned in school. You will be tested on how you can use critical thinking skills to make nursing judgments.

Its possible RNs are not recognized as licensed employees because we work in an educational institution. And perhaps now is the time to really shine the light on our profession and be recognized for the work we do and the work we've done to earn the initials RN.

I agree with the information Rene Pettit wrote this last week. Here is what she wrote:

March 31, 2021

Dr. Ziegler and LCPS School Board Members-

I am writing to seek your help for the nurses to receive fair and equitable compensation for our time worked at the LCPS Covid Vaccination POD.

When Jeannie Kloman came to us asking for nurses to assist with the POD effort, many of us stepped up without hesitation. We were excited and honored to use our skills to protect the LCPS family, our students, and the community at large. We willingly took on extra work, extra training, extra liability, extra hours, extra exposures, and extra risks because our LCPS family needed us.

Beginning with the very first meeting regarding the POD and every subsequent meeting thereafter, nurses asked questions about compensation for our time. We asked before the project started. We asked while in the midst of the project. We asked when we came in on a holiday. We asked when we came in on a non-scheduled day. We asked when we came in on a snow day. We asked as our overtime hours piled up. We asked. Our questions were answered vaguely, but reassuringly, and to our detriment, never in writing. The answers varied depending on who was answering the question. To be honest, I did not keep a written log of who said what - none of us did because it never occurred to us that LCPS would take advantage of us. The responses we received from Jeannie Kloman, Clark Bowers, Asia Jones, and Brian Stocks were along the lines of:

They are working on it.

We are in discussions about it.

Of course, you will be paid.

There is plenty of Covid money, don't worry about it.

You will be paid your pay plus \$30/hr additional.

You will get time and a half.

You will get snow pay.

You will get hazard pay.

You will get Covid pay.

I'm sure they will do the right thing.

We believed and we trusted and we worked, but in the end, we were not paid fairly. We were not paid equitably. Now we are left feeling taken advantage of.

The LCPS vaccination POD would not have been possible without the LCPS school nurses. We didn't do it for the pay, I will be the first to concede that. We did it because it was the right thing to do. We did it because vaccinating our staff was the first step to getting our much-loved students back into the buildings. We administered over 21,000 vaccinations. We exposed ourselves to over 11,000 different people. We were not fully vaccinated when we started the project, but we showed up anyway. We risked our health and well-being every single day. Yes, we wore appropriate PPE. Yes, we maintained our distance as much as possible. But you can't give an injection from 6 feet away. You can't catch a fainting patient from 6 feet away. You can't lower a seizing patient to the floor from 6 feet away. You can't take vital signs from 6 feet away.

Per the LoudounTimes.com, as Leslee King stated in the April 7, 2020 school board meeting just prior to the unanimous board vote to approve the extension of the Covid 19 Time Limited Emergency Plan (CTLEP), "Those who are on-site — the nutrition workers, the bus drivers, those people who are handing out the food and delivering the Chromebooks — they deserve two times the pay," she said. "We're asking them to do things that could be dangerous to their health."

I commend everyone who has continued to show up in person and do their jobs for LCPS despite the potential risks during this pandemic. I do not wish to discount the risks that other employees have taken while doing their jobs for LCPS. But I do wish to highlight the disparity and inequity that the nurses have faced with our work in the POD. LCPS staff working last spring to hand out Chromebooks to students, outside, while in PPE, were paid double pay per the CTLEP. Fast forward to January 2021 when Covid cases in the county were considerably higher than they were in April 2020. The nurses working the POD were paid our regular pay. In addition, the POD nurses were paid \$30/hr for any overtime hours. That means that any nurse who is a step 7 or higher was paid less than her regular hourly wage per hour for her overtime hours. In addition, we were paid our regular hourly wage for the holiday we worked, the unscheduled day we worked, and the snow day we worked. It was extremely inequitable for the nurses who worked in the POD, exposing themselves to "things that could be dangerous to their health" to be paid their regular hourly wage on a holiday or snow day. Those nurses would have made the same amount by staying home.

Susan Casale, Director of Financial Services, provided this payment guideline that was utilized for payments for working in the POD:

- All Registered Nurses working in the POD –
 - Regardless of exempt or non-exempt will earn their regular pay – during normal contracted hours
 - Working a holiday –
 - Non-exempt will earn the holiday pay per Regulation 7030
 - Exempt will receive their contracted hourly rate and the approved \$30 hourly rate for hours worked beyond the contracted hours – Health Services Element
 - i.e. – Nurse works 9 hours at POD – 7 hours at contracted rate and ONLY \$30 per hour for the 2 hours outside their contract
 - Working during weather closures -
 - Non-exempt will receive their contracted hourly rate plus extra-time or overtime depending on total hours worked during the workweek – Admin Closed Element or Admin Closed OT Element
 - Exempt will receive their contracted hourly rate and the approved \$30 hourly rate for hours worked beyond the contracted hours – Health Services Element
 - i.e. – Nurse works 9 hours at POD – 7 hours at contracted rate and ONLY \$30 per hour for the 2 hours outside their contract

I am aware of regulation 7030 and hourly banded rates, both of which were used to develop this payment guideline. However, regulation 7030 and the hourly banded rates are “business as usual” regulations. There is nothing usual or normal about this pandemic and there was nothing usual about the work we did in the POD. While the nurses worked tirelessly in the POD, often up to 9 hours or more a day, they also juggled responsibilities at their schools. They were not physically in their buildings but they still had work that had to be done. Many of us came home from working 9+hrs in the POD only to work another 1-3 hours dealing with issues from our health offices. We also often worked several hours on the weekends on school health office work just to try to keep up. None of those at-home hours could be submitted for payment.

I realize that nurses are classified exempt staff, and therefore we are not entitled to overtime pay except under the banded rates policy. Again, this expectation is under normal circumstances. Based on the payment guidelines presented above by Susan Casale, compared to the pay nonexempt employees received in spring of 2020 under CTLEP, I feel the nurses classified exempt status was exploited and our pay was inequitable given the magnitude and importance of the vaccination POD project.

I feel that Dr. Ziegler or the school board should enact a CTLEP type of plan to appropriately pay the nurses who worked in the POD a pay more commensurate to the hazardous conditions specific to Covid. Ideally, I would like to see the nurses be paid double time for all hours worked at the POD. Given the gap between that concept and what we were actually paid, I feel the bare minimum we should be paid is:

- Regular wage for regular workday hours (7.5hrs)
- Time and a half for all hours worked on the holiday
- Time and a half for all hours worked on the snow day
- Time and a half for all non-contracted workdays
- Time and a half for all overtime hours exceeding 7.5hrs per day

Because there are some misconceptions within LCPS about school nurse pay in Loudoun County, I will be sending a second letter addressing the pay disparity between nurses and other licensed professionals within LCPS.

Thank you for your time and efforts in assisting with this matter. I look forward to a timely and comprehensive response.

I too would greatly appreciate your attention to this matter.

I look forward to hearing from you!

Kirsten Dunnigan RN, BSN, BS

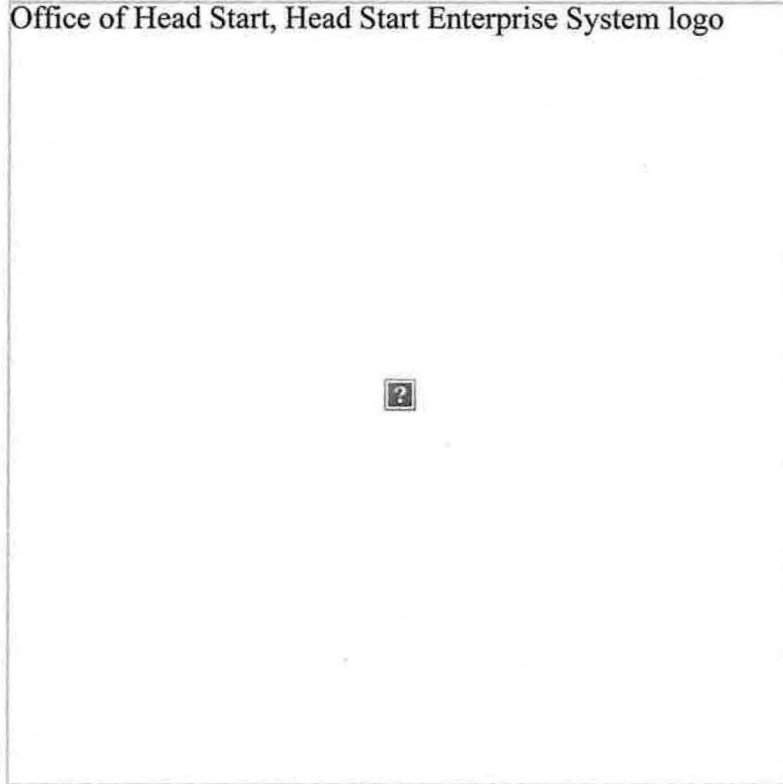
Smart's Mill Middle School Clinic

THS Varsity Head Swim Coach

571 252 2030

From: [HSES Announcements](#)
To: [Scott Ziegler](#)
Subject: [EXTERNAL] Reminder: New grant applications for additional COVID-19 funding due April 9th
Date: Monday, April 5, 2021 5:50:44 PM

Office of Head Start, Head Start Enterprise System logo



As a result of the Consolidated Appropriations Act, 2021 approximately \$250 million is available for grants to Head Start grantees for one-time activities in response to COVID-19. All Head Start, Early Head Start, and Early Head Start-Child Care Partnership grantees are eligible to receive funding for one-time activities in response to COVID-19. The Consolidated Appropriations Act, 2021, one-time funding will be issued by formula based on federal funded enrollment as required by the appropriation.

Head Start programs may need to undertake a wide range of one-time, specific actions or activities in response to COVID-19. Activities could include:

1. Mental health services, supports, crisis response, and intervention services.
2. Coordination, preparedness, and response efforts with state, local, tribal, and territorial public health departments and other relevant agencies.

3. Provision of meals and snacks not reimbursed by the U.S. Department of Agriculture (USDA).
4. Training and professional development for staff on infectious disease management.
5. Purchasing necessary supplies and contracted services to sanitize and clean facilities and vehicles.
6. Other actions that are necessary to maintain and resume the operation of programs, such as hiring substitute staff, investing in technology infrastructure, making improvements to air conditioning systems, or other emergency assistance.

These funds will be staged in a new temporary grant with the acronym HET, HAT, or HNT in HSES. That grant is now available after you log into HSES. Once you select the new grant, go to the Financials tab and start the Non-Competing New application. The total funding amount is pre-populated in the "Other" object class category on the SF-424A of the application. Adjustments to funding amounts are permitted between object class categories on the SF-424A tab; however, the Federal Total cannot be adjusted as it reflects the total amount allocated by the Office of Head Start. Please review the application, edit if needed, and submit the application to the Regional Office.

Applications are due by April 9th.

The Head Start Act recognizes that lack of resources in a community adversely impacted by a major disaster may prevent Head Start grantees from providing all or a portion of their required non-federal contribution. In order to request a waiver of non-federal match, place the amount of \$0 in Section C of your SF-424A in your application. No separate waiver request is required. For more information, please see Program Instruction [ACF-PI-HS-20-03](#).

A webinar on how to apply, use of the funds, and clarification of financial reporting is available on [ECLKC](#).

HSES Help Desk

Head Start Enterprise System

Email: help@hsesinfo.org

Toll Free: 866-771-4737 **Local:** 571-429-4858

Hours of Operation:

Monday–Friday 8:00 AM–7:00 PM ET

Excluding federal holidays and
weather-related federal office closures

From: [Hemstreet, Tim](#)
To: [Umstattd, Kristen](#)
Cc: [Logan, Amanda](#); [Black, Shalom](#); [Espinosa, Alex](#); [Weitz, Caleb](#); [Briskman, Juli](#); [Buffington, Tony](#); [Glass, Sylvia](#); [Kershner, Caleb](#); [Letourneau, Matt](#); [Randall, Phyllis](#); [Saines, Koran](#); [Turner, Mike](#); [McLellan, Erin](#); [Scott Ziegler](#)
Subject: FW: FY 2022 Budget Wrap Up
Date: Monday, April 5, 2021 6:04:48 PM
Attachments: [Response Packet 2 Memo - LCPS.pdf](#)

Supervisor Umstattd: As a follow-up to the issue that came up tonight at the Joint School Board and Board of Supervisors Committee Meeting, please see the email below, as well as the attached, which I printed and handed to you this evening. As we discussed, in the email below are overall pay increase percentages provided by LCPS, which I understand to be for all LCPS employees.

Attached is the LCPS Response Packet from the March 3, 2021 Board Budget Worksession. On Page 2 of the Packet, please find the LCPS response to Board Question #49, which is specific to educators.

These percentage increases are different. My interpretation is that the percentage increases are different because the numbers provide information about different staff groups, one being the full staff complement and the other being a subset. Both sets of data are provided by LCPS, and one set of numbers were read out by Superintendent Zeigler and the other by Supervisor Letourneau, respectively, at the Budget Worksession of March 24.

Regards, Tim

Tim Hemstreet
County Administrator
County of Loudoun
1 Harrison Street, SE, 5th Floor
P.O. Box 7000
Leesburg, VA 20177-7000
703.777.0200 (office)
571.439.4471 (mobile)
703.777.0325 (fax)
tim.hemstreet@loudoun.gov
www.loudoun.gov

From: Weitz, Caleb <Caleb.Weitz@loudoun.gov>
Sent: Wednesday, March 24, 2021 1:08 PM
To: Hemstreet, Tim <Tim.Hemstreet@loudoun.gov>; Espinosa, Alex <Alex.Espinosa@loudoun.gov>
Subject: FW: FY 2022 Budget Wrap Up

FYI – this is the other email I got from LCPS this morning. I do not think this contains any new information.

From: Sharon Willoughby <Sharon.Willoughby@lcps.org>
Sent: Wednesday, March 24, 2021 11:00 AM

To: Weitz, Caleb <Caleb.Weitz@loudoun.gov>

Subject: [EXTERNAL] RE: FY 2022 Budget Wrap Up

Good morning,

Thanks for the heads up on this. Dr. Zielger, Chair Sheridan, and another SB member will participate in the work session this evening. I begin leave at noon today, so I will miss out on the festivities. I will be monitoring email, though, if something urgent comes up.

The only info I have to share at this time is that I had my team pull the last 5 years of pay increases for LCPS and the County. The County info was pulled from your final budget books. For LCPS, the percentage is the average employee increase across the division.

	<u>LCPS</u>	<u>GOV</u>
FY18	2.8%	3.0%
FY19	4.1%	6.5% (3.5% merit and 3.0% market)
FY20	5.4%	5.0% (3.0% merit and 2.0% market)
FY21	2.4%	3.5%

Interesting info that will perhaps support the BOS going no lower than 4%-4.5% for the pay increase, should they use that as a basis for a reduction motion.

Good luck tonight!

Sharon Willoughby

Assistant Superintendent of Business and Financial Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1400

From: Weitz, Caleb <Caleb.Weitz@loudoun.gov>

Sent: Tuesday, March 23, 2021 6:31 PM

To: Sharon Willoughby <Sharon.Willoughby@lcps.org>

Subject: Fwd: FY 2022 Budget Wrap Up

FYI

Sent from my iPhone

Begin forwarded message:

From: "Hemstreet, Tim" <Tim.Hemstreet@loudoun.gov>

Date: March 23, 2021 at 6:12:54 PM EDT

To: "Weitz, Caleb" <Caleb.Weitz@loudoun.gov>, "Espinosa, Alex" <Alex.Espinosa@loudoun.gov>

Subject: FW: FY 2022 Budget Wrap Up

FYI

Tim Hemstreet
County Administrator
County of Loudoun
1 Harrison Street, SE, 5th Floor
P.O. Box 7000
Leesburg, VA 20177-7000
703.777.0200 (office)
571.439.4471 (mobile)
703.777.0325 (fax)
tim.hemstreet@loudoun.gov
Loudoun.gov

From: Hemstreet, Tim
Sent: Tuesday, March 23, 2021 6:12 PM
To: Scott Ziegler <Scott.Ziegler@lcps.org>
Subject: FY 2022 Budget Wrap Up

Dr. Ziegler: My understanding is that our two staffs have spoken today regarding the final questions we are receiving from the Board of Supervisors on the LCPS Budget. I appreciate the open communication between the staff groups.

During the March 18 BOS Budget Worksession, several Board Members expressed a desire to fund the Loudoun County Public Schools at a level that would permit average pay increases to school employees of 4 percent. The Board's understanding is that the School Board Adopted Budget includes an average pay increase to school employees of 5.4 percent.

Tomorrow, Wednesday, March 24, is the final BOS Budget Worksession, and the staff and I anticipate that the Board will wrap up its budget deliberations and forward on the final budget to their April 6 Board Business Meeting for final action.

I anticipate several motions to lower the County transfer to the School Division in an amount that approximates the difference between the average pay increase for school employees of 5.4 percent and an average pay increase for school employees of 4 percent, for an overall average change in the pay increase for school employees of 1.4 percent lower.

We are hearing that Board of Supervisors Offices are calculating this differential amount to be anywhere from \$20 million to \$33 million, and so I am under the impression that there will be motions tomorrow evening that reduces the local transfer somewhere in the range of those amounts in order to reduce the overall average pay

increase for school employees to 4 percent.

Should the School Division have a cost estimate for this differential that is more accurate than the range of \$20 million to \$33 million, then the Board of Supervisors requests they be provided with the more accurate cost estimate.

I appreciate any assistance that you are able to provide.

Regards, Tim

Tim Hemstreet
County Administrator
County of Loudoun
1 Harrison Street, SE, 5th Floor
P.O. Box 7000
Leesburg, VA 20177-7000
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tim.hemstreet@loudoun.gov
Loudoun.gov

From: [MSAAC Chair](#)
To: [Brenda Sheridan](#); [Leslee King](#)
Cc: [MSAAC PastChair](#); [Lottie Spurlock](#)
Subject: Re: Follow Up: Jan 27 MSAAC Meeting Attendance Confirmation
Date: Tuesday, January 26, 2021 8:10:03 PM

Perfect. Thanks so much.

Respectfully,

--

Keaira Jennings, MHA
Minority Student Achievement Advisory Committee (MSAAC)
Executive Committee | Chair 2020-2021
eMail: msaacchair@lcps.org
Website: [MSAAC Website](#)
Twitter: [@lcpsmsaac](#)
Facebook: [@lcpsmsaac](#)

From: Brenda Sheridan <Brenda.Sheridan@lcps.org>
Sent: Tuesday, January 26, 2021 3:46 PM
To: MSAAC Chair <MSAACChair@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: MSAAC PastChair <MSAACPastChair@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>
Subject: Re: Follow Up: Jan 27 MSAAC Meeting Attendance Confirmation

Good Afternoon

Miss King will be at the MSAAC meting.

Brenda L. Sheridan
Loudoun County School Board
Board Chair & Sterling District Representative

Please note that correspondence with an elected official in the Commonwealth of Virginia is subject to FOIA laws.

From: MSAAC Chair <MSAACChair@lcps.org>
Sent: Tuesday, January 26, 2021 3:29 PM
To: Brenda Sheridan <Brenda.Sheridan@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: MSAAC PastChair <MSAACPastChair@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>
Subject: Follow Up: Jan 27 MSAAC Meeting Attendance Confirmation

Good afternoon,

As you are aware, the MSAAC meeting is scheduled to be held tomorrow evening. I know that Katrece has shared that it is the desire of MSAAC to have a school board representative present to speak on the transition of the Superintendent and how the board plans to ensure that equity remains in the forefront of the search for a new candidate. Can you please indicate if you or Ms. King as the new MSAAC school board rep will be present to speak to this topic as I would to finalize our speakers and forward the names to Lottie Spurlock.

Thank you for your prompt response.

Respectfully,

--

Keaira Jennings, MHA
Minority Student Achievement Advisory Committee (MSAAC)
Executive Committee | Chair 2020-2021
eMail: msaacchair@lcps.org
Website: [MSAAC Website](#)
Twitter: @lcpsmsaac
Facebook: @lcpsmsaac

From: [Brenda Sheridan](#)
To: [MSAAC Chair; Leslee King](#)
Cc: [MSAAC PastChair; Lottie Spurlock](#)
Subject: Re: Follow Up: Jan 27 MSAAC Meeting Attendance Confirmation
Date: Tuesday, January 26, 2021 3:46:59 PM

Good Afternoon

Miss King will be at the MSAAC meeting.

Brenda L. Sheridan
Loudoun County School Board
Board Chair & Sterling District Representative

Please note that correspondence with an elected official in the Commonwealth of Virginia is subject to FOIA laws.

From: MSAAC Chair <MSAACChair@lcps.org>
Sent: Tuesday, January 26, 2021 3:29 PM
To: Brenda Sheridan <Brenda.Sheridan@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: MSAAC PastChair <MSAACPastChair@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>
Subject: Follow Up: Jan 27 MSAAC Meeting Attendance Confirmation

Good afternoon,

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Thank you for your prompt response.

Respectfully,

--

Keaira Jennings, MHA
Minority Student Achievement Advisory Committee (MSAAC)
Executive Committee | Chair 2020-2021
eMail: msaacchair@lcps.org
Website: [MSAAC Website](#)

Twitter: @lcpsmsaac

Obtained via FOIA by Judicial Watch Inc.

Facebook: @lcpsmsaac

From: [MSAAC Chair](#)
To: [Brenda Sheridan](#); [Leslee King](#)
Cc: [MSAAC PastChair](#); [Lottie Spurlock](#)
Subject: Follow Up: Jan 27 MSAAC Meeting Attendance Confirmation
Date: Tuesday, January 26, 2021 3:29:57 PM

Good afternoon,

As you are aware, the MSAAC meeting is scheduled to be held tomorrow evening. I know that Katrece has shared that it is the desire of MSAAC to have a school board representative present to speak on the transition of the Superintendent and how the board plans to ensure that equity remains in the forefront of the search for a new candidate. Can you please indicate if you or Ms. King as the new MSAAC school board rep will be present to speak to this topic as I would to finalize our speakers and forward the names to Lottie Spurlock.

Thank you for your prompt response.

Respectfully,

--

Keaira Jennings, MHA
Minority Student Achievement Advisory Committee (MSAAC)
Executive Committee | Chair 2020-2021
eMail: msaacchair@lcps.org
Website: [MSAAC Website](#)
Twitter: [@lcpsmsaac](#)
Facebook: [@lcpsmsaac](#)

From: [Pastor Michelle C. Thomas](#)
To: [Lottie Spurlock](#)
Cc: [Charisse Rosario](#); [Wendy King](#); [MSAAC Chair](#); [SEAC Chair](#); [Winkelman, Sara](#); [equalityloudoun@gmail.com](#); [mohammad.ahsanullah@adamscenter.org](#); [Brenda Sheridan](#); [education@naacploudoun.org](#)
Subject: [EXTERNAL] Re: Update: LCPS Equity Committee Member Nominations
Date: Thursday, January 7, 2021 1:19:44 PM

Happy New Year Lottie,
The NAACP Loudoun Branch is pleased to nominate our Education Chair, Robin Burke to serve a second term on the LCPS Equity Committee!

Thanks,
Pastor Michelle C. Thomas
President
NAACP Loudoun Branch
703-298-0887

Sent from my iPhone

On Jan 7, 2021, at 12:11 PM, Lottie Spurlock <Lottie.Spurlock@lcps.org> wrote:

Greetings, All and Happy New Year.

This is a friendly reminder to you, as a point of contact/chairperson/president of your respective organization or committee, to submit the name of your nominee to serve as representative on the Equity Committee. Submissions are due by COB today, January 7, 2021. Please see additional details below if you have not already viewed the update.

Thank you kindly,
Lottie Spurlock

Lottie M. Spurlock
Director of Equity
Office of the Superintendent
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571.252.1210
Twitter: @LottieSpurlock

"As we work together to restore hope for the future, we need

Obtained via FOIA by Judicial Watch Inc.

to include a new and strange ally – our willingness to be disturbed.” ~Margaret Wheatley

From: Lottie Spurlock

Sent: Monday, December 21, 2020 6:43 PM

To: Charisse Rosario <Charisse.Rosario@lcps.org>; Wendy King <Wendy.King@lcps.org>; MSAAC Chair <MSAACChair@lcps.org>; SEAC Chair <SEACChair@lcps.org>; Winkelman, Sara <SWinkelman@jcouncil.org>; Pastor Michelle C. Thomas <mthomas@gomtechnow.com>; equalityloudoun@gmail.com; mohammad.ahsanullah@adamscenter.org

Cc: Brenda Sheridan <Brenda.Sheridan@lcps.org>

Subject: Update: LCPS Equity Committee Member Nominations

Good Evening, All.

As the current chair of the School Board and Equity Committee, I'm writing to make you aware that the LCPS School Board met on December 10, 2020 and discussed the composition of the Equity Committee.

The Board will take a final vote on January 4, 2021, and there was every indication that there is support for the changes listed below. As we approach January 4, I wanted to give each stakeholder group time to prepare for the transition. The following changes will be made going forward:

1. All appointments to the committee will be annual and expire on December 31. A committee member may be nominated for another year.
2. Please submit your nomination to Lottie Spurlock, Director of Equity & Equity Committee Staff Liaison, at Lottie.spurlock@lcps.org, by COB on January 7, 2020.
3. Each of the six Board members who do not sit on the committee will appoint a member to serve on the Equity Committee.
4. The LGBTQIA+ community will be asked to nominate a member representative.
5. Committee members who miss 2 meetings without contacting the Chair will be removed and the stakeholder group will be asked to nominate a new member.

Thank you for your continued support of this important work being done in LCPS. We value you as a stakeholder group and look forward to continuing our collaboration in the new year!

Sincerely,

Brenda L. Sheridan, Equity Committee Chair
Loudoun County School Board
Board Chair & Sterling District Representative

Lottie M. Spurlock

Director of Equity
Office of the Superintendent
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571.252.1210
Twitter: @LottieSpurlock

“As we work together to restore hope for the future, we need to include a new and strange ally — our willingness to be disturbed.” ~Margaret Wheatley

From: [Wayde Byard](#)
To: [Lottie Spurlock](#); [Joan Sahlgren](#); [Scott Ziegler](#); [Ashley Ellis](#)
Subject: RE: Loudoun Now Questions About LCPS Equity Work - Invitation to edit
Date: Monday, April 5, 2021 7:53:52 PM
Attachments: [image001.png](#)

Thank you

From: Lottie Spurlock <Lottie.Spurlock@lcps.org>
Sent: Monday, April 5, 2021 5:20 PM
To: Joan Sahlgren <Joan.Sahlgren@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>; Ashley Ellis <Ashley.Ellis@lcps.org>
Cc: Wayde Byard <Wayde.Byard@lcps.org>
Subject: RE: Loudoun Now Questions About LCPS Equity Work - Invitation to edit

Good evening, All.

I added some information for consideration to the Google document. It is centered on leaning heavily on our work as outlined in the Comprehensive Equity Plan. There is a great deal of information provided in the first 11 pages. Pertinent (and succinct) details can be extracted from those pages and paired with the link to the CRF page Ashley linked into the document.

I am ready to assist with messaging how/when needed.

Thanks,

Lottie

From: Joan Sahlgren <Joan.Sahlgren@lcps.org>
Sent: Monday, April 5, 2021 4:53 PM
To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>; Ashley Ellis <Ashley.Ellis@lcps.org>
Cc: Wayde Byard <Wayde.Byard@lcps.org>
Subject: RE: Loudoun Now Questions About LCPS Equity Work - Invitation to edit

Team, In light of the updates shared this morning, it could be good to have a coordinated answer/s to this reasonable reporter. Take a look at the media inquiry Wayde has linked in the doc. With the right updated information, it could be an interview that Scott takes, or that the three of you tag team, to clear up some of the myths in the community. We can also lean in on the directives from VDOE for context.

Please read.

Wayde, what is timing for this reporter's story?

Joan Sahlgren
Director of Communications & Community Engagement
571-252-6547
Joan.Sahlgren@lcps.org

From: Lottie Spurlock
To: Charisse Rosario; Wendy King; MSAAC Chair; SEAC Chair; Winkelman, Sara; Pastor Michelle C. Thomas; equalityloudoun@gmail.com; mohammad.ahsanullah@adamscenter.org
Cc: Brenda Sheridan
Subject: RE: Update: LCPS Equity Committee Member Nominations
Date: Thursday, January 7, 2021 12:11:35 PM

Greetings, All and Happy New Year.

This is a friendly reminder to you, as a point of contact/chairperson/president of your respective organization or committee, to submit the name of your nominee to serve as representative on the Equity Committee. Submissions are due by COB today, January 7, 2021. Please see additional details below if you have not already viewed the update.

Thank you kindly,
Lottie Spurlock

Lottie M. Spurlock

Director of Equity
Office of the Superintendent
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571.252.1210
Twitter: @LottieSpurlock

“As we work together to restore hope for the future, we need to include a new and strange ally — our willingness to be disturbed.” ~Margaret Wheatley

From: Lottie Spurlock
Sent: Monday, December 21, 2020 6:43 PM
To: Charisse Rosario <Charisse.Rosario@lcps.org>; Wendy King <Wendy.King@lcps.org>; MSAAC Chair <MSAACChair@lcps.org>; SEAC Chair <SEACChair@lcps.org>; Winkelman, Sara <SWinkelman@jcouncil.org>; Pastor Michelle C. Thomas <mthomas@gomtechnow.com>; equalityloudoun@gmail.com; mohammad.ahsanullah@adamscenter.org
Cc: Brenda Sheridan <Brenda.Sheridan@lcps.org>
Subject: Update: LCPS Equity Committee Member Nominations

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The Board will take a final vote on January 4, 2021, and there was every indication that there is support for the changes listed below. As we approach January 4, I wanted to give each stakeholder group time to prepare for the transition. The following changes will be made going forward:

1. All appointments to the committee will be annual and expire on December 31. A committee member may be nominated for another year.
2. Please submit your nomination to Lottie Spurlock, Director of Equity & Equity Committee Staff Liaison, at Lottie.spurlock@lcps.org, by COB on January 7, 2020.
3. Each of the six Board members who do not sit on the committee will appoint a member to serve on the Equity Committee.
4. The LGBTQIA+ community will be asked to nominate a member representative.
5. Committee members who miss 2 meetings without contacting the Chair will be removed and the stakeholder group will be asked to nominate a new member.

Thank you for your continued support of this important work being done in LCPS. We value you as a stakeholder group and look forward to continuing our collaboration in the new year!

Sincerely,

Brenda L. Sheridan, Equity Committee Chair
Loudoun County School Board
Board Chair & Sterling District Representative

Lottie M. Spurlock

Director of Equity

Office of the Superintendent

Loudoun County Public Schools

21000 Education Court

Ashburn, VA 20148

571.252.1210

Twitter: @LottieSpurlock

“As we work together to restore hope for the future, we need to include a new and strange ally — our willingness to be disturbed.” ~Margaret Wheatley

From: Wayde Byard (via Google Docs) <drive-shares-noreply@google.com>

Sent: Monday, April 5, 2021 4:36 PM

To: Joan Sahlgren <Joan.Sahlgren@lcps.org>

Cc: Ashley Ellis <Ashley.Ellis@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>

Subject: Loudoun Now Questions About LCPS Equity Work - Invitation to edit

wayde.byard@lcps.org has invited you to **edit** the following document:



Loudoun Now Questions About LCPS Equity Work



All,

Here is the media inquiry from Loudoun Now.

[Open in Docs](#)

[Open in Docs](#)

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because wayde.byard@lcps.org shared a document with you from Google Docs.



From: Krystal Weber
To: Scott Ziegler
Subject: [EXTERNAL] Differentiating Teletherapy Companies
Date: Monday, April 5, 2021 6:59:33 PM

Dr. Ziegler,

In a year when everyone has become acutely aware of teletherapy and its value to continuity of services, I wanted to share some key differentiators with you from PresenceLearning:

- An award winning proprietary platform for your clinicians and ours
- Interactive and customizable content, activities, and embedded assessments
- Platform Training for your staff to meet FAPE requirements with confidence
- Our network of over 1,600 clinicians to support your team with heavy caseloads, vacancies, leaves of absence, and now ... **virtual programs!**
- Flexibility to meet you where you are as a team with SLP, OT, behavioral and mental health services, and assessments for all disciplines.

As you look at next year, wouldn't it be nice to have your plan in place *before* the summer break?

Please let me know if we can schedule some time in April to discuss how PresenceLearning can support your staff and students. I look forward to hearing from you!

Kindest regards,

Krystal



Live, Online
Special Education
Related Services

Krystal Weber
School Partnership Director

☐ (510) 295-8150

☐ [presencelearning.com](https://www.presencelearning.com)

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From: Katrece Nolen
To: Atoosa Reaser
Cc: Lottie Spurlock; Kevin Lewis; Brenda Sheridan; Karen Dawson; Cori Sanzano; Mark Smith; MSAAC Chair; SEAC Chair
Subject: Re: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD
Date: Wednesday, February 17, 2021 11:36:08 AM
Attachments: Outlook-ouucy3or.png

Ms. Reaser,

Thank you for the update and your willingness to listen to the concerns of the community most impacted by the outcome of this MOU. Would it be possible for SEAC and MSAAC to jointly present policy recommendations at that particular L&P meeting?

Ms. Jennings,

With your concurrence, following the Search and Seizure presentation, would it be possible to provide this update on the MOU at tonight's MSAAC meeting.

Sincerely,

Katrece Nolen

On Thu, Feb 4, 2021, 4:14 PM Atoosa Reaser <Atoosa.Reaser@lcps.org> wrote:

Good afternoon,

Thank you for the opportunity to be responsive to your request. My committee did not meet in December or January due to extra board meetings or earlier start times for full board meetings.

I will include an agenda item at one of our upcoming L&P Committee meeting to include a conversation with our Division Counsel on your question of whether a policy is needed to implement a review before signature, as well as periodic reviews and updating of MOUs, before the board signs/enters into one. At this point, I believe it will be the March one, and I will ask Ms. Dawson to let you know once that is confirmed.

I remain sensitive to the fact that many parties have been working on the details of the specific MOU currently in question, for months, and would like to proceed in a manner that is both mindful and supportive of the work you all have done. I am copying the Equity Committee leadership and Mr. Lewis for their awareness and collaboration.

Thank you,
Atoosa Reaser



From: Kevin Lewis <Kevin.Lewis@lcps.org>

Sent: Friday, December 18, 2020 2:59 PM

To: Katrechia.Nolen@kapaxsolutions.com <Katrechia.Nolen@kapaxsolutions.com>

Cc: Biberaj, Buta <Buta.Biberaj@loudoun.gov>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; SEAC Chair <SEACChair@lcps.org>; McDonald, Easton <Easton.McDonald@loudoun.gov>; gbrown@leesburgva.gov <gbrown@leesburgva.gov>; kim.simon@dcjs.virginia.gov <kim.simon@dcjs.virginia.gov>; Jaime Sanford <JSanford@leesburgva.gov>; emailkellee@gmail.com <emailkellee@gmail.com>; Kevin Tyson <Kevin.Tyson@lcps.org>; John Clark <John.Clark@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Tricarico, Robert <Robert.Tricarico@loudoun.gov>; Nyah Hamlett <Nyah.Hamlett@lcps.org>; Kirsten Shabanowitz <huntdd@vapta.org>; MSAAC Chair <MSAACChair@lcps.org>

Subject: RE: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Ms. Nolen

I will add my thanks appreciate to the entire group for the great conversation with the promise of many more to come. In response to your question regarding access to the questions submitted by the public, I have provided two documents. Panelist should recognize the first document as that which was sent in preparation of the meeting where we made suggestions for the moderator to address each question to insure everyone that took their time to be on the panel would have an opportunity for their voice to be heard. The second document contains the raw responses to the request for questions from the community. Some edits were made to the raw data as the goal was to keep the original content and capture the essence of the inquiries. We chose not include references to individuals. Let me know if you have any questions or concerns. thanks

Kevin L. Lewis PE, CEM, GBE
Assistant Superintendent for Support Services
<https://www.lcps.org/support>
Loudoun County Public Schools
21000 Education Ct
Ashburn, VA 20148
571 252 1385

From: Katrechia Nolen <Katrechia.Nolen@kapaxsolutions.com>

Sent: Friday, December 11, 2020 2:22 PM

To: Kirsten Shabanowitz <huntdd@vapta.org>

Obtained via FOIA by Judicial Watch Inc

Cc: Biberaj, Buta <Buta.Biberaj@loudoun.gov>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; SEAC Chair <SEACChair@lcps.org>; McDonald, Easton <Easton.McDonald@loudoun.gov>; gbrown@leesburgva.gov; kim.simon@dcjs.virginia.gov; Jaime Sanford <JSanford@leesburgva.gov>; emailkellee@gmail.com; Kevin Tyson <Kevin.Tyson@lcps.org>; John Clark <John.Clark@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Tricarico, Robert <Robert.Tricarico@loudoun.gov>; Kevin Lewis <Kevin.Lewis@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>; MSAAC Chair <MSAACChair@lcps.org>

Subject: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Good Afternoon to All the participants in the program on Wednesday.

I really appreciate the engagement and commentary that provided an opportunity to begin the public-facing conversation between our school system, law enforcement, and the community. This is a first for our community - community involvement in the review process is necessary to build trust with the disability community and communities of color in Loudoun. Data shows that our children are disproportionately referred to law enforcement in Loudoun County and these factors should inform the MOU review process.

I understand that there were a number of community comments and questions submitted, when will we have access to this community-derived information?

Here is a link to the Virginia School-Law Enforcement Partnership Guide ([link to guide](#)) - the contents of which include action steps and policy recommendations that formed the basis of comments offered Wednesday evening, as well as recommendations supplied by MSAAC representatives over the past two years during public comments, direct conversations and presentations to school board representatives, district representatives and various school board committees.

Vice-Chair Reaser, I would like to recommend that the following policy items, that pertain to the MOU, be brought forward to the Legislative and Policy Committee for consideration and/or addition to the MOU;

1. Addition of policy for the MOU to bylaws in the LCPS Policies and Regulations, to include school board approval to authorize a signature, provisions for review, and frequency of update.
2. Transparency and Accountability
 - SRO Annual Program Review (See sample FCPS [SRO Annual Program Review](#))
 - Documented LCPS SRO Complaint resolution process
3. Investigation and Questioning
 - Seeking consent authorization of the legal guardian before conducting any interview of the student (current provision within FCPS MOU with FCPD)
 - Informing both the student and legal guardian of the entitlement of Miranda

warnings before any questioning takes place

- SRO consulting legal guardian to determine if the student has cognitive ability to submit to questioning
- Consideration of student disability diagnosis listed in an IEP, outlining the capacity for the student to knowingly, intelligently, and voluntarily waive their legal rights. IEP updates may be required to address interventions that should/should not be carried out by an SRO.

Sincerely,

Katrecia Nolen

President, KAPAX Solutions LLC | SBA Certified 8(a) | WOSB

knolen@kapaxsolutions.com

571-239-0653(M)

[My LinkedIn Profile](#)

www.kapaxsolutions.com

On Thu, Dec 10, 2020 at 11:19 AM Kirsten Shabanowitz <huntdd@vapta.org> wrote:

I would like to echo those sentiments. Thank you for the opportunity to participate in the discussion. It was informative and important for our communities.

I look forward to continuing to engage in this conversation in the future.

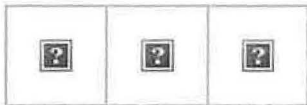
My best

Kirsten

Kirsten Shabanowitz | Director

Hunt District PTA | 570.801.0345

www.huntdistrictpta.org



PTAs of Loudoun, Clarke, Warren, Frederick and Winchester.

#PTYAY #ptaproud #ptastrong #vapta #huntdistrictpta #membershipmatters

Reflections Student Art Contest 2020/21 Theme

"I Matter Because..."

Citizenship Essay Contest 2020/21 Theme

"How Do We Stand Together When We Are So Far Apart?"

From: Biberaj, Buta <Buta.Biberaj@loudoun.gov>

Sent: Wednesday, December 9, 2020 10:14 PM

To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; SEAC Chair <SEACChair@lcps.org>; McDonald, Easton <Easton.McDonald@loudoun.gov>; gbrown@leesburgva.gov; Kirsten Shabanowitz <huntdd@vapta.org>; kim.simon@dcjs.virginia.gov; Jaime Sanford <JSanford@LEESBURGVA.GOV>; emailkellee@gmail.com; Katrecia.Nolen@kapaxsolutions.com; Kevin Tyson <Kevin.Tyson@lcps.org>; John Clark <John.Clark@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Tricarico, Robert <Robert.Tricarico@loudoun.gov>

Cc: Kevin Lewis <Kevin.Lewis@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>

Subject: RE: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Thank you Ms. Spurlock and everyone involved for a great conversation.
I appreciate you and your investment in our kids.
Have a great holiday season.

Buta Biberaj
Loudoun County Commonwealth's Attorney
20 East Market Street
Leesburg, Virginia 20176
(571) 291-1202 Cell
(703) 777-0683 Direct
(703) 777-0242 Main office
(703) 777-0160 Facsimile

Please NOTE: if you do not get a response within 24 business hours, you are invited to call me – either my direct office number or my cell phone.

CONFIDENTIALITY NOTICE - This communication may contain information that is confidential and is for the sole use of the intended recipient(s). If you are not the intended recipient, or the employee or agent responsible for delivering the information to the intended recipient, you must not, directly or indirectly, use, disclose, distribute, print, or copy any part of this transmission, nor take any action in reliance on the contents hereof. If you received this transmission in error, please notify the sender, immediately delete the transmission and all copies of it from your system, and destroy any hard copies of the transmission. Please note that no confidentiality or privilege is waived or lost by any mistransmission.

FOIA DISCLOSURE - Pursuant to the Virginia Freedom of Information Act, correspondence from and to Loudoun County and its officials and employees, and others acting on behalf of the County, may be deemed public and be subject to disclosure notwithstanding the provisions of Virginia Code §2.2-3703, et seq.

From: Lottie Spurlock <Lottie.Spurlock@lcps.org>

Sent: Wednesday, December 9, 2020 3:08 PM

Obtained via FOIA by Judicial Watch Inc.
To: SEAC Chair <SEACChair@lcps.org>; McDonald, Easton <Easton.McDonald@loudoun.gov>;
gbrown@leesburgva.gov; Kirsten Shabanowitz <huntdd@vapta.org>;
kim.simon@dcjs.virginia.gov; Jaime Sanford <JSanford@LEESBURGVA.GOV>;
emailkellee@gmail.com; Katrecia Nolen <kapaxsolutions.com>; Kevin Tyson
<Kevin.Tyson@lcps.org>; John Clark <John.Clark@lcps.org>; Biberaj, Buta
<Buta.Biberaj@loudoun.gov>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Tricarico, Robert
<Robert.Tricarico@loudoun.gov>
Cc: Kevin Lewis <Kevin.Lewis@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>
Subject: [EXTERNAL] RE: Equity Community Conversation Regarding the MOU Between LCPS
and LCSO & LPD

Good afternoon, All:

Please see the attached document with details for this evening's panel discussion on the MOU. Please note an update on the moderator/facilitator as well as rule of engagement for the community conversation.

Although questions have been assigned to discussion panelists, we will follow the moderators lead in facilitating this important discussion.

Thank you, again, for your willingness to serve our community in this manner.

Best,
Lottie Spurlock

Lottie M. Spurlock

Director of Equity
Office of the Superintendent
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571.252.1210
Twitter: @LottieSpurlock

"As we work together to restore hope for the future, we need to include a new and strange ally — our willingness to be disturbed."
~Margaret Wheatley

From: Lottie Spurlock
Sent: Tuesday, December 8, 2020 9:36 PM
To: SEAC Chair <SEACChair@lcps.org>; Easton.mcdonald@loudoun.gov;
gbrown@leesburgva.gov; Kirsten Shabanowitz <huntdd@vapta.org>;

kim.simon@dcjs.virginia.gov; Jaime Sanford <JSanford@LEESBURGVA.GOV>;
emailkellee@gmail.com; Katrecia.Nolen@kapaxsolutions.com; Kevin Tyson
<Kevin.Tyson@lcps.org>; Virginia C. Patterson <Virginia.Patterson@lcps.org>; John Clark
<John.Clark@lcps.org>; Biberaj, Buta <Buta.Biberaj@loudoun.gov>
Cc: Kevin Lewis <Kevin.Lewis@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>
Subject: RE: Equity Community Conversation Regarding the MOU Between LCPS and LCSO &
LPD

Thank you for asking, Ms. Tropf. That was certainly our plan.
The questions will be forwarded tomorrow, along with updated information.
Thank you all for your patience and again for engaging in this important community
conversation.

Lottie M. Spurlock

Director of Equity
Office of the Superintendent
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571.252.1210
Twitter: @LottieSpurlock

*“As we work together to restore hope for the future, we need to
include a new and strange ally — our willingness to be disturbed.”*
~Margaret Wheatley

From: SEAC Chair <SEACChair@lcps.org>
Sent: Tuesday, December 8, 2020 9:06 PM
To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Easton.mcdonald@loudoun.gov;
gbrown@leesburgva.gov; Kirsten Shabanowitz <huntdd@vapta.org>;
kim.simon@dcjs.virginia.gov; Jaime Sanford <JSanford@LEESBURGVA.GOV>;
emailkellee@gmail.com; Katrecia.Nolen@kapaxsolutions.com; Kevin Tyson
<Kevin.Tyson@lcps.org>; Virginia C. Patterson <Virginia.Patterson@lcps.org>; John Clark
<John.Clark@lcps.org>; Biberaj, Buta <Buta.Biberaj@loudoun.gov>; Walker, Leah
<leah.walker@doe.virginia.gov>
Cc: Kevin Lewis <Kevin.Lewis@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>
Subject: Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO &
LPD

Good Evening Ms. Spurlock,

Have the questions and rules for engagement been sent? I want to make sure I didn't miss anything.

Sharon

Sharon Tropsf, Chair

LCPS Special Education Advisory Committee (SEAC)

Follow Us on Facebook: LCPS Special Education Advisory Committee

Please note that emails and other written communications sent to or from me concerning the Special Education Advisory Committee (SEAC) may be considered as a public record under the Virginia Freedom of Information Act (FOIA) and subject to disclosure.

From: Lottie Spurlock <Lottie.Spurlock@lcps.org>

Sent: Monday, December 7, 2020 4:16 PM

To: Easton.mcdonald@loudoun.gov <Easton.mcdonald@loudoun.gov>; gbrown@leesburgva.gov <gbrown@leesburgva.gov>; Kirsten Shabanowitz <huntdd@vapta.org>; kim.simon@dcjs.virginia.gov <kim.simon@dcjs.virginia.gov>; Jaime Sanford <JSanford@LEESBURGVA.GOV>; SEAC Chair <SEACChair@lcps.org>; emailkellee@gmail.com <emailkellee@gmail.com>; Katrechia.Nolen@kapaxsolutions.com <Katrechia.Nolen@kapaxsolutions.com>; Kevin Tyson <Kevin.Tyson@lcps.org>; Virginia C. Patterson <Virginia.Patterson@lcps.org>; John Clark <John.Clark@lcps.org>; Biberaj, Buta <Buta.Biberaj@loudoun.gov>; Walker, Leah <leah.walker@doe.virginia.gov>

Cc: Kevin Lewis <Kevin.Lewis@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>

Subject: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Good afternoon Panelists,

As we move closer to our **December 9th Pathway to Equity Community Conversation on the MOU**, please note the following information:

- Representatives from our local law enforcement agencies (Loudoun County Sheriff's Office and Leesburg Police Department) *will* engage as panelists.
- The list of questions (denoting assigned questions) for the panel discussion will be provided to you tomorrow afternoon, December 8th.
- Additional guidelines on rules of engagement for the community conversation will be shared with you as well.

By now, each member of the panel should have received the virtual invitation for WebEx. It would have come via email from Aaron Smith and it has a calendar invitation for you to accept. It is important that you use the same email address as found in this email distribution list for access to Wednesday evening's meeting.

Obtained via FOIA by Judicial Watch Inc.
The community conversation is scheduled for 6:00 – 7:30 p.m. Please be prepared to log on by 5:50 on Wednesday evening, so we can make optimal use of our time while engaging in this important community dialogue.

Best,

Lottie M. Spurlock

Director of Equity

Office of the Superintendent

Loudoun County Public Schools

21000 Education Court

Ashburn, VA 20148

571.252.1210

Twitter: @LottieSpurlock

“As we work together to restore hope for the future, we need to include a new and strange ally — our willingness to be disturbed.”

~Margaret Wheatley

From: MSAAC Chair
To: Katrechia.Nolen@kapaxsolutions.com; Atoosa Reaser
Cc: [Lottie Spurlock](#); [Kevin Lewis](#); [Brenda Sheridan](#); [Karen Dawson](#); [Cori Sanzano](#); [Mark Smith](#); [SEAC Chair](#)
Subject: Re: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD
Date: Wednesday, February 17, 2021 12:58:42 PM

Good afternoon,

I foresee no issues with presenting an update of the MOU at tonight's meeting. We will add it to the agenda and slides.

Let me know if you have any other questions or concerns.

Respectfully,

--

Keaira Jennings, MHA
Minority Student Achievement Advisory Committee (MSAAC)
Executive Committee | Chair 2020-2021
eMail: msaacchair@lcps.org
Website: [MSAAC Website](#)
Twitter: [@lcpsmsaac](#)
Facebook: [@lcpsmsaac](#)

From: Katrechia Nolen <Katrechia.Nolen@kapaxsolutions.com>
Sent: Wednesday, February 17, 2021 11:33 AM
To: Atoosa Reaser <Atoosa.Reaser@lcps.org>
Cc: [Lottie Spurlock](#) <Lottie.Spurlock@lcps.org>; [Kevin Lewis](#) <Kevin.Lewis@lcps.org>; [Brenda Sheridan](#) <Brenda.Sheridan@lcps.org>; [Karen Dawson](#) <Karen.Dawson@lcps.org>; [Cori Sanzano](#) <Cori.Sanzano@lcps.org>; [Mark Smith](#) <Mark.Smith@lcps.org>; MSAAC Chair <MSAACChair@lcps.org>; SEAC Chair <SEACChair@lcps.org>
Subject: Re: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Ms. Reaser,

Thank you for the update and your willingness to listen to the concerns of the community most impacted by the outcome of this MOU. Would it be possible for SEAC and MSAAC to jointly present policy recommendations at that particular L&P meeting?

Ms. Jennings,

With your concurrence, following the Search and Seizure presentation, would it be possible to

provide this update on the MOU at tonight's MSAAC meeting.

Sincerely,

Katrece Nolen

On Thu, Feb 4, 2021, 4:14 PM Atoosa Reaser <Atoosa.Reaser@lcps.org> wrote:

Good afternoon,

Thank you for the opportunity to be responsive to your request. My committee did not meet in December or January due to extra board meetings or earlier start times for full board meetings.

I will include an agenda item at one of our upcoming L&P Committee meeting to include a conversation with our Division Counsel on your question of whether a policy is needed to implement a review before signature, as well as periodic reviews and updating of MOUs, before the board signs/enters into one. At this point, I believe it will be the March one, and I will ask Ms. Dawson to let you know once that is confirmed.

I remain sensitive to the fact that many parties have been working on the details of the specific MOU currently in question, for months, and would like to proceed in a manner that is both mindful and supportive of the work you all have done. I am copying the Equity Committee leadership and Mr. Lewis for their awareness and collaboration.

Thank you,
Atoosa Reaser



From: Kevin Lewis <Kevin.Lewis@lcps.org>

Sent: Friday, December 18, 2020 2:59 PM

To: Katrece.Nolen@kapaxsolutions.com <Katrece.Nolen@kapaxsolutions.com>

Cc: Biberaj, Buta <Buta.Biberaj@loudoun.gov>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; SEAC Chair <SEACChair@lcps.org>; McDonald, Easton <Easton.McDonald@loudoun.gov>; gbrown@leesburgva.gov <gbrown@leesburgva.gov>; kim.simon@dcjs.virginia.gov <kim.simon@dcjs.virginia.gov>; Jaime Sanford <JSanford@leesburgva.gov>;

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Subject: RE: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Ms. Nolen

I will add my thanks appreciate to the entire group for the great conversation with the promise of many more to come. In response to your question regarding access to the questions submitted by the public, I have provided two documents. Panelist should recognize the first document as that which was sent in preparation of the meeting where we made suggestions for the moderator to address each question to insure everyone that took their time to be on the panel would have an opportunity for their voice to be heard. The second document contains the raw responses to the request for questions from the community. Some edits were made to the raw data as the goal was to keep the original content and capture the essence of the inquiries. We chose not include references to individuals. Let me know if you have any questions or concerns. thanks

Kevin L. Lewis PE, CEM, GBE
Assistant Superintendent for Support Services
<https://www.lcps.org/support>
Loudoun County Public Schools
21000 Education Ct
Ashburn, VA 20148
571 252 1385

From: Katrecia Nolen <Katrecia.Nolen@kapaxsolutions.com>

Sent: Friday, December 11, 2020 2:22 PM

To: Kirsten Shabanowitz <huntdd@vapta.org>

Cc: Biberaj, Buta <Buta.Biberaj@loudoun.gov>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; SEAC Chair <SEACChair@lcps.org>; McDonald, Easton <Easton.McDonald@loudoun.gov>; gbrown@leesburgva.gov; kim.simon@dcjs.virginia.gov; Jaime Sanford <JSanford@leesburgva.gov>; emailkellee@gmail.com; Kevin Tyson <Kevin.Tyson@lcps.org>; John Clark <John.Clark@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Tricarico, Robert <Robert.Tricarico@loudoun.gov>; Kevin Lewis <Kevin.Lewis@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>; MSAAC Chair <MSAACChair@lcps.org>

Subject: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Good Afternoon to All the participants in the program on Wednesday.

I really appreciate the engagement and commentary that provided an opportunity to begin the public-facing conversation between our school system, law enforcement, and the community. This is a first for our community - community involvement in the review process is necessary to build trust with the disability community and communities of color in Loudoun. Data shows that our

children are disproportionately referred to law enforcement in Loudoun County and these factors should inform the MOU review process.

I understand that there were a number of community comments and questions submitted, when will we have access to this community-derived information?

Here is a link to the Virginia School-Law Enforcement Partnership Guide ([link to guide](#)) - the contents of which include action steps and policy recommendations that formed the basis of comments offered Wednesday evening, as well as recommendations supplied by MSAAC representatives over the past two years during public comments, direct conversations and presentations to school board representatives, district representatives and various school board committees.

Vice-Chair Reaser, I would like to recommend that the following policy items, that pertain to the MOU, be brought forward to the Legislative and Policy Committee for consideration and/or addition to the MOU;

1. Addition of policy for the MOU to bylaws in the LCPS Policies and Regulations, to include school board approval to authorize a signature, provisions for review, and frequency of update.
2. Transparency and Accountability
 - SRO Annual Program Review (See sample FCPS [SRO Annual Program Review](#))
 - Documented LCPS SRO Complaint resolution process
3. Investigation and Questioning
 - Seeking consent authorization of the legal guardian before conducting any interview of the student (current provision within FCPS MOU with FCPD)
 - Informing both the student and legal guardian of the entitlement of Miranda warnings before any questioning takes place
 - SRO consulting legal guardian to determine if the student has cognitive ability to submit to questioning
 - Consideration of student disability diagnosis listed in an IEP, outlining the capacity for the student to knowingly, intelligently, and voluntarily waive their legal rights. IEP updates may be required to address interventions that should/should not be carried out by an SRO.

Sincerely,

Katrecia Nolen

President, KAPAX Solutions LLC | SBA Certified 8(a) | WOSB

knolen@kapaxsolutions.com

571-239-0653(M)

[My LinkedIn Profile](#)

www.kapaxsolutions.com

On Thu, Dec 10, 2020 at 11:19 AM Kirsten Shabanowitz <huntdd@vapta.org> wrote:

I would like to echo those sentiments. Thank you for the opportunity to participate in the discussion. It was informative and important for our communities.

I look forward to continuing to engage in this conversation in the future.

My best
Kirsten

Kirsten Shabanowitz | Director

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From: Biberaj, Buta <Buta.Biberaj@loudoun.gov>

Sent: Wednesday, December 9, 2020 10:14 PM

To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; SEAC Chair <SEACChair@lcps.org>; McDonald, Easton <Easton.McDonald@loudoun.gov>; gbrown@leesburgva.gov; Kirsten Shabanowitz <huntdd@vapta.org>; kim.simon@dcjs.virginia.gov; Jaime Sanford <JSanford@LEESBURGVA.GOV>; emailkellee@gmail.com; Katrecia.Nolen@kapaxsolutions.com;

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I appreciate you and your investment in our kids.

Have a great holiday season.

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Thank you, again, for your willingness to serve our community in this manner.

Best,

Lottie Spurlock

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Subject: Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Good Evening Ms. Spurlock,

Have the questions and rules for engagement been sent? I want to make sure I didn't miss anything.

Sharon

Sharon Tropf, Chair

LCPS Special Education Advisory Committee (SEAC)

Follow Us on Facebook: LCPS Special Education Advisory Committee

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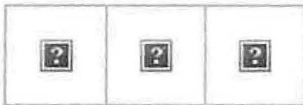
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LCPS Special Education Advisory Committee (SEAC)

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Please note that emails and other written communications sent to or from me concerning the Special Education Advisory Committee (SEAC) may be considered as a public record under the Virginia Freedom of Information Act (FOIA) and subject to disclosure.

From: Lottie Spurlock <Lottie.Spurlock@lcps.org>

Sent: Monday, December 7, 2020 4:16 PM

To: Easton.mcdonald@loudoun.gov <Easton.mcdonald@loudoun.gov>; gbrown@leesburgva.gov <gbrown@leesburgva.gov>; Kirsten Shabanowitz <huntdd@vapta.org>; kim.simon@dcjs.virginia.gov <kim.simon@dcjs.virginia.gov>; Jaime Sanford <JSanford@LEESBURGVA.GOV>; SEAC Chair <SEACChair@lcps.org>; emailkellee@gmail.com <emailkellee@gmail.com>; Katrechia.Nolen@kapaxsolutions.com <Katrechia.Nolen@kapaxsolutions.com>; Kevin Tyson <Kevin.Tyson@lcps.org>; Virginia C. Patterson <Virginia.Patterson@lcps.org>; John Clark <John.Clark@lcps.org>; Biberaj, Buta <Buta.Biberaj@loudoun.gov>; Walker, Leah <leah.walker@doe.virginia.gov>
Cc: Kevin Lewis <Kevin.Lewis@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>
Subject: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Good afternoon Panelists,

As we move closer to our **December 9th Pathway to Equity Community Conversation on the MOU**, please note the following information:

- Representatives from our local law enforcement agencies (Loudoun County Sheriff's Office and Leesburg Police Department) *will* engage as panelists.
- The list of questions (denoting assigned questions) for the panel discussion will be provided to you tomorrow afternoon, December 8th.
- Additional guidelines on rules of engagement for the community conversation will be shared with you as well.

By now, each member of the panel should have received the virtual invitation for WebEx. It would have come via email from Aaron Smith and it has a calendar invitation for you to accept. It is important that you use the same email address as found in this email distribution list for access to Wednesday evening's meeting.

The community conversation is scheduled for 6:00 – 7:30 p.m. Please be prepared to log on by 5:50 on Wednesday evening, so we can make optimal use of our time while engaging in this important community dialogue.

Best,

Lottie M. Spurlock

Director of Equity
Office of the Superintendent
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571.252.1210
Twitter: @LottieSpurlock

“As we work together to restore hope for the future, we need to

From: Rhonda Fournier
To: Eric Williams; John Beatty; Denise Corbo; Atoosa Reaser; Brenda Sheridan; Harris Mahedavi; Ian Serotkin; Jeff Morse; Beth Barts; Leslee King
Subject: [EXTERNAL] Critical Race Theory
Date: Wednesday, October 7, 2020 10:13:15 AM

Please, this is getting out of hand. There is a difference between sensitivity training and this ridiculousness (see below article). Please stop spending tens of thousands of dollars on this and get our kids in school, together where they belong. This appears we are heading towards a communist ideology. I truly hope this article is an EXTREME stretch of the actual truth but from all that I have read and heard, sadly it seems to be accurate:

<https://www.dailysignal.com/2020/10/06/virginia-public-school-district-wants-teachers-to-enforce-woke-revolution-or-else/>

I've done some reading up on Mr Kendi (one of many articles below) and I suggest you do the same:

“He says we must fight discrimination with discrimination, and that it's racist to disagree”
-Christopher Caldwell, National Review

“Kendi's goals are openly totalitarian. The DOA would be tasked with “investigating” private businesses and “monitoring” the speech of public officials; it would have the power to reject any local, state, or federal policy before it's implemented; it would be made up of “experts” who could not be fired, even by the president; and it would wield “disciplinary tools” over public officials who did not “voluntarily” change their “racist ideas”—as defined, presumably, by people like Kendi. What could possibly go wrong?”

<https://www.city-journal.org/how-to-be-an-antiracist>

From: Denise Corbo
To: Eric Williams; Atoosa Reaser; Beth Barts; Brenda Sheridan; Harris Mahedavi; Ian Serotkin; Jeff Morse; John Beatty; Leslee King
Cc: Nyah Hamlett
Subject: Re: Update for the School Board
Date: Wednesday, October 7, 2020 7:36:43 AM

Good morning,

The return to VDOE return to school plan links provided by Dr. Ellis in the update are not currently linking. When possible, please provide the board with our most current and updated plan.

Sincerely,

Denise

Denise Corbo, M.Ed., NBCT
School Board Member, At-Large
(571) 246-3766

From: Eric Williams <Eric.Williams@lcps.org>
Sent: Monday, October 5, 2020 6:00:18 PM
To: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: Nyah Hamlett <Nyah.Hamlett@lcps.org>
Subject: Update for the School Board

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

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1. My schedule since the last Update included the following appointments, among others:
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 3. Met with Ashley Ellis regarding the hybrid model.
 4. Met with Ashley Ellis and Asia Jones regarding student achievement data.
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students. I've listed the schedule below that I will use to send the invitations. If you are not able to attend at the invited time, feel free to swap your time with another Board member and give me a heads up regarding the change. Please respond to the invitation by the end of Tuesday for planning purposes. Thanks.

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 - 10/8 2:15 to 3; Beth Barts, Harris Mahedavi
 - 10/8 3:15 to 4; Leslee King,
 - 10/8 4:15 to 5; Denise Corbo, Brenda Sheridan
 - 10/8 5:15 to 6; John Beatty, Jeff Morse
2. Response to Harris Mahedavi regarding LCPS.org and need for additional resources relating to communications (pp. 1-2).
 3. Response to Beth Barts regarding physical distancing requirements and considerations (pp. 3-4).
 4. Letter to Tim Hemstreet sending him updated revenue and enrollment information (p. 5).

Business and Finance

1. Information from Sharon Willoughby on Open Enrollment (p. 6).

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1. Rob Doolittle update on COVID-19 notifications to date (pp. 7-11).

Department of Instruction

1. Information from Ashley Ellis on the updated health and instructional plans submitted to VDOE (pp. 12-40).
2. Information from Ashley Ellis regarding the Third Quarter Comment and Complaint Reports separated by racial incidents into a separate report (pp. 41-46).

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Optional Reading: Articles

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Washington Post story regarding proposed changes to Thomas Jefferson HS admissions practices, Oct. 2. (Story embedded below)

https://www.washingtonpost.com/local/education/how-should-a-premier-magnet-school-boost-black-and-latino-enrollment-a-suggested-lottery-spurs-fierce-debate/2020/10/02/ccd10348-04b1-11eb-a2db-417cddf4816a_story.html

LoudounNow article regarding BOS extension of emergency rules, Oct. 2.
<https://loudounnow.com/2020/10/02/supervisors-re-adopt-emergency-governing-rules/>

Washington Post

How should a premier magnet school boost Black and Latino enrollment? A suggested lottery spurs fierce debate.

By [Hannah Natanson](#)

Oct. 2, 2020 at 3:51 p.m. EDT

A controversial proposal to boost Black and Latino enrollment at a premier Northern Virginia magnet school — by switching from a test-based process to a lottery — has plunged parents, students and alumni into a hard-fought battle whose results could reshape one of the top schools in the country.

Fairfax County Public Schools Superintendent Scott Brabrand put forward the plan to revise admissions at Thomas Jefferson High School for Science and Technology in mid-September, and it is slated for a school board vote on Oct. 8. Thomas Jefferson — known as TJ — is often ranked the No. 1 public high school in the United States. But it has also earned a national reputation for failing to admit minority students: TJ has reported single-digit percentages of Black and Latino children since at least the 2000s.

Aware of the problem, several previous administrators tried to alter the admissions system, but none of their efforts yielded concrete results. For many — although not for the handful of Black and Latino students and graduates — the issue faded into the background until this summer, when protests over the killing of George Floyd began to spread nationally. Around the same time, the Fairfax school system released numbers showing that Thomas Jefferson's Class of 2024 included fewer than 10 Black students.

Those twin events led to a huge spike in activism, as students and alumni formed action groups, began sharing their experiences with racism at TJ and lobbied school leaders to take action. Again and again, they rehashed the statistics: In 2019-2020, mirroring years-long trends, the student body of roughly 1,800 was 70 percent Asian, 20 percent White, 2.6 percent Hispanic and less than 2 percent Black.

A few months later, Brabrand suggested the most sweeping changes to the admissions system — traditionally composed of a two-part math, reading, science and writing test — since the school's founding in 1985. Under his proposal, the test is gone, as are the application fee of \$100 and teacher recommendation letters. Instead, eighth-grade students from five geographical areas will be allowed to enter a lottery if they meet certain qualifications: a 3.5 GPA and enrollment in Algebra I.

Those in favor of the plan argue it is the only practical, immediate way to begin solving a decades-old, intractable problem.

"It might be imperfect," said Anant Das, 23, who is South Asian and graduated from TJ in 2015, "but the county has had 20 years to fix this issue, and they haven't.

"There's momentum now, now is the time," Das added. "You can't have another class of TJ students go through this."

Detractors, however, are equally fierce in their belief that a lottery system will do irreparable harm to the school, forcing unqualified students into an academic environment destined to quash them and eventually driving down TJ's stellar academic rating. They also say that a lottery will rob hard-working students, who've spent years preparing for TJ and are passionate about STEM (the school's focus), of their rightful place at a high school that can make or break their college and career hopes.

This line of thinking is personal for Norma Margulies, mother to one of the 16 Hispanic students in this year's freshman class at TJ.

Margulies, 54, said the superintendent's proposal felt like a slap in the face. Her son overcame the disbelief of a string of school advisers — one of whom suggested he should plan on working in sales — through hours of studying, which eventually led to near-perfect grades and a place at his dream school.

Instead of leaving admissions to "a roll of the dice," Margulies said, the superintendent should address the deeper, underlying issue: the fact that so many young Hispanic and Black children in Fairfax County grow up thinking STEM, and TJ, are out of their reach. She wants Fairfax to establish better youth outreach programs, initiatives that target low-income and minority families, and teach them STEM is a possibility. She recently founded her own group, Hispanics for STEM, that seeks to do exactly this.

Margulies said her son first mentioned the proposal to her while the family was having dinner. He became livid — more angry than she had ever seen him — and reflected on all his hard work to gain acceptance to TJ. Under a lottery, he said, he probably would have been denied. He kept repeating the same four words: "I can't believe it."

"We always told our son, with hard work and by embracing education, you're going to achieve the American Dream," Margulies said. "This lottery is a betrayal of the American Dream."

For years, the TJ admissions system has looked the same: Eighth-grade students sit for a first test in the fall, which grills them on math, reading and science. A second round, held in the winter, asks applicants to write timed responses to essay questions, often including a query on why they want to attend TJ.

From: Atoosa Reaser
To: Katrecia.Nolen@kapaxsolutions.com
Cc: Lottie Spurlock; Kevin Lewis; Brenda Sheridan; Karen Dawson; Cori Sanzano; Mark Smith; MSAAC Chair; SEAC Chair
Subject: Re: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD
Date: Wednesday, February 17, 2021 1:02:58 PM

Good afternoon,

I appreciate your thoughtful request and your partnership. Please let me look into this idea and I will get back to you by the end of the week.

Thank you,
Atoosa Reaser

Vice Chair and
Algonkian District Member,
Loudoun County School Board

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to the Freedom of Information Act (FOIA) disclosure laws.

The information conveyed in this communication is intended for the use of the original addressee(s), and may be legally privileged, confidential, and/or exempt from disclosure under applicable law. If this communication was not addressed or copied to you, then you have received it in error and are strictly prohibited from reading, copying, distributing, disseminating, or transmitting any of the information it conveys. If you received this communication in error, please destroy all electronic, paper, and other copies, and notify the sender of the error immediately. Accidental transmission of this communication is not intended to waive any privilege or confidentiality protected under Virginia's Freedom of Information Act.

From: Katrecia Nolen <Katrecia.Nolen@kapaxsolutions.com>
Sent: Wednesday, February 17, 2021 11:33:46 AM
To: Atoosa Reaser <Atoosa.Reaser@lcps.org>
Cc: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Kevin Lewis <Kevin.Lewis@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Karen Dawson <Karen.Dawson@lcps.org>; Cori Sanzano <Cori.Sanzano@lcps.org>; Mark Smith <Mark.Smith@lcps.org>; MSAAC Chair <MSAACChair@lcps.org>; SEAC Chair <SEACChair@lcps.org>
Subject: Re: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and LCSO & LPD

Ms. Reaser,

Thank you for the update and your willingness to listen to the concerns of the community most impacted by the outcome of this MOU. Would it be possible for SEAC and MSAAC to jointly present policy recommendations at that particular L&P meeting?

Ms. Jennings,

With your concurrence, following the Search and Seizure presentation, would it be possible to provide this update on the MOU at tonight's MSAAC meeting.

Sincerely,

Katrece Nolen

On Thu, Feb 4, 2021, 4:14 PM Atoosa Reaser <Atoosa.Reaser@lcps.org> wrote:

Good afternoon,

Thank you for the opportunity to be responsive to your request. My committee did not meet in December or January due to extra board meetings or earlier start times for full board meetings.

I will include an agenda item at one of our upcoming L&P Committee meeting to include a conversation with our Division Counsel on your question of whether a policy is needed to implement a review before signature, as well as periodic reviews and updating of MOUs, before the board signs/enters into one. At this point, I believe it will be the March one, and I will ask Ms. Dawson to let you know once that is confirmed.

I remain sensitive to the fact that many parties have been working on the details of the specific MOU currently in question, for months, and would like to proceed in a manner that is both mindful and supportive of the work you all have done. I am copying the Equity Committee leadership and Mr. Lewis for their awareness and collaboration.

Thank you,
Atoosa Reaser



From: Kevin Lewis <Kevin.Lewis@lcps.org>

Sent: Friday, December 18, 2020 2:59 PM

To: Katrece.Nolen@kapaxsolutions.com <Katrece.Nolen@kapaxsolutions.com>

Cc: Biberaj, Buta <Buta.Biberaj@loudoun.gov>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; SEAC Chair <SEACChair@lcps.org>; McDonald, Easton <Easton.McDonald@loudoun.gov>; gbrown@leesburgva.gov <gbrown@leesburgva.gov>; kim.simon@dcjs.virginia.gov

<kim.simon@dcjs.virginia.gov>; Jaime Sanford <JSanford@leesburgva.gov>;
emailkellee@gmail.com <emailkellee@gmail.com>; Kevin Tyson <Kevin.Tyson@lcps.org>; John
Clark <John.Clark@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Tricarico, Robert
<Robert.Tricarico@loudoun.gov>; Nyah Hamlett <Nyah.Hamlett@lcps.org>; Kirsten Shabanowitz
<huntdd@vapta.org>; MSAAC Chair <MSAACChair@lcps.org>

Subject: RE: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS
and LCSO & LPD

Ms. Nolen

I will add my thanks appreciate to the entire group for the great conversation with the promise of many more to come. In response to your question regarding access to the questions submitted by the public, I have provided two documents. Panelist should recognize the first document as that which was sent in preparation of the meeting where we made suggestions for the moderator to address each question to insure everyone that took their time to be on the panel would have an opportunity for their voice to be heard. The second document contains the raw responses to the request for questions from the community. Some edits were made to the raw data as the goal was to keep the original content and capture the essence of the inquiries. We chose not include references to individuals. Let me know if you have any questions or concerns. thanks

Kevin L. Lewis PE, CEM, GBE
Assistant Superintendent for Support Services
<https://www.lcps.org/support>
Loudoun County Public Schools
21000 Education Ct
Ashburn, VA 20148
571 252 1385

From: Katrecia Nolen <Katrecia.Nolen@kapaxsolutions.com>

Sent: Friday, December 11, 2020 2:22 PM

To: Kirsten Shabanowitz <huntdd@vapta.org>

Cc: Biberaj, Buta <Buta.Biberaj@loudoun.gov>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; SEAC
Chair <SEACChair@lcps.org>; McDonald, Easton <Easton.McDonald@loudoun.gov>;
gbrown@leesburgva.gov; kim.simon@dcjs.virginia.gov; Jaime Sanford
<JSanford@leesburgva.gov>; emailkellee@gmail.com; Kevin Tyson <Kevin.Tyson@lcps.org>; John
Clark <John.Clark@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Tricarico, Robert
<Robert.Tricarico@loudoun.gov>; Kevin Lewis <Kevin.Lewis@lcps.org>; Nyah Hamlett
<Nyah.Hamlett@lcps.org>; MSAAC Chair <MSAACChair@lcps.org>

Subject: [EXTERNAL] Re: Equity Community Conversation Regarding the MOU Between LCPS and
LCSO & LPD

Good Afternoon to All the participants in the program on Wednesday.

I really appreciate the engagement and commentary that provided an opportunity to begin the public-facing conversation between our school system, law enforcement, and the community. This is a first for our community - community involvement in the review process is necessary to build

trust with the disability community and communities of color in Loudoun. Data shows that our children are disproportionately referred to law enforcement in Loudoun County and these factors should inform the MOU review process.

I understand that there were a number of community comments and questions submitted, when will we have access to this community-derived information?

Here is a link to the Virginia School-Law Enforcement Partnership Guide ([link to guide](#)) - the contents of which include action steps and policy recommendations that formed the basis of comments offered Wednesday evening, as well as recommendations supplied by MSAAC representatives over the past two years during public comments, direct conversations and presentations to school board representatives, district representatives and various school board committees.

Vice-Chair Reaser, I would like to recommend that the following policy items, that pertain to the MOU, be brought forward to the Legislative and Policy Committee for consideration and/or addition to the MOU;

1. Addition of policy for the MOU to bylaws in the LCPS Policies and Regulations, to include school board approval to authorize a signature, provisions for review, and frequency of update.
2. Transparency and Accountability
 - SRO Annual Program Review (See sample FCPS [SRO Annual Program Review](#))
 - Documented LCPS SRO Complaint resolution process
3. Investigation and Questioning
 - Seeking consent authorization of the legal guardian before conducting any interview of the student (current provision within FCPS MOU with FCPD)
 - Informing both the student and legal guardian of the entitlement of Miranda warnings before any questioning takes place
 - SRO consulting legal guardian to determine if the student has cognitive ability to submit to questioning
 - Consideration of student disability diagnosis listed in an IEP, outlining the capacity for the student to knowingly, intelligently, and voluntarily waive their legal rights. IEP updates may be required to address interventions that should/should not be carried out by an SRO.

Sincerely,

Katrecia Nolen

President, KAPAX Solutions LLC | SBA Certified 8(a) | WOSB

knolen@kapaxsolutions.com

571-239-0653(M)

[My LinkedIn Profile](#)

www.kapaxsolutions.com

From: Sherry Zamora
To: Denise Corbo; Atoosa Reaser; Harris Mahedavi; Ian Serotkin; Leslee King; John Beatty; Jeff Morse; Beth Barts; Brenda Sheridan; Schoolboardemail; LCPS-SUP-SCHOOLS; Eric Williams
Subject: [EXTERNAL] Return our kids to school
Date: Wednesday, October 7, 2020 2:20:28 PM

Good afternoon - I appreciate that you have alot on your plates right now but **nothing** is more important that returning our children to in-person education. My son has ADHD. If he was in school, he would have a math lab to help him with 9th grade algebra, he would have a SPED study hall teacher to assist him in person and to help him keep track of everything he is missing, and he would have teachers to notice when he is not fully present. Instead, he is expected to sit at a computer 7 hours a day, pay attention, take notes, be engaged, etc. It is not happening. My B/C student is now FAILING -- he is even failing PE. I work full-time. I cannot sit with him all day to keep him engaged, to keep track of his assignments, to ensure he completes his work. Yes, alot of this is on him but he has SPED accommodations for a reason. You keep speaking of equity but what about providing an equitable education for special needs students. Transmission rates are very low and it has been shown in hundreds of school systems around the country that PPE and mitigation strategies work. Dr. Williams and the school board have had months to figure this out. It is time now to work overtime and find a way to return our kids, ALL of them, grades K-12, to in-person learning. While hybrid may be a start, two days of in-person education and three days of asynchronous education, especially for SPED students, will not be sufficient to provide a quality education. While families who do not want to send their kids to work should be allowed to keep distance learning, those of us who want our kids in school should be afforded that option as well. While I love our teachers and I recognize their fears of illness, there has been no widespread outbreaks among teachers in schools that utilize PPE and mitigation strategies. Moreover, education is ESSENTIAL, just like medical care, groceries, trash removal, etc. Our teachers are essential personnel and should return to the classroom to do their job and provide the education that our children are entitled to.

Sherry Zamora
Dulles District
Mom to 9th and 11th graders

From: Nyah Hamlett
To: Denise Corbo; Eric Williams; Atoosa Reaser; Beth Barts; Brenda Sheridan; Harris Mahedavi; Ian Serotkin; Jeff Morse; John Beatty; Leslee King
Subject: RE: Update for the School Board
Date: Wednesday, October 7, 2020 10:47:00 AM
Attachments: Hybrid Model Implementation Update_092320.pdf

Good morning,

I just went to the PDF in the update from yesterday and the links seem to be working. I've attached a PDF of the September 23 update which was also submitted to VDOE and on the instruction link below:

- Health: <https://www.lcps.org/Page/230537>
- Instruction: <https://www.lcps.org/Page/234386>

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
571.252.1030 (office) | 571.209.7787 (cell)

From: Denise Corbo
Sent: Wednesday, October 7, 2020 7:37 AM
To: Eric Williams <Eric.Williams@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>
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Washington Post

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By [Hannah Natanson](#)

Oct. 2, 2020 at 3:51 p.m. EDT

A controversial proposal to boost Black and Latino enrollment at a premier Northern Virginia magnet school — by switching from a test-based process to a lottery — has plunged parents, students and alumni into a hard-fought battle whose results could reshape one of the top schools in the country.

Fairfax County Public Schools Superintendent Scott Brabrand put forward the plan to revise admissions at Thomas Jefferson High School for Science and Technology in mid-September, and it is slated for a school board vote on Oct. 8. Thomas Jefferson — known as TJ — is often ranked the No. 1 public high school in the United States.

But it has also earned a national reputation for failing to admit minority students: TJ has reported single-digit percentages of Black and Latino children since at least the 2000s.

Aware of the problem, several previous administrators tried to alter the admissions system, but none of their efforts yielded concrete results. For many — although not for the handful of Black and Latino students and graduates — the issue faded into the background until this summer, when protests over the killing of George Floyd began to spread nationally. Around the same time, the Fairfax school system released numbers showing that Thomas Jefferson's Class of 2024 included fewer than 10 Black students.

Those twin events led to a huge spike in activism, as students and alumni formed action groups, began sharing their experiences with racism at TJ and lobbied school leaders to take action. Again and again, they rehashed the statistics: In 2019-2020, mirroring years-long trends, the student body of roughly 1,800 was 70 percent Asian, 20 percent White, 2.6 percent Hispanic and less than 2 percent Black.

A few months later, Brabrand suggested the most sweeping changes to the admissions system — traditionally composed of a two-part math, reading, science and writing test — since the school's founding in 1985. Under his proposal, the test is gone, as are the application fee of \$100 and teacher recommendation letters. Instead, eighth-grade students from five geographical areas will be allowed to enter a lottery if they meet certain qualifications: a 3.5 GPA and enrollment in Algebra I.

Those in favor of the plan argue it is the only practical, immediate way to begin solving a decades-old, intractable problem.

"It might be imperfect," said Anant Das, 23, who is South Asian and graduated from TJ in 2015, "but the county has had 20 years to fix this issue, and they haven't.

"There's momentum now, now is the time," Das added. "You can't have another class of TJ students go through this."

Detractors, however, are equally fierce in their belief that a lottery system will do irreparable harm to the school, forcing unqualified students into an academic environment destined to quash them and eventually driving down TJ's stellar academic rating. They also say that a lottery will rob hard-working students, who've spent years preparing for TJ and are passionate about STEM (the school's focus), of their rightful place at a high school that can make or break their college and career hopes.

This line of thinking is personal for Norma Margulies, mother to one of the 16 Hispanic students in this year's freshman class at TJ.

Margulies, 54, said the superintendent's proposal felt like a slap in the face. Her son overcame the disbelief of a string of school advisers — one of whom suggested he should plan on working in sales — through hours of studying, which eventually led to

near-perfect grades and a place at his dream school.

Instead of leaving admissions to “a roll of the dice,” Margulies said, the superintendent should address the deeper, underlying issue: the fact that so many young Hispanic and Black children in Fairfax County grow up thinking STEM, and TJ, are out of their reach. She wants Fairfax to establish better youth outreach programs, initiatives that target low-income and minority families, and teach them STEM is a possibility. She recently founded her own group, Hispanics for STEM, that seeks to do exactly this.

Margulies said her son first mentioned the proposal to her while the family was having dinner. He became livid — more angry than she had ever seen him — and reflected on all his hard work to gain acceptance to TJ. Under a lottery, he said, he probably would have been denied. He kept repeating the same four words: “I can’t believe it.”

“We always told our son, with hard work and by embracing education, you’re going to achieve the American Dream,” Margulies said. “This lottery is a betrayal of the American Dream.”

For years, the TJ admissions system has looked the same: Eighth-grade students sit for a first test in the fall, which grills them on math, reading and science. A second round, held in the winter, asks applicants to write timed responses to essay questions, often including a query on why they want to attend TJ.

The process is rigorous, tiring for students and highly competitive. Last year, the acceptance rate clocked in around 19 percent.

“It was so stressful and so much work,” especially for a 13-year-old, recalled Gurleen Kaur, 17, a TJ senior. “Just a ton of effort.”

The TJ test is available to students across Fairfax and a handful of surrounding counties and is supposedly race-blind. But critics have long alleged that racial background and socioeconomic status play an outsized role in determining children’s success.

For one thing, some families can pay for expensive test preparation programs that give students a significant boost in the admissions process. The same holds true for impressive extracurriculars: Some parents can fork over the funds for fancy STEM summer camps, adding zest to their students’ résumés, but many cannot.

Others point all the way back to elementary school, when Fairfax administers a test to first- and second-grade students that determines whether they qualify for the Advanced Academic Program (AAP), a gifted-and-talented program widely viewed as a pipeline to TJ. Like TJ, the AAP is majority White and Asian: Black and Latino students made up just 18 percent of the highest-level AAP classes in 2019-2020. Critics say this is because, at such a young age, students are entirely products of their home environments and the academic resources their parents can afford.

Brabrand, the superintendent, referenced some of these long-standing concerns when he announced the reform proposal on Sept. 15.

"We have been working to understand why the talent at [Thomas Jefferson] does not reflect the talent in [Fairfax County Public Schools]," Brabrand wrote in a public release. "We believe there has been overreliance upon the current admissions test, which tends to reflect upon the socioeconomic background of test takers or the ability for students to obtain private test preparation instead of students' true academic potential."

Under the superintendent's new system, the test would disappear. Instead, students with qualifying academic credentials — the 3.5 GPA, the Algebra I credit — would fill out an information sheet that includes a questionnaire and an essay.

After a "holistic review," officials would sort these students into five different "pathways" based on where they live: one in Arlington County, one in Fairfax County, one in Falls Church City, one in Loudoun County and one in Prince William County. Each pathway would receive a slightly different number of seats: 350 for Fairfax, 62 for Loudoun, 18 for Arlington, 2 for Falls Church and 68 for Prince William.

Students would then win these seats according to a lottery. If the school board votes to adopt the new system, it would take effect immediately with the Class of 2025.

In a Sept. 15 presentation to board members, Brabrand predicted this system would have substantial and swift results. He showed slides suggesting it would have bumped Black and Hispanic enrollment to roughly 6 and 8 percent of previous classes. It would also have reduced Asian enrollment to roughly 60 percent and boosted White enrollment to roughly 30 percent of the student body — all data, Brabrand said, that better reflects the makeup of Fairfax County. He noted he is one in a long line of school officials who have tried to effect change at TJ. Other attempted fixes have included adding various tests to the admissions process, hiring an "outreach specialist" and at one point tacking on a "problem solving essay."

These, Brabrand said, failed to make a significant impact — but he insisted his proposal is different.

"TJ must reflect . . . diversity, equity, and inclusiveness," he said. The "new admission process . . . will accomplish that."

A brewing battle

As the school board vote nears, the fight is heating up among parents, alumni and students. TJ affiliates have formed two vocal, enemy groups: the Coalition for TJ, which is working against the superintendent's proposal, and the TJ Alumni Action Group, which supports it.

Several members of the Coalition, all TJ parents who work in data science, conducted an analysis — using publicly available data — that concluded Brabrand's proposal would exclude more than 300 children from TJ who would have qualified by taking the test. The analysis also suggested the lottery would reduce Asian enrollment and increase the White presence at TJ by much larger margins than Fairfax officials are projecting.

"The story here is that Asians are losing out and the White demographic is going to gain most," said Himanshu Verma, 43, a TJ parent and IT expert who was born in India and helped perform the analysis.

The TJ Alumni Action group, meanwhile, is phoning and emailing school board members to convince them to back the proposal. About half are supportive so far, according to member Anant Das.

"Look, bottom line is, the lottery is going to give everyone a better chance of getting in," Das said. "Perfection is the enemy of progress: This puts us in the right direction."

For TJ seniors, their school has become the center of a roiling debate with national implications just as they are trying to adjust to online learning — like all of Fairfax County, TJ has been remote since school started on Sept. 8 — and begin the college application process.

Tiffany Ji, 17, said the whole thing is bizarre. She said teachers have mostly tried to avoid talking about it in class, and many students are wary of bringing it up even among themselves. Ji herself is not yet sure how she feels about the proposal, although she thinks it's important to have a conversation about how to promote equity.

"It is so weird thinking your school is political and a topic of contention," she said, "when it's also supposed to be just the place you're learning."

Dinan Elsyad, also 17, said it can be difficult to watch the heated arguments playing out among adults in the area. But Elsyad, who is Black and has experienced racism at TJ, said that — at this point in her high school career — she has been forced to adjust to high-profile controversy.

"It's so odd to think what TJ would be like without all of this stuff," she said. "Imagining a normal high school experience kind of blows my mind."

Eric Williams, Ed.D.
Superintendent
Loudoun County Public Schools

From: mqduncan326@verizon.net
To: [Eric Williams](#); [Denise Corbo](#); [Jeff Morse](#)
Subject: [EXTERNAL] School reopening concerns
Date: Tuesday, October 13, 2020 6:08:58 PM

I understand that the LCPS school board is considering whether to send secondary school students back in person during this first semester. I thought that when we made our decision for hybrid or distance learning that it would be binding until the first semester ends. I urge you not to make any changes to the school plan until the second semester start date (at the earliest). I also request that the school board apply science based research and methods when deciding how to safely open schools, and in adequate time, so that when parents have to make the decision on whether to send our children back for hybrid or distance learning, we have been provided fully developed operational plans and guidelines on which to base our decision.

I do not support sending students back without the safety measures of a minimum of 6 feet distancing between their desks. I would also insist on mandatory mask wearing by anyone inside the school. Adequate cleaning should be performed in the classrooms and lunch areas. Hand sanitizer should also be provided and readily available. It's imperative that we make the safety and health of our students, teachers, and staff a priority. An outbreak at any school will impact our whole community and county.

I've seen updates provided by school board members that distance learning students may not receive direct instruction and may instead have to watch live-streamed instruction while hybrid classes are in session. If there is live streaming, is the technology currently available in LCPS schools adequate enough to handle this? I would hope that students could still interact with teachers in this format. I question whether live steaming is an adequate and equitable teaching method. I do not understand how this would count as synchronous learning.

I've also heard that if hybrid learning becomes an option, some classes might not be offered to distance learning students at all or that some classes could be dropped after the first semester since there aren't enough teachers to teach both in the hybrid and distance learning settings. This would be a horrible loss to students who require certain classes to graduate, not to mention be a blowback to the teachers who have already planned out their class for the entire year. Distance learners shouldn't have less equity than hybrid learners. If it were to come to that, please think of this option: give the distance learners the opportunity to still continue taking such a class through distance learning, with hybrid learners being given a classroom in which to be in the class remotely while in a school setting.

I also ask you to consider this: why would you consider making changes now when students and teachers are finally getting comfortable and into a routine? Teachers have been trying so hard to actively engage students. Why would you consider pulling students out of a class, to possibly lose credits because you supposedly don't have enough teachers to do both hybrid and distance learning? Why was the schedule made to be AABB if your true intentions are to not offer both hybrid and distance in the manner as was indicated when we made our binding decisions. How does any of this help my children?

Please consider the health and safety of everyone in the schools and our community when going forward with reopening plans. I understand the desire to have students back in schools, but it cannot be at the risk of creating a superspreader environment. Thank you for your time.

Michele Duncan
26169 Lands End Drive
Chantilly, VA 20152

From: [Leslie Mazezka](#)
To: [Denise Corbo](#); [Atoosa Reaser](#); [Harris Mahedavi](#); [Ian Serotkin](#); [Leslee King](#); [John Beatty](#); [Jeff Morse](#); [Beth Barts](#); [Brenda Sheridan](#); [Schoolboardemail](#)
Cc: [Eric Williams](#)
Subject: [EXTERNAL] Thoughts on Distance Learning and Critical Race Theory
Date: Tuesday, October 13, 2020 2:45:04 PM

Dear Loudoun County School Board,

I wanted to reach out in advance of tonight's school board meeting to share my family's experience with Distance Learning so far this year as well as to weigh in on what has been presented publicly thus far about LCPS teaching Critical Race Theory and the proposal that is to be voted on this evening regarding staff's response to this theory.

First, I want to say that as a parent of three LCPS students (2 at Harmony Middle School and 1 at Woodgrove High School) I have always been extremely pleased with the education that my children receive through LCPS. Our experience with teachers, administrators, and staff has been overwhelmingly positive during our time in the system and the stellar reputation of the schools is largely the reason that we relocated to Loudoun County several years ago. My husband and I both spent years working in public schools as counselors in both urban and rural settings and have high expectations for the education of our children.

As a disabled Veteran, my husband has a severely compromised immune system due to chemical exposure during his time serving overseas. For this reason we have been extremely diligent in isolating and avoiding unnecessary contact with others during the Covid-19 pandemic. Quite simply, exposure to this virus could have a devastating effect on our family. That said, please know that our children were not overly enthusiastic about having full time distance learning for the beginning of the year. Our experience, however, has been vastly different from what I am hearing and seeing from groups of parents online and I felt it was important to share a positive experience of distance learning.

All three of my children, while they would all prefer to be back with their friends, learning the way "school used to be", are thriving in the distance learning setting. My kids are enjoying their classes in this new format, are excelling academically, do not feel overly stressed, and are not sitting in front of a computer for hours upon hours doing nothing but school work. They each have regular breaks throughout the day during which they go outside to burn off some energy and get fresh air. My son goes running during study halls or his lunch break. They eat lunch together every day and talk about their different classes. My 8th grader has been able to go to my 10th grader for assistance with Algebra during the day and they have bonded in ways that would probably not have happened without this period of distance learning.

I feel that the teachers have all worked hard to connect with the kids and have been in touch with us as parents as well. The Schoology platform seems to be working well for the most part and is a bug improvement over what we had last spring. Of course nothing is perfect, but overall, we have approached the entire experience with a positive attitude and my kids are not suffering because of the distance learning. In fact, at this point in time, a shift to what is becoming a routine for this first semester would do far more harm than keeping them in the current distance learning format until the end of January 2021. For our family, at least, this is working.

I have been reading different articles and information about the staff training by consultants and movement toward teaching Critical Race Theory that Dr. Williams is proposing. While I am not in favor of these teachings overall and am appalled that the superintendent would spend so much taxpayer money on consultant's to train staff in how to teach this material, I am even more infuriated by the proposal that the School Board is voting on this evening that prevents school staff members (faculty, administration, etc.) from speaking out against these teachings or the BOE and Dr. Williams either in or out of school. This is positively an infringement on the first amendment protected free speech of our school staff members. Personally, it is my opinion that such a proposal should have been struck down by the School Board and Dr. Williams should have been formally reprimanded for even suggesting that it come to a vote, but sadly that doesn't appear to be the case. Quite frankly, it is disappointing that our school board

thinks it is the job of everyone within LCPS to support these teachings and would even consider that limiting staff's ability to voice their own opinion on the matter, even on their own personal social media accounts, would be an appropriate thing to consider.

I feel strongly that the Critical Race Theory material not be taught in our schools, that the school board vote against the proposal to mandate staff to support this material, and that the superintendent be, at the very least, put on warning for suggesting such an unconstitutional action. I would go so far as to recommend his removal from the position of superintendent of schools for making such a radical suggestion as it bears questioning his overall fitness to lead the education of our children.

I thank you for your time and work on behalf of the children of Loudoun County. I know this has not been an easy time to be in your position, and know that you are doing what you think is in the best interest of the children and families of our community.

Best regards,
Leslie Mazeska

From: Lori Parsons
To: Eric Williams; Ashley Ellis; atlf.earnli@governor.virginia.gov; fran.bradford@governor.virginia.gov; Schoolboardemail; Denise Corbo; Anousa Reaser; Harris Mahedavi; Ian Serotkin; Leslee King; John Reatty; Jeff Morse; Beth Barts; Brenda Sheridan
Subject: [EXTERNAL] Re: Objections to 10/13 proposed return to school plans - DL vs Hybrid
Date: Monday, October 12, 2020 11:40:28 PM

As follow-up because it took me a while to find the presentation.....

Remember this? Please explain how these concerns have been addressed.

Challenges with Livestreaming In-Person Instruction

Staff has received several inquiries and suggestions about the possibility of livestreaming in-person instruction for students who are engaged in distance learning. Some challenges might include:

- Amount of direct instruction (teacher talking, students listening) is often minimal in an entire class period, mixed with students reading, writing, and engaged in discussion.
- Would require teachers to balance monitoring in-person students, distance learning students, and the lesson itself. Additional professional learning would be needed.
- This would require technology infrastructure (camera, controls, microphones and audio) that is currently not in LCPS classrooms.
- Our focus group of national educational technology experts strongly cautioned against this approach.



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Sent from my iPad

> On Oct 12, 2020, at 11:00 PM, Lori Parsons <loriparsons@aol.com> wrote:
>
> Dear Loudoun County local and state administrators-
>
> Regarding the proposed plan to be put forth tomorrow at the 10/13 school board meeting to have hybrid students in school and DL kids watching the hybrid class via live stream - I am absolutely opposed to making changes to the DL plan.
>
> You spent all summer telling us how live streaming a hybrid class would not work, and yet none of the reasons you stated have since been addressed. As such, it is NOT supported by the DL parents and students.
>
> You made a commitment to provide equity to both types of instruction, and now are abandoning the DL students in favor of the vocal hybrid parents. This is unacceptable, and unforgivable.
>
> We are a family of 4 whom are medically high risk for covid complications. We chose DL based on an exhaustive review of the instructional plans, equity, truly interactive synchronous instruction, and stability of the DL program versus the unpredictability of hybrid. We fretted endlessly over the difficult decision to keep our kids safe versus "ruin" their 8th and senior year. Now that we've settled into DL, we see that it's working and our kids are happy and thriving with the format. We do NOT support making any changes to DL instruction.
>
> To change it would bring up the stress of starting over. Why are you determined to change something that IS WORKING for the DL kids, especially when you haven't bothered to ask us what's working? You're just focusing on what hybrid parents are complaining about by being forced into DL. Scrapping the approach to DL because you feel compelled to rush back to hybrid is NOT equitable.
>
> I have spent August through today telling my kids that we need to be adaptable and we need to support the schools, who are trying to do what's best for whole of the student and teacher population. I have preached patience and grace at every opportunity, within my family and even on social media when other parents are frustrated.
>
> But now? Now I have had enough. Your constant waffling demonstrates an utter lack of a commitment to making a science-based plan, and then your failure to committing to the successful execution of that plan. You are constantly changing your minds based on which special interest group is yelling the loudest instead of identifying strategic pillars and then holding yourselves accountable to those pillars with every decision you make over time.
>
> While I used to believe you had our students' and teachers' health and best interests in mind, I no longer believe that. Now you are just in self-preservation mode.
>
> You've done nothing to address or improve any of the original concerns about hybrid and now you are proposing to shove DL kids into a "live streaming" classroom on top of hybrid, relegating them to the virtual rear of the classroom and inhibiting their ability to participate.
>
> In addition to those concerns, what happens when a hybrid class has to quarantine? Are the DL students watching via live stream forced to miss instruction time too? Will students have to change teachers and schedules from what they are currently scheduled? Will all of the same classes and quality of content be offered? What about teachers who are at risk or have loved ones at home at risk, what options will you be offering them? How could you possibly even

consider spacing students less than 6' apart indoors? Do the schools have the ability to stream every class simultaneously? Does every classroom have the equipment needed? What happens when there's a tech glitch - will the teacher keep teaching and the DL kids are just out of luck? How will the DL kids hear the conversation in the room, will you mic every kid or install high quality ceiling mic's in every class?

>

> If you can't address all of these things, then you are REVERTING to a model that is closer to the spring's asynchronous learning. That's not an education!

>

> And all of this as we are approaching the start of flu season, predicted to be the most dangerous time of year for covid. Even colleges are sending their students home in November and asking them not to return until February or March in order to avoid indoor exposure during peak flu season.

>

> If your concern is mental health, what about the stress you are causing students who have just begun to get settled and like DL? We are very pleased with DL, and other than a slight tweak to the workload, we would not change anything. Now you are proposing to toss it all out of the window in order to cater to hybrid kids.

>

> You're causing my son and daughter to have nervous breakdowns. Every time they think they know what to expect, you pull the rug out from under them in an environment that is already scary and stressful. There are limits to what you can ask the DL kids to tolerate. This new proposed plan segregates them even further from the rest of their classmates.

>

> How is that equitable? How is that good for their mental health?

>

> This year has been hard enough. Now you are casting the DL kids aside completely.

>

> I support the return of SPED, IEP and certain groups of elementary students to school who simply can't thrive in a distance environment. If you want to rush hybrid kids back, then fine, but NOT at the expense of the DL program. I am NOT okay with pulling all the teachers to teach hybrid and offering only video to DL, forcing DL kids to change their schedules/teachers, or reduce DL synchronous instruction time to something less (quality and quantity) than they are getting today.

>

> Please stop minimizing the needs of the DL families and stop yanking the rug out from under us every few weeks.

>

> Regards,

> Lori Parsons

> (Parent of an 8th and 12th grader)

>

> Eric.Williams@lcps.org, Ashley.Ellis@lcps.org, Atif.Qarni@governor.virginia.gov, Fran.Bradford@governor.virginia.gov, lcsb@lcps.org, Denise.Corbo@lcps.org, Atoosa.Reaser@lcps.org, Harris.Mahedavi@lcps.org, Ian.Serotkin@LCPS.org, Leslee.King@lcps.org, John.Beatty@lcps.org, Jeff.Morse@lcps.org, Beth.Barts@lcps.org, Brenda.Sheridan@lcps.org

>

> Sent from my iPad

From: Lori Parsons
To: Eric Williams; Ashley Ellis; Atif.Qarni@governor.virginia.gov; Fran.Bradford@governor.virginia.gov; Schoolboardemail; Denise Corbo; Atoosa Reaser; Harris Mahedavi; Ian Serotkin; Leslee King; John Beatty; Jeff Morse; Beth Barts; Brenda Sheridan
Subject: [EXTERNAL] Objections to 10/13 proposed return to school plans - DL vs Hybrid
Date: Monday, October 12, 2020 11:00:28 PM

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Please stop minimizing the needs of the DL families and stop yanking the rug out from under us every few weeks.

Regards,
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(Parent of an 8th and 12th grader)

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John.Beatty@lcps.org, Jeff.Morse@lcps.org, Beth.Barts@lcps.org, Brenda.Sheridan@lcps.org

Sent from my iPad

From: SEAC Chair
To: Eric Williams; Asia Jones
Cc: Brenda Sheridan; Atoosa Reaser; Denise Corbo; Harris Mahedavi; Ian Serotkin; Leslee King; John Beatty; Jeff Morse; Beth Barts; Patricia Nelson
Subject: SEAC Policy Review and Recommendations Policy 8030 and Policy 7560
Date: Monday, October 12, 2020 10:49:56 PM
Attachments: Policy 7560 Professional Conduct Final.pdf
Policy 8030 Discrimination Final.pdf

Good Evening Dr. Williams and Dr. Jones,

At the October 7 SEAC, our members reviewed and voted on 3 Policies and the Prior Notice and Parent Consent Statement. Attached are the recommendations for Policy 8030 and Policy 7560 for the School Board to consider.

Please let me know if you have any questions.

Sharon

Sharon Tropf, Chair

LCPS Special Education Advisory Committee (SEAC)

Follow Us on Facebook: LCPS Special Education Advisory Committee

Please note that emails and other written communications sent to or from me concerning the Special Education Advisory Committee (SEAC) may be considered as a public record under the Virginia Freedom of Information Act (FOIA) and subject to disclosure.

From: Eric Williams
To: Atoosa Reaser; Beth Barts; Brenda Sheridan; Denise Corbo; Harris Mahedavi; Ian Serotkin; Jeff Morse; John Beatty; Leslee King
Cc: Nyah Hamlett
Subject: Update for the School Board
Date: Thursday, October 8, 2020 6:59:50 PM
Attachments: Update for the School Board 100820.pdf

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. My schedule since the last Update included the following appointments, among others:
 1. Cabinet and Rob Doolittle met to collaborate on COVID-19 and other matters.
 2. Attended the Principals' meeting to share information and listen to
 3. Met with Sharon Willoughby regarding the FY22 Budget Process.
 4. Met with Ashley Ellis and Blue Ridge MS Principal, Brion Bell, regarding the MS Hybrid/DL schedule.
 5. Met with Kevin Lewis, Brian Stocks and Asia Jones regarding public health mitigation monitors.
 6. Met with Kevin Lewis, Bev Tate (Office of Planning) , Nyah Hamlett, Asia Jones, Ashley Ellis, several DOI Directors to discuss FY22-27 preliminary enrollment projections.
 7. Met with Scott Ziegler, Asia Jones, and Kevin Lewis regarding public reporting of active and cumulative COVID-19 cases.
 8. Met with Asia Jones regarding Dr. Goodfriend's presentation at our School Board meeting on Tuesday.
 9. Met with several Department of Instruction staff members regarding computer science in a distance learning environment.
 10. Met with Ashley Ellis regarding the proposal for an alternative high school.
 11. Met with Brenda Sheridan, Atoosa Reaser, and Nyah Hamlett for the School Board agenda review.
 12. Held (along with Ashley Ellis) meetings regarding implementation of the hybrid model with Ashley Ellis, Atoosa Reaser, Ian Serotkin, Leslee King, Brenda Sheridan, Denise Corbo, Jeff Morse and John Beatty. A meeting with Beth Barts and Harris Mahedavi is scheduled for tomorrow.

Department of Support Services

1. Support Services Update from Kevin Lewis which includes: School Nutrition

Services (SNS), October 2020 Farm to School (F2S) and the National School Lunch Program Celebrations, Air Disinfectants in School Buildings, and LCPS Design Standards and Requirements Review for MS-14 (pp. 1-27).

Department of Human Resources & Talent Development

1. Information on an employee grievance matter from Scott Ziegler (p. 28).

Optional Reading: Articles

LoudounNow story regarding reaction to proposed Professional Conduct policy revisions, Oct. 7. <https://loudounnow.com/2020/10/07/proposed-loudoun-schools-employee-conduct-policy-raises-free-speech-concerns/>

WUSA 9 story regarding LCPS athlete who tested positive, community reaction, Oct. 7. <http://my.tvey.es/e3MPz>

LoudounNow article regarding LCPS impact of changes to TJ admissions, LCPS motion to move parent lawsuit to federal court, Oct. 6. <https://loudounnow.com/2020/10/06/diversity-effort-may-cut-loudouns-seats-at-thomas-jefferson-hs/>

WJLA story regarding student athlete who tested positive, Oct. 6. <https://wjla.com/news/local/loudoun-county-student-athlete-self-isolating-positive-coronavirus>

Washington Free Beacon story regarding school board plans to postpone vote on Professional Conduct Policy, Oct. 6. <https://freebeacon.com/campus/loudoun-county-schools-revise-speech-policy-after-teachers-union-blowback/>

Washington Post story featuring first-person teacher accounts, including LCPS' Myron Curtis, Oct. 6. (item embedded below) <https://www.washingtonpost.com/education/2020/10/07/teachers-pandemic-experience/?arc404=true>

LoudounNow article regarding NAACP's response to LCPS apology, Oct. 5. <https://loudounnow.com/2020/10/05/loudoun-naacp-leaders-find-school-divisions-segregation-apology-lacking/>

Patch.com story regarding LCPS D.A.R.E. program becoming virtual, references LCPS, Oct. 6. <https://news.yahoo.com/loudoun-sheriffs-office-works-schools-200603755.html>

Loudoun Times

Loudoun NAACP, others react to county's apology for past school segregation; NAACP leaders call for restitution

By Nathaniel Cline, Oct 6, 2020

A recent apology from Loudoun County Public Schools to the Black community for "operating segregated schools" through past decades continues to fuel a discussion among parents, advocates and community leaders.

On Oct. 2, nearly 50 people gathered virtually, including those from the Douglass School Alumni group, for a conversation hosted by the NAACP Loudoun Branch to discuss the Sept. 25 apology.

The apology letter was backed by the school administration, School Board and Board of Supervisors. The letter apologized for "operating segregated schools, resisting integration and the persistent educational inequities that resulted from these actions."

In response, advocates discussed changes in the legislative processes for funding, increasing early awareness for access to preparatory classes and restitution for wrongdoings.

"One thing we need to do is demand restitution," Phillip Thompson, former president of the NAACP Loudoun Branch, wrote in the group chat. "Black citizens in Loudoun have spent \$4,000 of their own money to buy The Douglass School. They then gave that site to LCPS for \$1. That money needs to be returned to the Black community with interest! That money can be used for scholarships and for test prep for our kids."

The Douglass School was the Black high school in Loudoun County from 1941 until desegregation in 1968.

Robin Burke, chair of the NAACP Loudoun Branch's education committee, echoed the idea about restitution after outlining the residual feeling some adults still have. She called for creating ways to help children who have been harmed by LCPS's policies.

In 2004, Virginia matched a \$1 million donation by investor John Kluge to establish the Brown v. Board of Education Scholarship Program and Fund to aid students enrolled in Virginia public schools between 1954 and 1964, which were closed to avoid desegregation.

The action aided people in Loudoun's neighboring county, Prince William.

"My hope is that Loudoun County is aware of that precedent," Burke said.

People on the call also took different stances on the apology. The 14-minute video that accompanied the letter included a history of education in Loudoun County and focused on race and interviews with current school system employees, education advocates and Board of Supervisors Chairwoman Phyllis Randall (D-At Large).

Ron Campbell, executive director of the Loudoun Freedom Center, said, "I don't think, personally, that the entire Black community needed an apology ... Who needed to be apologized to? Those most affected."

In response, Randall said the Black community never asked for a real apology, but they deserve it.

"No one has to ever accept any apology that's given," Randall said. "But I believe that the community as a whole deserves an apology, and it's up to each individual organization or group to decide what they want to do with it and where they want to go from here."

Kenya Savage, former chair of the LCPS Minority Student Achievement Advisory Committee, also appeared on the video and explained her intention for speaking.

"... my role of participating was really to help say that I'm committed as a community leader in our Black community to help be forward-leaning on how we do education better, to include everyone at the table in order to make our district and our kids make sure they have the best opportunities possible," Savage said.

The apology pushed the NAACP Loudoun Branch to share its terms of conciliation after asking the Virginia attorney general's office to investigate the school system for discrimination last year. The group has asked the attorney general's Division of Human Rights to determine whether there is any evidence of racism within LCPS. Leaders with the NAACP Loudoun Branch believe the apology is a response to the state investigation and a way to avoid further reconciliation.

"To offer an apology when you already have terms of conciliation on the table that you're ignoring seems to be a little bit disingenuous," Michelle Thomas, president of the NAACP Loudoun Branch, said. "While you're talking when we're actually asking you currently to take actions that can save lives and help children today doesn't make sense at all."

No one from the School Board was on the Oct. 2 call. Stephen L. DeVia, counsel for the School Board, advised the NAACP Loudoun Branch in an email to coordinate events at least 14 calendar days in advance with Dr. Nyah Hamlett. He also said school administration had other commitments.

Non-white students make up a majority of enrollment in LCPS, according to records collected by Loudoun schools. Asian students make up the majority of non-white students at 25.1 percent followed by Hispanic students (18 percent) and Black/African American students (7.1 percent).

Tandalao Franks, a local parent, suggested changes at the top of LCPS.

"It starts with changing the culture at the top, and if you don't have the diversification at the top, there's no way that they can understand why we even need the change," Franks said. "They don't understand. They've never walked the day in Black shoes or Hispanic shoes, so they can't change it because they don't have the sympathetic side of them to be able to relate to what we've gone through."

Washington Post

Pandemic teaching, in their words

By Joe Heim

OCTOBER 6, 2020

Across America, the coronavirus pandemic has rewritten the syllabus for the 2020-2021 school year. Teachers are facing formidable challenges, whether educating students in masked-up, socially distant classrooms or virtually, from computer screens. Here is what they had to say about their experience as the school year began.

Myron Curtis, 35, South Riding, Va.

History teacher and football coach at Broad Run High School in Loudoun County, Va.

Teaching experience: 11 years

Exhausted. That's the best way to describe how I've felt these last four weeks. Exhausted but also kind of excited. This unfortunate circumstance has in a weird way allowed me to really try some new things.

When I first started teaching, I taught world history and ancient civilizations to ninth-graders and U.S. and Virginia history to 11th-graders. Over the years, I have added Advanced Placement U.S. history to my course list, and this year I have added an African history and diaspora course for the first time, a course I've lobbied for for years.

I was extremely pleased with the amount of interest I received for this course from students last January during

our course selection time. However, right now our school is 100 percent virtual. This couldn't have come at a worse time for my African history course. So many of my ideas for my inaugural classes died when they announced that we would start the year at home.

I was planning a field trip to the National Museum of African American History and Culture, which I hoped would become a yearly event. I was even trying to make fundraising plans for a trip to Africa. Maybe I was being too ambitious to begin with, but this class is very important to me. If I was successful with this course, other schools might see its merit and offer it in their schools.

I've had similar letdowns in my other classes, including AP U.S. history. To adapt to the new virtual circumstances and keep kids engaged, I started a program called Coach Curtis's U.S. history road show. Since we were not able to teach from our classrooms, I decided to take my virtual classroom to historic sites around the country and teach my lessons from there.

During Week 1, I went to Natural Bridge in Virginia. Our first unit dealt with pre-Columbian Native American civilizations and their first contact with Europeans. The Natural Bridge is an important spot for the Monacan Indian Nation, so we discussed their role in the history of native people in Virginia. This week I went to Salem, Mass. I wanted to help students get an idea of what early Puritan culture looked like and also

how that society's patterns of social and gender roles were impacted by religious ideals. It was an asynchronous day, so attendance was voluntary. Imagine my surprise when not only did my students attend, but others who aren't in my class tuned in as well.

One of the ways I try to keep them engaged is through social media. I make TikToks about my trips and also post about them on Instagram and Twitter. I have a weekly contest where I post a video about an upcoming trip with clues. The first person to correctly guess where my next destination will be gets a prize I pick up from the gift shop and ship to them.

In addition to teaching, I have been coaching football for the past nine years. Getting to see the players grow, mature, take chances and learn is an amazing privilege. Broad Run is consistently one of the top-ranked teams in the state. But this year I haven't been thinking about how good we can be. I've just been really missing practice. Just practice. Not to sound like Allen Iverson, but something as simple as being able to have a normal practice with our players, be around the players, build relationships, that's what I've missed the most.

I'm trying focus on the bright spots of all of this. Because as far as football goes there haven't been many. Our season has been pushed back to February, and we have had so many safety requirements for practice placed on us, it's difficult to get anything done.

The players have been frustrated about all of the restrictions.

But they have handled it with an impressive amount of maturity. I have been most impressed with their desire to participate in local government by attending school board meetings and even participate in protest, opposing some of the rules restricting their ability to play this season.

Regardless of how you feel about the issue, I am proud of them for not sitting the bench on what they believe in.

Our head coach came up with an idea of having weekly meetings just to check in and discussions on a book he ordered for everyone called "Chop Wood Carry Water." This book by Joshua Medcalf is about falling in love with the process of being great. It couldn't be more appropriate as it discusses perseverance, in a time when it can be easy to give up on your dreams and blame circumstance.

This has been without a doubt the most draining, challenging, emotional, disappointing and exciting year I have experienced as a teacher and coach. Each week, I feel like my limits are tested. However, I am learning so much about myself in the process. And I hope we all are as teachers and coaches.

Eric Williams, Ed.D.
Superintendent
Loudoun County Public Schools

From: Andrea Donofrio
To: Eric Williams; Denise Corbo; Atoosa Reaser; Harris Mahedavi; Leslee King; Ian Serotkin; John Beatty; Jeff Morse; Beth Barts; Brenda Sheridan
Subject: [EXTERNAL] Re: Some morning reading....
Date: Wednesday, October 21, 2020 9:07:09 AM

And another.... https://www.christianpost.com/news/more-youth-are-dying-of-suicide-overdose-than-covid-19-during-pandemic-cdc-director.html?fbclid=IwAR1285f0xKomrAoWpu8sHyVlkGR-DwOq689pJ-Nt7NcepnGWrt_EJ6Wd5xg

On Oct 21, 2020, at 9:01 AM, Andrea Donofrio <ajldonofrio@gmail.com> wrote:

Critical Race Theory Permeates New Student Survey In Fairfax Public Schools

How To Show Americans Lockdowns Are Killing More People Than The Virus

Like Schools Everywhere, The Nation's Report Card Is Dumbing Down To Hide Racial Disparities

From: [Andrea Donofrio](#)
To: [Eric Williams](#); [Denise Corbo](#); [Atoosa Reaser](#); [Harris Mahedavi](#); [Leslee King](#); [Ian Serotkin](#); [John Beatty](#); [Jeff Morse](#); [Beth Barts](#); [Brenda Sheridan](#)
Subject: [EXTERNAL] Some morning reading....
Date: Wednesday, October 21, 2020 9:02:27 AM

[Critical Race Theory Permeates New Student Survey In Fairfax Public Schools](#)

[How To Show Americans Lockdowns Are Killing More People Than The Virus](#)

[Like Schools Everywhere, The Nation's Report Card Is Dumbing Down To Hide Racial Disparities](#)

From: Eric Williams
To: Atoosa Reaser; Beth Barts; Brenda Sheridan; Denise Corbo; Harris Mahedavi; Ian Serotkin; Jeff Morse; John Beatty; Leslie King
Cc: Nyah Hamlett
Subject: Update for the School Board
Date: Thursday, October 15, 2020 5:54:05 PM
Attachments: Update for the School Board 101520.pdf

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included. A request for action is highlighted in yellow below.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. My schedule since the last Update included the following appointments, among others:
 1. Visited Belmont Station Elementary School to observe hybrid in-person instruction of students with disabilities and to talk with staff regarding the start of hybrid in-person learning for qualifying students with disabilities.
 2. Cabinet and Rob Doolittle met to collaborate on COVID-19 and other matters.
 3. Attended the Proposed Attendance Zone Plans for Elaine E. Thompson ES and Hovatter ES with Kevin Lewis, Bev Tate, Nyah Hamlett, Ashley Ellis and Rae Mitchell (Elementary Director).
 4. Met with several Support Services directors, planning staff members, and Cabinet members regarding FY2022-FY2027 Capital Budgets (CIP & CAPP).
 5. Met with Ashley Ellis, Harris Mahedavi, and Beth Barts for a 2x2 meeting regarding Hybrid Implementation.
 6. Participated in a telephone interview with Kavitha Cardoza (WAMU).
 7. Met with Sharon Willoughby to discuss FY22 Budget Process.
 8. Participated, along with Scott Ziegler in a webinar for Virginia Division Superintendents hosted by Dr. James Lane.
 9. Met with Sharon Willoughby regarding County Revenue for FY22 Budget.
 10. Attended the Secondary Principal Meeting to share information and participate in discussions regarding second semester.
 11. Met with Sharon Willoughby to discuss the County revenue for FY22 Budget.
 12. Met with Ashley Ellis, Nyah Hamlett, and Rob Doolittle to review/discuss letter to the community.
 13. Met with Superintendents from the Digital Promise League of Innovative Schools to share ideas regarding instruction and operations during the current school year.

1. Board members should have received an email invitation regarding the Attendance Zone meeting on October 28. You will also receive an invitation from me with a private closed session link for a closed session to occur regarding land acquisition immediately following the attendance zone meeting. Additionally, there will be a closed session only for an additional superintendent's summative evaluation conference on Monday, November 2 at 6:00 p.m. The closed sessions on October 28 and November 2 will occur with in-person Board members and the Superintendent in room 211 and other Board members participating remotely. On November 2, select staff will also be participating remotely.

Business and Finance

1. Monthly Financial Report from Sharon Willoughby (pp. 1-2).

PIO/Communications

1. Information provided by Rob Doolittle to LEA regarding COVID notices to employees (pp. 3-5).
2. Stone Hill MS Community message from Rob Doolittle (pp. 6-7).
3. Update from Rob Doolittle regarding COVID notifications (pp.8-12).

Department of Instruction

1. Response to Denise Corbo from Ashley Ellis regarding the modified curriculum (pp. 13-83).

Department of Digital Information

1. Information from Vince Scheivert regarding the T-Mobile 10Million program (p. 84).

Department of Pupil Services

1. Information from Asia Jones that is being sent to the County to assist with a question posed by Ms. Corbo on the mental health of LC youth (pp. 85-111).
2. Information from Asia Jones in response to School Board members' questions at the October 13th meeting regarding metrics information provided by Dr. Goodfriend (pp. 112-113).

Department of Support Services

1. Support Services update from Kevin Lewis which includes: New Construction Services CIP Account Clerk Position and USDA Extends SFSP Waivers through SY2020 – 21. This update includes information regarding the planned retitling and compensation level of a vacant position. The position is funded with capital

improvement dollars. The title change and compensation level results in a slight cost savings. If you have any questions or concerns, please let me know by Wednesday, October 21. (p. 114).

Optional Reading: Articles

Washington Post story regarding teachers' concerns about returning to school, Oct. 9. (story embedded below) https://www.washingtonpost.com/local/education/northern-virginia-schools-want-to-send-kids-into-classrooms-again-will-teachers-come-back-too/2020/10/09/22030128-0a38-11eb-859b-f9c27abe638d_story.html

Washington Free Beacon story regarding Montgomery County schools' plans for equity audit, Oct. 9. <https://freebeacon.com/campus/maryland-school-district-requests-anti-racist-audit-to-help-students-resist-systems-of-oppression/>

WDVM Local story regarding NAACP conciliation terms, Oct. 9. <https://www.localdvm.com/news/virginia/loudoun-naacp-outlines-conciliation-terms-in-response-to-loudoun-county-school-systems-segregation-apology/>

LoudounNow story regarding denial of injunction in Academies' admissions lawsuit, Oct. 12. <https://loudounnow.com/2020/10/12/injunction-denied-in-academies-admission-lawsuit/>

LoudounNow story regarding potential expansion of hybrid learning, other School Board agenda items, Oct. 12.

<https://loudounnow.com/2020/10/12/more-loudoun-students-may-opt-in-to-hybrid-learning-but-is-there-enough-room/>

Washington Post

Northern Virginia schools want to send kids into classrooms again. Will teachers come back, too?

By Hannah Natanson

Oct. 9, 2020 at 6:36 p.m. EDT

As schools in Northern Virginia make plans to usher children back inside classrooms, a major question is coming swiftly to the fore: Will teachers return, too?

In Fairfax County Public Schools, Arlington Public Schools and Loudoun County Public Schools — all of which have promised to return thousands of special education students, English language learners and young children to school buildings over the next few weeks — the answer appears to be no for a significant portion of the teaching staff.

Teachers' unions in all three districts, which together enroll nearly 300,000 students, are deploring the return plans as unclear, ill-conceived and insufficient to keep teachers safe during the pandemic. Educators are asking for more comprehensive cleaning, coronavirus reporting and contact tracing protocols. And they are arguing that school officials should slow down the return-to-school timeline.

"What would happen if a student or employee develops covid? We're not sure," said Sandy Sullivan, president of the 3,800-strong Loudoun Education Association. "It just seems there are a lot of balls up in the air with no clear answers."

In response, school administrators are insisting teachers must return to the classroom if they cannot prove that medical necessity — such as a preexisting condition — requires they remain home. Their other

options are unpaid leave or the loss of their jobs.

Arlington Public Schools recently sent an email to employees asking them to indicate whether they preferred working in-person or remotely, according to spokesman Frank Bellavia, then outlining "how to apply to an accommodation . . . for teleworking, as well as how to apply for leave." Around the same time, the Fairfax school system delivered a similar message to roughly 650 staffers.

These educators — who teach special education, English language learning, elementary and career and technical education students — opened an email on Sept. 30 informing them that in-person teaching would start within the next few weeks. So that principals could plan appropriately, Fairfax officials wrote, teachers must respond within a few days by indicating which of a series of bullet-pointed options they planned to take.

The first bullet suggested returning as asked. The second allowed teachers whose "personal health condition . . . makes you high risk" to submit accommodation requests under the Americans With Disabilities Act.

The third suggested taking "an unpaid leave of absence for the balance of the school year." Another proposed a temporary leave "for childcare reasons" before ultimately returning to in-person instruction. And the last bullet point read simply: "Resign or retire."

Kimberly Adams, president of the 4,000-member Fairfax Education Association, said she has never seen such strong-arm tactics in her 21 years in education — not just in Fairfax but also around the country. She has never seen administrators so willing to "sacrifice staff and take that loss," and she has never seen teachers so upset.

"Our organization has had calls from members who are in tears, members who are frustrated to the brink of a breakdown," Adams said. "We've even had to call for help for a member who we feared was in crisis. For us, something like this has never been seen."

Campuses in Fairfax, Loudoun and Arlington have all been shuttered since March. After much contentious discussion over the summer, and some false starts, all three school systems opted for a virtual start to the 2020-2021 school year (except for a handful of career and technical students in Loudoun).

But last month, as coronavirus cases in the region either held steady or declined, the heads of the three divisions took steps toward reopening. Fairfax, which enrolls 189,000, announced it would bring a total of 4,000 students back to classrooms by late October.

Loudoun, which instructs 82,000 students, said that it would return some children with disabilities to classrooms starting Oct. 13 and that it would add roughly 7,000 kindergartners, first-graders and second-graders for two days a week of in-person instruction on Oct. 27. Arlington, which enrolls 27,000, announced it would bring 300 children with disabilities back to bricks-and-mortar school by mid- to late October.

Now, many in Northern Virginia fear the situation is building to a crisis. If schools stick to a hard-line position on return plans, and if fearful teachers decide to prioritize their own health and that of their family members, schools could see a serious depletion in their workforces, teachers in all three school systems warned.

Adams said she is expecting resignations by the hundreds, if not the thousands. Based on social media posts and calls her association has received, she estimates that between 50 and 100 of the first 650 Fairfax teachers asked to return have already requested a leave of absence or chosen to resign, in lieu of coming back to face-to-face schooling.

Asked about the number of leave-takers and resignations, Fairfax spokeswoman Lucy Caldwell said, "We do not have this figure for you at this time." But she added the school system had received more than

2,200 "covid-19 related requests for reasonable accommodations under the Americans With Disabilities Act" so far, representing an 8,000 percent increase from last year. Nearly 1,000 of these have been "accommodated," Caldwell said, and the rest are still being processed. (Fairfax employees roughly 24,700 full-time staffers.)

"Honestly, right now the situation is we don't have enough employees who are willing to return in order to enact this phase-in plan," said Becca Ferrick, president of the 1,300-strong Association of Fairfax Professional Educators. "By forcing them to make this choice, the issue may become one where FCPS simply doesn't have enough employees on the payroll anymore in order to enact any sort of plan."

Loudoun Education Association president Sullivan said she doubts the school system will be able to field sufficient staff to instruct the thousands of kindergartners and second-graders slated to return to classrooms at the end of October. Asked about staffing concerns, Loudoun spokesperson Rob Doolittle said the school system "has not experienced a spike in resignations or requests for leave without pay in advance of the return to in-person learning."

In Arlington, the teachers' education association has published a petition calling for the school to remain online-only through the end of the 2020-2021 academic year. Asked whether the school system will have enough employees to complete its return-to-school program, Bellavia said officials have "not yet articulated a requirement to return in-person to anyone, therefore we have not received any requests for leave based on that."

Still, some teachers already back in the classroom are trying to encourage their colleagues to follow their lead. Jan Rayl, interim director of the Fairfax County school of practical nursing, has been back in the classroom, teaching masked high school juniors and seniors the basics of nursing, since the middle of this week.

It's working well, she said: The desks are six feet apart, everyone wears face coverings 100 percent of the time, and students stand outside or in the hall holding socially distant conversations during breaks.

"I say to them, 'Ladies and gentlemen, we're practicing to take care of patients,'" said Rayl, 63. "If you can't be socially distant here, how would you expect to take care of patients in a hospital?"

But to teachers' unions, a return is untenable until school systems meet highly specific criteria. In Arlington, for example, the Education Association is asking for all buildings to be equipped with "HVAC Merv-13 filters," and that all staffers receive "Medical Grade PPE." In Loudoun, Sullivan said, teachers need to see much more comprehensive cleaning protocols, among other items.

And in Fairfax, the issue of whether students will wear masks on the bus is proving contentious. Recently released guidelines permit students to ride buses without face coverings.

In response, staffers have written a letter urging Fairfax administrators to change the policy. "Allowing unmasked students to board endangers drivers, attendants and as many as 24 other student riders," the letter reads.

Fairfax spokeswoman Caldwell said Fairfax's protocols have been "approved by health officials" and that the school system is taking all appropriate precautions.

"Obviously, many of our students are children and as such, they may inadvertently lose the mask while walking to school or otherwise destroy it," she said. "Additionally, some of our students have intellectual or developmental conditions which prevent them from being able to wear a face covering . . . our policy allows for these possibilities."

As the heated battles play out in public, one Arlington teacher is consumed in equally fraught private debates. His partner is high-risk for the coronavirus, and the teacher — who spoke on the condition of anonymity for fear of retaliation from school officials — is terrified of what will happen if he is forced to return to the classroom.

Taking unpaid leave is a financial impossibility, he said. And he cannot afford to forgo his health benefits, amid a deadly pandemic. If asked, he knows he will have to go back.

"We would try our best to socially distance from each other," he said of his partner, "but I really don't know what that would look like — locking each other in different rooms? Not being in the kitchen at the same time?"

"I don't think there's been another time in my life where I've felt I basically did not have a choice," he said.

WJLA story regarding events in and around Oct. 13 School Board meeting, Oct. 14. <https://wjla.com/news/local/debating-the-return-to-school-heres-where-things-stand-for-students-in-loudoun-county>

WUSA story regarding four LCPS staff members testing positive, School Board developments, Oct. 13. <https://www.wusa9.com/article/news/local/virginia/loudoun-county-public-schools-staff-members-test-positive-for-covid-19/65-d6a307d7-bd12-4107-aeeb-e36ab786f95c>

Loudoun Times story regarding vote to expand hybrid in-person learning in December, Oct. 13. https://www.loudountimes.com/news/developing-loudoun-school-board-votes-against-starting-full-hybrid-learning-by-dec-1/article_54197aee-0dca-11eb-badd-6b7172172e43.html

Fox5DC story regarding COVID transparency, references LCPS' practices, Oct. 14. <https://www.fox5dc.com/news/some-school-districts-across-dc-region-struggling-with-covid-19-transparency-fox-5-report>

Loudoun Times story regarding naming of Riverside stadium, Oct. 14. https://www.loudountimes.com/news/riverside-high-school-may-name-stadium-after-late-fitz-thomas/article_924adef6-0e2a-11eb-91f1-bb8e0321dd2e.html

Loudoun Times story regarding School Board vote on starting Stage 3 hybrid learning on Dec. 1 for all students, Oct. 14. https://www.loudountimes.com/news/more-loudoun-school-board-votes-against-starting-full-hybrid-learning-by-dec-1/article_54197aee-0dca-11eb-badd-6b7172172e43.html

LoudounNow story regarding School Board vote on starting Stage 3 hybrid learning on Dec. 1 for all students, Oct. 14. <https://loudounnow.com/2020/10/14/school-board-majority-rejects-push-to-accelerate-hybrid-learning-expansion/>

Eric Williams, Ed.D.
Superintendent
Loudoun County Public Schools

From: Elicia Leudemann
To: Eric Williams; Schoolboardemail; Brenda Sheridan; Atoosa Reaser; Denise Corbo; Harris Mahedavi; Ian Serotkin; Leslee King; John Beatty; Jeff Morse; Beth Barts; ralph.northam@governor.virginia.gov; ksatterfield@wusa9.com; ksatterfield@wusa9.com; Atif.garni@governor.virginia.gov
Cc: openlcpsnow@gmail.com
Subject: [EXTERNAL] INEQUITY, YOUR LEGACY
Date: Wednesday, October 21, 2020 10:03:52 PM

Dear Superintendent Williams and Ladies and Gentlemen of the Board:

As we move from Board meeting to Board meeting with little to no movement toward getting our children back to school or any real semblance of a plan for quality education for even hybrid learning for the majority of students, it appears you will lean in to LEA, Corbo and Barts and others' wishes to keep schools closed until Fall 2021. Maybe LEA will demand to keep our students out of a classroom until a vaccine is approved. After today's news about a volunteer in AstraZeneca's coronavirus vaccine study died, that could be years.

But I ask you, is this really about Covid, or is this about Equity and adding Critical Race Theory to the curriculum? I ask this because the scientific data and the experts just don't support your actions of keeping 100% Distance Learning any longer. Your response now just seems opportunistic and political.

As they say, why let a good crisis go to waste when you have a political agenda to achieve? Regardless of why you are keeping our kids out of the classroom, there will be unintended consequences that will severely impact our schools and our county.

Parents who are able to, will figure out alternatives to public schools. They will send their kids to private school, home school, do online public school or they will sell their homes and move out of state entirely. If any of that happens, and it already is happening, we will no longer need as many public school teachers. Older, high risk teachers, or teachers with high risk family members will apply for reasonable accommodation. Those that get it will teach remotely. Those that don't will leave the profession. When it is time to go back, we may have a younger, low-risk, stable of new teachers ready to be called essential workers, willing to go into the classroom.

With less kids in public schools we may even be able to go back full time because we we can social distance... even more than 6 feet!

Beth Barts said on Facebook that the VDOE will waive accreditation for LCPS for a year, maybe two. This definitely motivates many families with means and ambition to look into alternatives to LCPS and to living in Virginia. In fact, if schools do not open, we may sell our home and move to a state where our three children can complete their next four to six years in a classroom. We are about done here.

Those of us with means have choices! Sadly, the gap between the Haves and Have-Nots is being made ever wider by **YOUR** choices. The Haves make sure our kids have everything they need to be successful and as happy as possible, while the Have-Nots may not have food, tutors, technology, parental and mental health support, sports and other social activities. Talk

about **INEQUITY** leading to more oppression and hardship. That is all on **THIS** Superintendent and **THIS** Board. You are **FAILING AN ENTIRE GENERATION** of students.

There will be a Board sometime in future apologizing for **YOUR LEGACY OF FAILURE**. It isn't too late to end this madness and put these kids back in school now.

Very sincerely,
Elicia Leudemann

Sent from my iPhone

From: Andrea Donofrio
To: Eric Williams; Denise Corbo; Atoosa Reaser; Harris Mahedavi; Leslee King; Ian Serotkin; John Beatty; Jeff Morse; Beth Barts; Brenda Sheridan
Subject: [EXTERNAL] And more....
Date: Wednesday, October 21, 2020 7:31:17 PM

"Hybrid Education"

People!

The numbers are clear. The science is clear.

The primary vector for spread of Covid is and has always been the 25-40 year old working ages. They catch it from other adults while commuting, shopping, and interacting at work.

Then they come home, and love on their kids (which they should). The virus spreads primarily by close contact. And even then, the kids don't catch it easily.

THAT'S the primary way our kids are catching this, not from each other at school.

So people who are arguing that they are "*protecting*" our children and families by keeping the kids at home instead of school are confused.

The kids are safer from Covid at school with their peers than they are with their parents at home.

And furthermore, the TEACHERS are safer at school with the younger demographics that are not catching it, nor spreading it nearly as much as their parents.

The TEACHERS are safer at school.

So stop tolerating the stupid and anti-science narrative that tries to justify keeping schools closed out of safety from Covid.

Yeah, I said it. Stupid and anti-science.

An excerpt from "Follow the data with Dr. Frank". You all should look him up... the man speaks truth.

On Oct 21, 2020, at 9:05 AM, Andrea Donofrio <ajldonofrio@gmail.com> wrote:

And another.... https://www.christianpost.com/news/more-youth-are-dying-of-suicide-overdose-than-covid-19-during-pandemic-cdc-director.html?fbclid=IwAR1285f0xKomrAoWpu8sHyVlkGR-DwOq689pJ-Nt7NcepnGWrT_EJ6Wd5xg

On Oct 21, 2020, at 9:01 AM, Andrea Donofrio
<ajldonofrio@gmail.com> wrote:

Critical Race Theory Permeates New Student Survey In Fairfax Public Schools

How To Show Americans Lockdowns Are Killing More People Than
The Virus

Like Schools Everywhere, The Nation's Report Card Is Dumbing
Down To Hide Racial Disparities

From: Joseph Hart
To: Eric Williams; Denise Corbo; Atoosa Reaser; Harris Mahedavi; Leslee King; Ian Serotkin; John Beatty; Jeff Morse; Beth Barts; Brenda Sheridan; tbaratko@loudountimes.com; darcy.spencer@nbcuni.com
Subject: [EXTERNAL] Who Will Suffer The Most Harm?
Date: Wednesday, October 21, 2020 1:10:18 PM

Dear Members of the LCPS School Board and Superintendent Williams,

School should have started back in August and we should have been able to send our children that soon. You said you had a plan but it's evident you were banking on more of us choosing distance learning so you could avoid the difficult decisions that lay ahead. But you never had a plan and many of us know that you never will. It's truly sad that as a group you're in charge of such an instrumental part of our children's lives and at this point we aren't sure who you've hurt the most.

Will it be the seniors who will never enter the school again after losing the second half of their junior year and now what will certainly be their senior year? Several of you have made it clear that it's "too hard" to send high school students back at all this year. Talk about being unwilling to try! It makes me ask, was there ever a plan? Or was this your goal all along when you mixed classes? Did you put those who chose hybrid with those who chose DL with the hopes that we would all give up and let it be? You should have made that clear so we could have made other plans. You shouldn't have given the seniors hope that they might return to some semblance of a senior year. I wonder how many of you would have fought harder if it was your child...

Maybe the ones you will hurt the most are the K-2 students since they learn through play with other students. Do you realize that children who cannot read or tell time should not be forced to spend an entire day online? Have you considered that you're stunting their ability to learn by keeping them chained to a computer and only letting them return to school 2 days per week? Will they ever have a chance to go back to being children, being able to learn and play together while using their imagination? Or will you continue to force your fear down their throats day after day? And while you force your fear upon them, will they learn to fear life instead of living it?

Have you completely forgotten about the students in grades 3-5? What will happen to them? Have you heard all the parents saying their child hates school now? Do you realize that you've crushed their children's enjoyment of learning? How will you help them learn to love school again? Will you have a plan to help them when the time comes, or will you push that onto the teachers to deal with on their own?

And what about the middle and younger high school students who need day to day interaction with their peers to learn how to adapt and interact to day to day life? Will they lose their ability to socially interact with others, possibly for the rest of their lives? Will they carry their feelings of isolation into their later high school and college years? How badly can we expect them to suffer in the future? Are you prepared for that? Because rest assured that you caused it!

From the attached article: "Adolescence is the developmental period when the establishment of intimate relationships increases in importance (Erikson, 1963) and when young people begin spending more time with peers and less time with family (Larson, 1999). Schools provide perhaps the most important developmental context for young people in this phase of

development. Youth spend much of their awake time in school during an exciting yet challenging time when they are experimenting with an increased sense of autonomy, experiencing hormonal and physiological changes in their bodies, exploring more deeply who they are and what they like, and navigating an increasingly peer-influenced social world (e.g., Eccles & Roeser, 2011; Larson, 1999). Yet, loneliness peaks and is more prevalent during adolescence than at any other age (Heinrich & Gullone, 2006; Perlman & Landolt, 1999). Middle school, especially, is a time when youth tend to be sensitive to social challenges and self-esteem can be fragile.”

<http://www.adi.org/journal/2018ss/LondonIngramSpring2018.pdf>

As I’ve mentioned before, what about those students with mental health issues? How will they react after prolonged isolation during their formative years? Will they ever recover? Will we see higher rates of PTSD, depression and suicide once they finally return to school? How about the children who never suffered from mental fragility before now? What will you say to them?

Hanover Research provided a handout that indicates that many students will suffer for years to come and the impact from prolonged isolation will require yet more and more training for our teachers and school staff. Have you considered that? Are you prepared to correct the wrongs that you’ve created?

<http://wasa-oly.org/WASA/images/WASA/6.0%20Resources/Hanover/K-12%20Infobrief--Mitigating%20the%20Impact%20of%20Student%20Social%20Isolation.pdf>

The CDC supports students returning to school. In fact, you don’t have to look any further as to why all students should return immediately for in-person learning.

“The harms attributed to closed schools on the social, emotional, and behavioral health, economic well-being, and academic achievement of children, in both the short- and long-term, are well-known and significant. Further, the lack of in-person educational options disproportionately harms low-income and minority children and those living with disabilities”.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html>

We understand that many of you might be using this Board position as a stepping stone to higher political office. And maybe you got into this position pre-Covid, thinking that you wouldn’t have to make too many tough decisions. Boy were you wrong!

And regardless of why you decided to run for the School Board, or why you decided to become a Superintendent of Schools, at this point, it’s time for you to step up and put a plan in place to return all students to school ASAP.

No lottery, no more punishment for our children! Get them back in school and find educators willing to do the job at hand. Stop waiting to see what happens in Fairfax, Prince William and around the US. Stop being held hostage by the teacher’s unions and associations! Put the children first! Take charge and get our children back in school before you do irreparable harm to them!

We expect that you will all set aside your differences AND your personal agendas. It's time to come together and stop stalling; it's time you take action because January 21, 2020 is too late for the children!

Stop meeting every few weeks to discuss the same things over and over. Get this done NOW. Create a task force to meet weekly and plan for a return to in-school learning.

Beth Barts - Stop posting in the FB groups because you are trying to spread fear. Stop posting in LCPS FB groups then shutting off your comments. Stop posting in LCPS FB groups and deleting your post after people respond in a way you don't like.

Eric Williams - Just step down, we see what your hidden agenda is, keep kids out of school and to spread CRT throughout LCPS. Anyone who reads about CRT knows it is nothing but a racist ideology, disguised as anti-racism. You need to be recalled, you are a disservice and a disgrace to our children's education.

Denise Corbo - PLEASE PLEASE stop waiting for 'metrics', you're never going to get them if our children NEVER GO BACK TO SCHOOL.

Jeff Morse - Keep up the good fight.

LCPS School Board Members - Remember, Eric Williams works for you, not the other way around. TELL him to stop coming up with a plan for the plan, tell him to COME UP WITH THE PLAN TO GET OUR CHILDREN BACK IN SCHOOL. DO SOMETHING!

Sincerely,

--

Joe Hart

From: [Ian Serotkin](#)
To: [Nyah Hamlett](#); [Atoosa Reaser](#); [Beth Barts](#); [Brenda Sheridan](#); [Denise Corbo](#); [Harris Mahedavi](#); [Jeff Morse](#); [John Beatty](#); [Leslee King](#)
Cc: [Eric Williams](#); [O'Brien, Dorri](#)
Subject: Re: An Apology to the Black Community of Loudoun
Date: Friday, September 25, 2020 1:12:56 PM
Attachments: [image001.png](#)
[Outlook-qnipouzi.png](#)

Nyah,

I am extremely impressed with this video - it surpassed my expectations completely. Please pass along my thanks to everyone who had a part in its production.

Thanks,



**Ian Serotkin | Loudoun County School Board
Blue Ridge District Representative
Chair, Student Support & Services Committee**

email: ian.serotkin@lcps.org

mobile: (571) 420-1628

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: Nyah Hamlett <Nyah.Hamlett@lcps.org>
Sent: Friday, September 25, 2020 12:25 PM
To: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: Eric Williams <Eric.Williams@lcps.org>; O'Brien, Dorri <Dorri.O'Brien@loudoun.gov>
Subject: An Apology to the Black Community of Loudoun

Good afternoon all,

I am pleased to share that we are ready to make all online displays of the apology and video available. Attached is a PDF of the final letter and a link to the video. The apology will be announced through the posting of a news story on LCPS.org, as well as postings to LCPS social media accounts. It will also be a separate 'ribbon' on the Equity Overview information accordion on our webpage.

The video (linked below) is powerful. A special thanks to Dr. Charles Barrett, Lead School Psychologist for narrating the video, Bev Tate in our Planning Office for providing the history, Stephanie Knott and the Public Information Office Staff for doing the research, drafting the script, and coordinating and interviewing representatives of the Black community.

We are appreciative of the support of the School Board, Board of Supervisors, and Superintendent for ensuring that this particular step in the Action Plan to Combat Systemic Racism in Loudoun County Public Schools could be realized. As the apology states, we are moving forward on a "... bold, yet methodical, path of continuous improvement driven by a strong sense of urgency."

Feel free to share and post to platforms as you see fit. Have a great weekend.

<https://vimeo.com/460597640/6d9029e79a>

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
Nyah.Hamlett@lcps.org | Twitter: @NyahHamlett
571-252-1030



From: [Leslee King](#)
To: [Nyah Hamlett](#); [Atoosa Reaser](#); [Beth Barts](#); [Brenda Sheridan](#); [Denise Corbo](#); [Harris Mahedavi](#); [Ian Serotkin](#); [Jeff Morse](#); [John Beatty](#)
Cc: [Eric Williams](#); [O'Brien, Dorri](#)
Subject: RE: An Apology to the Black Community of Loudoun
Date: Friday, September 25, 2020 1:01:06 PM
Attachments: [image001.png](#)

Wow!! The video is so impressive. Thank you for doing this and thank you to the BOS for supporting this.

Regards,

Leslee



Leslee King | **Loudoun County School Board**

Broad Run District Representative

email: leslee.king@lcps.org 571-439-5570 -- cell

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: Nyah Hamlett

Sent: Friday, September 25, 2020 12:25 PM

To: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>

Cc: Eric Williams <Eric.Williams@lcps.org>; O'Brien, Dorri <Dorri.O'Brien@loudoun.gov>

Subject: An Apology to the Black Community of Loudoun

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<https://vimeo.com/460597640/6d9029e79a>

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
Nyah.Hamlett@lcps.org | Twitter: @NyahHamlett
571-252-1030



From: Nyah Hamlett
To: Atoosa Reaser; Beth Barts; Brenda Sheridan; Denise Corbo; Harris Mahedavi; Ian Serotkin; Jeff Morse; John Beatty; Leslee King
Cc: Eric Williams; O'Brien, Dorri
Subject: An Apology to the Black Community of Loudoun
Date: Friday, September 25, 2020 12:25:19 PM
Attachments: image001.png
An Apology to the Black Community.pdf

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Feel free to share and post to platforms as you see fit. Have a great weekend.

<https://vimeo.com/460597640/6d9029e79a>

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
Nyah.Hamlett@lcps.org | Twitter: @NyahHamlett
571-252-1030



From: [Raj Daniel](#)
To: [Atoosa Reaser](#); [Harris Mahedavi](#); [Ian Serotkin](#); [Leslee King](#); [John Beatty](#); [Jeff Morse](#); [Beth Barts](#); [Brenda Sheridan](#); [Eric Williams](#); [Denise Corbo](#)
Subject: [EXTERNAL] RE: THANK YOU and Issues & Recommendations for Consideration
Date: Tuesday, September 22, 2020 1:02:05 AM
Attachments: [image001.png](#)

Thank you so much for the folks who responded/acknowledged to take action on the following issues reported to you!

The main reason for bringing these issues to you attention is, when we brought up these issues to our school Principals/administration

they directed us to the LCPS School Board since they mentioned that schools are just following the forced direction/guidelines provided by the LCPS School board.

Even though this is a challenging time, as I am deployed in the project working on Vaccine for Covid-19, there is great hope!

Please help to spread the message of hope for our students/teachers while most of the media/politicians trying to divide us creating irrational fears.

The Parents in our communities strongly feel that, majority of our LCPS school board is biased/influenced by liberal, socialist political agendas

and our Students & Teachers are victims of some of the decisions based on that.

My humble request to our LCPS School board is to work together with the best interest of our Students & Teachers

providing options that fit our students/teachers needs rather than forcing everyone into a single option/model of 100% distance learning

which has major issues (as listed below) since LCPS is not fully equipped/prepared to handle this.

One of my earlier recommendation to open the school for half(1/2) day with 4 blocks (60 minutes) everyday(Mon – Fridays with A & B days)

should work for the students who choose in-person/hybrid learning since AA/BB days is not working good for the students as well as teachers.

You can also look at other models such as Virginia-Tech having thousands of students from various cities/states on-campus, with 100% in person learning.

When we took our son to Virginia-Tech this summer, there were thousands of students from various cities/states checking into the residence halls for in-person learning.

Thankfully, we got the report from our son that they are all doing well(healthy and learning great in-person at Virginia-Tech)!

Hope LCPS School Board will consider our requests and recommendations to resolve the issues

to do the best for our Students, Teachers and Parents!

Thanks and best regards,

Raj Daniel

--
ORACLE

Raj Daniel
Director, Federal & Commercial Key Accounts
Oracle Cloud Services

From: Raj Daniel

Sent: Tuesday, September 15, 2020 3:25 AM

To: Atoosa.Reaser@lcps.org; Harris.Mahedavi@LCPS.org; Ian.Serotkin@LCPS.org;
Leslee.King@LCPS.org; John.Beatty@LCPS.org; Jeff.Morse@LCPS.org; Beth.Barts@LCPS.org;
Brenda.Sheridan@LCPS.org; Eric.Williams@LCPS.org; Denise.Corbo@lcps.org

Subject: THANK YOU and Issues & Recommendations for Consideration

Importance: High

Dear Dr. Williams and School Board Members:

First of all a big "Thank you" for all your efforts in serving during this difficult/challenging times!

We want to bring to your attention some major issues/concerns with distance learning and recommended solutions to consider.

I request you as a Parent of 4 Students in all levels (High School to Elementary Schools), as a spouse of an amazing LCPS High School Teacher for 7+ years and as LCPS well-wisher serving 10+ years volunteering in various capacities including PTO President, MSAAC representative etc.

Issues/Concerns with Distance Learning:

1. **Technical Issues:** The Schoology and Google-Meet has been CRASHING Multiple times for the Teachers and Students.
2. **Safety/Security Issues:** Anonymous people/students are able to join the Google-meet with no restrictions.
Some interrupt the class(using racist comments), but some stay quietly and spy/learn from good teachers.
This is a major safely/security concern.
3. **Poor Quality Education:** The distance learning with reduced hours of synchronous learning, forces the teachers to limit/reduce the subject contents and teach Science with No hands-on labs which makes the education quality very inferior.
This is a major issue for our High School students taking multiple AP classes. With the Google-meet working so slow/bad, teachers have to spend about 15 minutes just to take attendance each block.
Some teachers end up just entertaining the students (to feel good) rather than teaching the education contents.
4. **Setup to Fail:** The Teachers and students feel that they are Setup by LCPS to fail this year since they are not equipped fully for 100% distance learning.
Our Seniors had to go to West Virginia this summer to take their SAT exams.
It is heartbreaking to hear a 5th grader saying that he wants to repeat 5th grade again so that he can learn good in-person next year.
All the teachers are doing their best, but frustrated with the limitations/technical issues/Schoology/Google-meet issues.
5. **No Integrity:** Assessments in Schoology is not working. So it is hard for the

teachers to assess the students

and unfortunately it enables some students to cheat in their tests/assignments.

6. **Asynchronous learning issue:** Some of the Students are not motivated in distance learning and unfortunately engage in other Social media/Netflix sites etc. than focusing on educational sites during asynchronous learning.
7. **No Equity:** There is no equity in this distance learning option for some teachers and students.

For example, For Science teachers handling AP & DE, are overloaded/need to work over 12 hours a day for preparation to teach with new tools, but some teachers (with the same salary) have very less work as remote/virtual workers (even able to work second job during school hours).

Similarly, some poor students are struggling to connect and participate in all the classes.

8. **Financial impact for LCPS Families:** Most families like ours had to spend hundreds of dollars to buy new Computes/Network/Internet upgrade etc. for spouses(LCPS Teacher) and Kids (Students) so that they can survive to run all the required Applications/tools without crashing.

Sadly, our Students/Children are having Major setbacks/impact in their Academic and Social life as they are forced with the distance learning option.

We can understand this are difficult challenges/issues, but there are some solutions we can come up with, when we collaborate and work together!

Recommended Solution:

1. For the Students/Parents who prefer in-person/hybrid learning, please consider opening the school just for half day (say from 8am – 12 noon) with 4 blocks (60 minutes) everyday (Mon – Fridays A & B days). The Students can do Asynchronous learning in the afternoon (going back home for lunch in the afternoon).
2. The Students/Parents who prefer distance learning can stay at home and participate along with the in-person learning students as the teacher teaches from the School (which is fully Equipped with fast internet, computer & camera).

Of course, the Social Distancing, recommended hygiene/washing hands/all best practices need to be enforced.

The short work days will help the Schools to be prepared and manage easier without worrying about the lunch time monitoring the social distancing, sanitizing lot of areas etc. This will be of a great benefit for all the Students, Teachers and Parents who prefer in-person learning as well as distance learning, with no schedule change for all five days just a reduced block size on all 5 days of the week.

Hope LCPS School Board will consider all the facts, solutions and recommendations to resolve the issues

and do the best for our Students, Teachers, Admins and Parents!

Thank You!

Raj Daniel

ORACLE

Raj Daniel
Director, Federal & Commercial Key Accounts
Oracle Cloud Services

From: Atoosa Reaser
To: Jeff Morse; Nyah Hamlett; Beth Barts; Brenda Sheridan; Denise Corbo; Harris Mahedavi; Ian Serotkin; John Beatty; Leslee King
Cc: Eric Williams; Stephen DeVita
Subject: Re: An Apology to the Black Community of Loudoun
Date: Friday, September 25, 2020 5:38:21 PM
Attachments: image001.png

ditto ditto ditto :)

Thank you,
Atoosa Reaser

Vice Chair and
Algonkian District Member,
Loudoun County School Board

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to the Freedom of Information Act (FOIA) disclosure laws.

The information conveyed in this communication is intended for the use of the original addressee(s), and may be legally privileged, confidential, and/or exempt from disclosure under applicable law. If this communication was not addressed or copied to you, then you have received it in error and are strictly prohibited from reading, copying, distributing, disseminating, or transmitting any of the information it conveys. If you received this communication in error, please destroy all electronic, paper, and other copies, and notify the sender of the error immediately. Accidental transmission of this communication is not intended to waive any privilege or confidentiality protected under Virginia's Freedom of Information Act.

From: Jeff Morse <Jeff.Morse@lcps.org>
Sent: Friday, September 25, 2020 5:37:26 PM
To: Nyah Hamlett <Nyah.Hamlett@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: Eric Williams <Eric.Williams@lcps.org>; Stephen DeVita <Stephen.DeVita@lcps.org>
Subject: Re: An Apology to the Black Community of Loudoun

That video is AWESOME. Absolutely nothing needs changing.

The one concern I have is with the letter, stating that "other inequities persisted" and listing several factors. I am concerned that our current state of dialogue with the NAACP makes it questionable for litigation to roll out a list of perceived inequities. Could this not jeopardize our negotiating position? I'll defer to Steve.

But wow...great job staff!

Sincerely,

Jeff

Jeff Morse
Dulles District Representative
Loudoun County School Board

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From: Nyah Hamlett <Nyah.Hamlett@lcps.org>

Sent: Friday, September 25, 2020 12:25 PM

To: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>

Cc: Eric Williams <Eric.Williams@lcps.org>; O'Brien, Dorri <Dorri.O'Brien@loudoun.gov>

Subject: An Apology to the Black Community of Loudoun

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Feel free to share and post to platforms as you see fit. Have a great weekend.

<https://vimeo.com/460597640/6d9029e79a>

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
Nyah.Hamlett@lcps.org | Twitter: @NyahHamlett
571-252-1030



From: Jeff Morse
To: Nyah Hamlett; Atoosa Reaser; Beth Barts; Brenda Sheridan; Denise Corbo; Harris Mahedavi; Ian Serotkin; John Beatty; Leslee King
Cc: Eric Williams; Stephen DeVita
Subject: Re: An Apology to the Black Community of Loudoun
Date: Friday, September 25, 2020 5:37:28 PM
Attachments: image001.png

That video is AWESOME. Absolutely nothing needs changing.

The one concern I have is with the letter, stating that "other inequities persisted" and listing several factors. I am concerned that our current state of dialogue with the NAACP makes it questionable for litigation to roll out a list of perceived inequities. Could this not jeopardize our negotiating position? **I'll defer to Steve.**

But wow...great job staff!

Sincerely,

Jeff

Jeff Morse
Dulles District Representative
Loudoun County School Board

Please note that correspondence with an elected official in the Commonwealth of Virginia is subject to FOIA laws

From: Nyah Hamlett <Nyah.Hamlett@lcps.org>
Sent: Friday, September 25, 2020 12:25 PM
To: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: Eric Williams <Eric.Williams@lcps.org>; O'Brien, Dorri <Dorri.O'Brien@loudoun.gov>
Subject: An Apology to the Black Community of Loudoun

Good afternoon all,

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Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
Nyah.Hamlett@lcps.org | Twitter: @NyahHamlett
571-252-1030



From: Beth Barts
To: SEAC Chair
Cc: Asia Jones; Leslee King; Patricia Nelson; SEAC PastChair; SEAC ViceChairCommunications; SEAC ViceChairPlanning; SEAC ViceChairMembership
Subject: Re: 2019-2020 SEAC Parent Survey Results Request
Date: Friday, September 25, 2020 1:27:42 PM

Sharon,

Thank you for all you do. You are correct! SEAC is all Volunteers and an advisory panel and does not "report" to LCPS. We want to keep this a positive and collaborative relationship. This is excellent background information you just shared.

Perhaps a open discussion of this entire process can be shared at the next SEAC meeting so everyone is on the same page? I am working hard to get SEAC reps from the elementary schools. My aide has been encouraging PTAs to find representatives and also reaching out to principals in my district.

I hope everyone has a wonderful weekend.

Beth

Sent from my iPhone

On Sep 25, 2020, at 12:03 PM, SEAC Chair <SEACChair@lcps.org> wrote:

Good Afternoon Dr. Jones,

Thank you for your follow up inquiry about the SEAC survey raw data demanded by Dr. Nelson in her response email on September 17. To clarify, we had one email exchange, I replied to Dr. Nelson that I would take her request to the executive committee to "determine the best way to share this information". The SEAC executive committee met Wednesday, September 23, and Dr. Nelson's demand to provide the SEAC survey raw data in its entirety in an excel spreadsheet format was discussed and a plan of action agreed to.

Last year was the first and only year the SEAC survey raw free response data was shared with LCPS. With approximately 850 respondents, sharing the raw data was a daunting task, to maintain data integrity, the executive committee had to read each free response and sanitize the data to remove identifiable information that would compromise the respondents and even with many long hours of effort, information was shared that should not have been, in hindsight we realized that names, phone numbers, etc. were shared.

This year in response to community feedback and requests for information to be published in Spanish, SEAC utilized a new survey platform that would allow for greater outreach and accurate translation. As such, we have a significantly larger data pool of 2,953 respondents in both English and Spanish that requires careful translation and consideration, which adds another layer of complexity.

First and foremost, SEAC must uphold our promise of anonymity to the respondents and our special education community. SEAC promises anonymity when we disseminate the survey, so if there is any possibility that individuals could be identified by sharing the quantitative and qualitative responses, we would be violating our promise, which would jeopardize SEAC's credibility.

The executive committee concluded at our Wednesday meeting to work closely with Dr. Elledge and Dr. Carol Williams-Nickelson to review the data to determine how to share the data without compromising or breaching anonymity. This is especially important this year with heightened emotions. SEAC is concerned that through combinations of information that responses could potentially allow a respondent to be identified which makes the whole dataset personally identifiable information. SEAC simply cannot run and share a report of our SEAC survey data in its entirety on demand.

As you know, the SEAC survey is conducted to gather authentic feedback from the special education community to support our annual report and to guide subcommittee work to fulfill our mission. SEAC is currently analyzing the data, I will be sending Dr. Nelson a request this weekend for information on progress made on issues identified in the 2018-19 SEAC Annual report that will be included in the 2019-20 SEAC Annual Report.

SEAC is an advisory group to the school board comprised of volunteers, as such, it is important to remember our members are working tirelessly with their typically developing children in addition to supporting their children with disabilities all day during the school week to give them access to distance learning. Their children like most of our students with disabilities are not independent learners and require an adult to sit and provide direct support. In some cases, this includes hand over hand assistance and guidance for all tasks. Many of our members, much like our special education community parents, are doing this while maintaining full time jobs and trying to maintain their ability to avail themselves to SEAC.

It is unfortunate the decisions that directly impact the disability community continue to be made without allowing SEAC as a stakeholder to be at the table. As our discussions began last year, SEAC shared we needed a paradigm shift, moving from reactive to proactive. Many of the current issues facing LCPS could have been avoided or lessened while working toward making equity in education a reality if this were to happen.

As soon as we have a solution that is equitable and protects our respondents, we will provide the data in an excel format as demanded. As always, SEAC stands ready to collaborate with you and your staff and asks for your patience and understanding. Our executive committee meets monthly and works to be as responsive as possible considering the current unprecedented situation.

Sharon

Sharon Tropf, Chair

LCPS Special Education Advisory Committee (SEAC)

Follow Us on Facebook: LCPS Special Education Advisory Committee

Please note that emails and other written communications sent to or from me concerning the Special Education Advisory Committee (SEAC) may be considered as a public record under the Virginia Freedom of Information Act (FOIA) and subject to disclosure.

From: Beth Barts <Beth.Barts@lcps.org>
Sent: Thursday, September 24, 2020 6:32 PM
To: Asia Jones <Asia.Jones@lcps.org>
Cc: SEAC Chair <SEACChair@lcps.org>; Leslee King <Leslee.King@lcps.org>; Patricia Nelson <Patricia.D.Nelson@lcps.org>; SEAC PastChair <SEACPastChair@lcps.org>; SEAC ViceChairCommunications <SEACViceChairCommunications@lcps.org>; SEAC ViceChairPlanning <SEACViceChairPlanning@lcps.org>; SEAC ViceChairMembership <SEACViceChairMembership@lcps.org>
Subject: Re: 2019-2020 SEAC Parent Survey Results Request

Thank you. Appreciate it.

Sent from my iPhone

On Sep 24, 2020, at 6:11 PM, Asia Jones <Asia.Jones@lcps.org> wrote:

Yes, that is correct. Listed below is the question from last year's survey. From the uniformity of the responses, I believe the respondent was able to select their district from the list of districts.

In what school board district of Loudoun County do you reside?

Asia R. Jones, Ed.D.
Assistant Superintendent
Department of Pupil Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1022

From: Beth Barts <Beth.Barts@lcps.org>
Sent: Thursday, September 24, 2020 6:08 PM
To: Asia Jones <Asia.Jones@lcps.org>
Cc: SEAC Chair <SEACChair@lcps.org>; Leslee King <Leslee.King@lcps.org>; Patricia Nelson <Patricia.D.Nelson@lcps.org>; SEAC PastChair <SEACPastChair@lcps.org>; SEAC ViceChairCommunications <SEACViceChairCommunications@lcps.org>; SEAC ViceChairPlanning <SEACViceChairPlanning@lcps.org>; SEAC ViceChairMembership <SEACViceChairMembership@lcps.org>
Subject: Re: 2019-2020 SEAC Parent Survey Results Request

Thank you for that clarification! So it was not by school but district? This is helpful.

Kindly,

Beth

Sent from my iPhone

On Sep 24, 2020, at 6:05 PM, Asia Jones
<Asia.Jones@lcps.org> wrote:

Ms. Barts,

I agree as we certainly do not want anyone to have the perception or fear of retaliation. Please know that the raw data staff received from SEAC last year did not have identifiable information such as email addresses nor computer ID numbers. The spreadsheet of raw data responses did include columns with the timestamp of participant survey completion, the school level (elementary, middle, high school, ECSE), and the school board district. Thank you.

Asia R. Jones, Ed.D.
Assistant Superintendent
Department of Pupil Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1022

From: Beth Barts <Beth.Barts@lcps.org>
Sent: Thursday, September 24, 2020 5:35 PM
To: Asia Jones <Asia.Jones@lcps.org>
Cc: SEAC Chair <SEACChair@lcps.org>; Leslee King <Leslee.King@lcps.org>; Patricia Nelson <Patricia.D.Nelson@lcps.org>; SEAC PastChair <SEACPastChair@lcps.org>; SEAC ViceChairCommunications

<SEACViceChairCommunications@lcps.org>; SEAC
ViceChairPlanning <SEACViceChairPlanning@lcps.org>; SEAC
ViceChairMembership
<SEACViceChairMembership@lcps.org>

Subject: Re: 2019-2020 SEAC Parent Survey Results Request

Dr. Jones,

It is my understanding they want to remove any identifying student information as the survey was promised to be anonymous. Many families worry about retaliation, if real or simply perceived, the fear is there.

I hope a release date can be found that is agreeable to all.

Kindly,

Beth Barts

Sent from my iPhone

On Sep 24, 2020, at 5:20 PM, Asia Jones
<Asia.Jones@lcps.org> wrote:

Good afternoon Ms. Tropf,
I am sending this email as a follow up request to Dr. Nelson's multiple requests that you send her the 2019-20 parent survey quantitative raw data response information, in its entirety. In previous years, we have received the spreadsheet that contains both the quantitative and qualitative response data once the survey has closed. The parent/guardian feedback that is received by way of the annual survey is taken very seriously by the Office for Special Education. When we receive this information, we carefully analyze the data and share it widely with school staff to inform division-wide efforts towards continuous improvement.

I understand that you have informed Dr. Nelson, in an email on Sept. 17, that you were going to bring her request to the executive committee to "determine the best way to share this information". I do not understand why you are refusing to promptly share the 2019-20 parent survey response information with Dr. Nelson, the LCPS SEAC liaison, as requested. The Department for Pupil Services leadership (extended beyond the Office for Special Education) continues to look forward to receiving the survey data in its entirety for review. Additionally, we have utilized the expertise and support from the LCPS Research team to assist with an analysis of qualitative response data.

Please kindly and promptly email the survey response information in spreadsheet format that can be sorted (as received in past years) to Dr. Nelson as requested and kindly copy me on the email. Thank you.

Asia R. Jones, Ed.D.
Assistant Superintendent
Department of Pupil Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1022

From: rama karan
To: kakevsgamarr@fcps.edu; aomeish@fcps.edu; rsizemorehei@fcps.edu; Megan.McLaughlin@fcps.edu; Elaine.Tholen@fcps.edu; mkmeren@fcps.edu; tdkaufax@fcps.edu; rjanderson@fcps.edu; klcorbettsan@fcps.edu; kvfrisch@fcps.edu; lhcohen@fcps.edu; sgpekarsky@fcps.edu; superintendentbrabrand@fcps.edu; ticomments@fcps.edu; Atif.Qarni@governor.virginia.gov; Fran.Bradford@governor.virginia.gov; hala.al-tinawi@governor.virginia.gov; Office of Senator John Bell; DelWGooditis@house.virginia.gov; kakevsgamarr@fcps.edu; aomeish@fcps.edu; rsizemorehei@fcps.edu; Megan.McLaughlin@fcps.edu; Elaine.Tholen@fcps.edu; mkmeren@fcps.edu; tdkaufax@fcps.edu; tdkaufax@fcps.edu; rjanderson@fcps.edu; klcorbettsan@fcps.edu; kvfrisch@fcps.edu; lhcohen@fcps.edu; sgpekarsky@fcps.edu; superintendentbrabrand@fcps.edu; Atif.Qarni@governor.virginia.gov; Fran.Bradford@governor.virginia.gov; hala.al-tinawi@governor.virginia.gov; victoria.noles@governor.virginia.gov; chairman@fairfaxcounty.gov; mason@fairfaxcounty.gov; braddock@fairfaxcounty.gov; mtvernon@fairfaxcounty.gov; dranesville@fairfaxcounty.gov; provdist@fairfaxcounty.gov; huntermill@fairfaxcounty.gov; springfield@fairfaxcounty.gov; leedist@fairfaxcounty.gov; sully@fairfaxcounty.gov; Ralph.Northam@governor.virginia.gov; district35@senate.virginia.gov; DelKKory@house.virginia.gov
Cc: [Eric Williams](#); [Denise Corbo](#); [Jeff Morse](#); [Ian Serotkin](#); [Harris Mahedavi](#); [John Beatty](#); [Beth Barts](#); [Brenda Sheridan](#); [Atoosa Reaser](#); [Leslee King](#); [Ashley Ellis](#); coalitionForTJ@gmail.com; ticomments@fcps.edu
Subject: [EXTERNAL] Objection TJ Admission criteria proposal - Reduced seats for LCPS and merit-lottery
Date: Sunday, September 27, 2020 4:30:23 PM

Dear Gov. Northam. Secretary Qarni, FCPS School Board members, policy makers and lawmakers,

My name is Rama Karan, I reside in Loudoun county and this is my follow up email on the above issue as I have not heard anything back from you.

I am very disappointed at the approach taken by the school board to solve the problem of diversity and equity. I have followed Dr. Brabrand's town hall meeting and I take offense at several of his points and I expect an answer from him on all these issues.

1. Dr. Brabrand mentioned about the 15k Prep course that some kids are attending. Where is this number coming from? Are you hinting at private schools' tuition here? No prep school in my knowledge charge anything close to 15K and even if they did it is a parent's choice to spend their hard-earned money for their child's future. They are not buying admission into the school with their money, they choose to spend their savings to prepare their kids so that excel and make a good future for themselves. Why do I get a feeling that Asian-Americans are being targeted here for working hard. This is pure racism!

I want to share my story. I am an immigrant, come from a very humble background but growing up in a family with 4 siblings, education for their kid was the utmost priority for my parents. My parents coached us themselves and made sure that we realize our potential and get the best of education. I have taken work from home job for past several years so that I can help and coach my son realize his potential. He excels in academics and now I have to tell him that his hard work does not have a chance at Thomas Jefferson because School board decides to go for a lottery. How do I deal with his disappointment? Please advise.

2. If you are against TJ prep, why not take a different standard test - ACT or SAT or Pre SAT. Lottery cannot be a solution for admission into the top-rated school in the country. What kind of message are we giving out kids - stop working hard and buy lottery tickets?

3. If diversity has be to achieved , why not reserve a percentage of seats for a specific race and have a merit-based admission for the rest ? The admission can be based on GPA, admit 4.0 GPA kids first, then 3.9 and so on. Teacher recommendation is important which should be taken into account along with the GPA.

4. Lottery pool of 3.5 GPA kids and reduced no. of seats for LCPS is a double blow for Loudoun kids. They are the most affected of all. This should be reevaluated.

Looking forward to hearing back from you,

Rama Karan
703-992-4079

From: [Brenda Sheridan](#)
To: [Nyah Hamlett](#); [Atoosa Reaser](#); [Jeff Morse](#); [Beth Barts](#); [Denise Corbo](#); [Harris Mahedavi](#); [Ian Serotkin](#); [John Beatty](#); [Leslee King](#)
Cc: [Eric Williams](#); [Stephen DeVita](#)
Subject: Re: An Apology to the Black Community of Loudoun
Date: Saturday, September 26, 2020 2:48:01 PM
Attachments: [image001.png](#)

Truly amazing! As soon as I heard Charles' voice, I knew it would be great, and it did not disappoint! Please extend my gratitude to everyone as well.

Brenda L. Sheridan
Loudoun County School Board
Board Chair & Sterling District Representative

Please note that correspondence with an elected official in the Commonwealth of Virginia is subject to FOIA laws.

From: Nyah Hamlett <Nyah.Hamlett@lcps.org>
Sent: Friday, September 25, 2020 6:15 PM
To: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: Eric Williams <Eric.Williams@lcps.org>; Stephen DeVita <Stephen.DeVita@lcps.org>
Subject: RE: An Apology to the Black Community of Loudoun

Thanks all. We are passing along your kind words to all who were part of this effort. I believe we shared the press release and draft letter with Steve and Maree, but I too will defer to Steve to share his perspective regarding the Board's negotiating position. Have a great weekend.

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
571.252.1030 (office) | 571.209.7787 (cell)

From: Atoosa Reaser
Sent: Friday, September 25, 2020 5:38 PM
To: Jeff Morse <Jeff.Morse@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: Eric Williams <Eric.Williams@lcps.org>; Stephen DeVita <Stephen.DeVita@lcps.org>
Subject: Re: An Apology to the Black Community of Loudoun

ditto ditto ditto :)

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From: Nyah Hamlett <Nyah.Hamlett@lcps.org>

Sent: Friday, September 25, 2020 12:25 PM

To: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>

Cc: Eric Williams <Eric.Williams@lcps.org>; O'Brien, Dorri <Dorri.O'Brien@loudoun.gov>

Subject: An Apology to the Black Community of Loudoun

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<https://vimeo.com/460597640/6d9029e79a>

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
Nyah.Hamlett@lcps.org | Twitter: @NyahHamlett
571-252-1030



From: Nyah Hamlett
To: Atoosa Reaser; Beth Barts; Brenda Sheridan; Denise Corbo; Harris Mahedavi; Ian Serotkin; Jeff Morse; John Beatty; Leslee King
Subject: FW: Media Request: Comments on \$422K on Diversity Training
Date: Friday, September 25, 2020 6:19:48 PM

Good evening,

I just wanted to inform you that the Washington Free Beacon is writing about LCPS' retention of The Equity Collaborative. The reporter had been provided inaccurate information to the effect that LCPS paid The Equity Collaborative \$422,500 for "diversity training." We provided the response below to correct the record, but we expect the story will be highly critical of those expenditures.

We also have a query from WRC-TV channel 4 on the same topic.

Thank you.

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
571.252.1030 (office) | 571.209.7787 (cell)

The information conveyed in this communication is intended for the use of the original addressee(s), and may be legally privileged, confidential, and/or exempt from disclosure under applicable law. If this communication was not addressed or copied to you, then you have received it in error and are strictly prohibited from reading, copying, distributing, disseminating, or transmitting any of the information it conveys. If you received this communication in error, please destroy all electronic, paper, and other copies, and notify the sender of the error immediately. Accidental transmission of this communication is not intended to waive any privilege or confidentiality protected under Virginia's Freedom of Information Act.

From: Rob Doolittle
Sent: Friday, September 25, 2020 3:42 PM
To: Chrissy Clark <chrissy@freebeacon.com>
Subject: RE: [EXTERNAL] Media Request: Comments on \$422K on Diversity Training

Hi Chrissy,

The information you have is not accurate.

Loudoun County Public Schools (LCPS) retained the Equity Collaborative for a variety of tasks, including to help facilitate the work of the School Board-appointed Ad Hoc Committee on Equity, to provide guidance in addressing issues related to equity across the division; to conduct an equity assessment for LCPS; to make recommendations for goals in the development of a division-wide equity plan; to assist in developing a framework for culturally responsive instruction, which helps ensure all students experience a welcoming, inclusive and affirming environment; and for equity-focused leadership coaching services. The Equity Collaborative did not provide equity-related training for teachers.

Thank you.

Rob Doolittle
Loudoun County Public Schools

From: Chrissy Clark <chrissy@freebeacon.com>

Sent: Friday, September 25, 2020 12:32 PM

To: Rob Doolittle <Rob.Doolittle@lcps.org>

Subject: [EXTERNAL] Media Request: Comments on \$422K on Diversity Training

Hi Rob,

It's Chrissy Clark with the Washington Free Beacon again.

I understand the school district has paid the Equity Collaboration \$422,500 beginning in 2019 and continuing today. Does the district stand by its decision to spend this money on diversity training? Does the district have any comment or reasoning why it has spent so much money on diversity training alone?

Deadline for comment is today, September 25, at 4:00pm EST.

I look forward to hearing from you.

--

Best,
Chrissy Clark
Staff Reporter
Washington Free Beacon

From: Nyah Hamlett
To: Atoosa Reaser; Jeff Morse; Beth Barts; Brenda Sheridan; Denise Corbo; Harris Mahedavi; Ian Serotkin; John Beatty; Leslee King
Cc: Eric Williams; Stephen DeVita
Subject: RE: An Apology to the Black Community of Loudoun
Date: Friday, September 25, 2020 6:15:05 PM
Attachments: image001.png

Thanks all. We are passing along your kind words to all who were part of this effort. I believe we shared the press release and draft letter with Steve and Maree, but I too will defer to Steve to share his perspective regarding the Board's negotiating position. Have a great weekend.

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
571.252.1030 (office) | 571.209.7787 (cell)

From: Atoosa Reaser
Sent: Friday, September 25, 2020 5:38 PM
To: Jeff Morse <Jeff.Morse@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>
Cc: Eric Williams <Eric.Williams@lcps.org>; Stephen DeVita <Stephen.DeVita@lcps.org>
Subject: Re: An Apology to the Black Community of Loudoun

ditto ditto ditto :)

Thank you,
Atoosa Reaser

Vice Chair and
Algonkian District Member,
Loudoun County School Board

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to the Freedom of Information Act (FOIA) disclosure laws.

The information conveyed in this communication is intended for the use of the original addressee(s), and may be legally privileged, confidential, and/or exempt from disclosure under applicable law. If this communication was not addressed or copied to you, then you have received it in error and are strictly prohibited from reading, copying, distributing, disseminating, or transmitting any of the information it conveys. If you received this communication in error, please destroy all electronic, paper, and other copies, and notify the sender of the error immediately. Accidental transmission of this communication is not intended to waive any privilege or confidentiality protected under Virginia's Freedom of Information Act.

From: Jeff Morse <Jeff.Morse@lcps.org>

Sent: Friday, September 25, 2020 5:37:26 PM

To: Nyah Hamlett <Nyah.Hamlett@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>

Cc: Eric Williams <Eric.Williams@lcps.org>; Stephen DeVita <Stephen.DeVita@lcps.org>

Subject: Re: An Apology to the Black Community of Loudoun

That video is AWESOME. Absolutely nothing needs changing.

The one concern I have is with the letter, stating that "other inequities persisted" and listing several factors. I am concerned that our current state of dialogue with the NAACP makes it questionable for litigation to roll out a list of perceived inequities. Could this not jeopardize our negotiating position? I'll defer to Steve.

But wow...great job staff!

Sincerely,

Jeff

Jeff Morse

Dulles District Representative

Loudoun County School Board

Please note that correspondence with an elected official in the Commonwealth of Virginia is subject to FOIA laws

From: Nyah Hamlett <Nyah.Hamlett@lcps.org>

Sent: Friday, September 25, 2020 12:25 PM

To: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Beth Barts <Beth.Barts@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>

Cc: Eric Williams <Eric.Williams@lcps.org>; O'Brien, Dorri <Dorri.O'Brien@loudoun.gov>

Subject: An Apology to the Black Community of Loudoun

Good afternoon all,

I am pleased to share that we are ready to make all online displays of the apology and video available. Attached is a PDF of the final letter and a link to the video. The apology will be announced through the posting of a news story on LCPS.org, as well as postings to LCPS social media accounts. It will also be a separate 'ribbon' on the Equity Overview information accordion on our webpage.

The video (linked below) is powerful. A special thanks to Dr. Charles Barrett, Lead School Psychologist for narrating the video, Bev Tate in our Planning Office for providing the history, Stephanie Knott and the Public Information Office Staff for doing the research, drafting the script, and coordinating and interviewing representatives of the Black community.

We are appreciative of the support of the School Board, Board of Supervisors, and Superintendent for ensuring that this particular step in the Action Plan to Combat Systemic Racism in Loudoun County Public Schools could be realized. As the apology states, we are moving forward on a "... bold, yet methodical, path of continuous improvement driven by a strong sense of urgency."

Feel free to share and post to platforms as you see fit. Have a great weekend.

<https://vimeo.com/460597640/6d9029e79a>

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
Nyah.Hamlett@lcps.org | Twitter: @NyahHamlett
571-252-1030



From: Beth Barts
To: Eric Williams; Scott Ziegler
Subject: Fwd: [EXTERNAL] There remains a First Amendment
Date: Saturday, October 3, 2020 2:28:03 PM

The HRTD policy is causing concern. True or not... lots of questions.

Just FYI. Needs to go back to committee.

Thank you.

Beth

Sent from my iPhone

Begin forwarded message:

From: Donald Kincaid <drk1189@gmail.com>
Date: October 3, 2020 at 2:23:24 PM EDT
To: Schoolboardemail <lcsb@lcp.org>
Cc: "bos@loudon.gov" <bos@loudon.gov>
Subject: [EXTERNAL] There remains a First Amendment

More socialist, pandering, PC BS. Virginia's Loudoun County Public Schools district board will vote on whether to adopt a speech code that would prohibit teachers from criticizing the school board's racial-equity plan.

According to a draft of the proposed speech code obtained by the *Washington Free Beacon*, employees of the school district would not be allowed to criticize the school district's "commitment to action-oriented equity practices" in all forms of public and personal communication. The speech code is hidden inside a "professional conduct" policy proposal, which prohibits behavior that undermines "the views, positions, goals, policies, or public statements of the Loudoun County School Board or its superintendent."

https://freebeacon.com/campus/virginia-school-board-weighs-speech-code-that-would-prohibit-criticism-of-equity-plan-criticism-of-equity-plan/?utm_source=actengage&utm_campaign=FreedomMail&utm_medium=email

My three cents. Don Kincaid

Sent from Mail for Windows 10

From: [Eric Williams](#)
To: [Atoosa Reaser](#); [Beth Barts](#); [Brenda Sheridan](#); [Denise Corbo](#); [Harris Mahedavi](#); [Ian Serotkin](#); [Jeff Morse](#); [John Beatty](#); [Leslee King](#)
Cc: [Nyah Hamlett](#)
Subject: Update for the School Board
Date: Thursday, October 1, 2020 5:43:44 PM
Attachments: [Update for the School Board 100120.pdf](#)

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. My schedule since the last Update included the following appointments, among others:
 1. Cabinet and Rob Doolittle met again today to collaborate on COVID-19 and other matters.
 2. Met with Kevin Lewis, Bev Tate, and Sharon Willoughby regarding enrollment projections.
 3. Met with Ashley Ellis and Nyah Hamlett to discuss miscellaneous DOI topics.
 4. Met with Ashley Ellis, Michelle Lutrell and other LCHS staff regarding implementation of the hybrid model in high schools.
 5. Co-facilitated a Senior Staff meeting focused primarily on implementation of the hybrid model..
 6. At the invitation of Congresswoman Wexton, I participated in a zoom meeting along with Congresswoman Wexton, Prince William Superintendent Dr. Steven Walts, Fairfax Deputy Superintendent Dr. Frances Ivey, and Clarke County Superintendent Dr. Chuck Bishop regarding challenges school divisions are facing during the current school year.
1. Appreciation email to Senior Staff for all of their hard work and to share news that the VDOE recognized Loudoun County Public Schools as a "School Division of Innovation" (pp. 1-4). The VDOE published a press release on this topic. We are not planning an external announcement.
2. As noted in the September 24 School Board Update, we plan to name an acting Interim Director of Construction Services to provide coverage for the vacated position due to the resignation of Gary Van Alstyne, effective October 2, 2020. If you have any questions or concerns, please let me know by 5 p.m. on October 2. Otherwise, we will move forward to appoint Chris Charron, currently LCPS Construction Coordinator, as acting Interim Director effective October 3.
3. Staff appreciation letters to Tammy Davis, Chris Bugaj, and Jessica Kirkland (pp. 5-7).

Business and Finance

1. Response to John Beatty on the question of VHSL fees from Sharon Willoughby (p. 8).
2. Response to Denise Corbo regarding 2020 legislation actions and financial implications for unfunded mandates on LCPS from Sharon Willoughby (pp. 9-10).

PIO/Communications

1. Information from Rob Doolittle regarding "60 Minutes" Request for Background Video (p. 11).

Department of Instruction

1. Information from Ashley Ellis regarding LCPS on-time graduations rates for class of 2020 (pp. 12-14).
2. Response to John Beatty in regards to religious holidays and the MAP testing schedule from Ashley Ellis (pp. 15-17).
3. Information from Ashley Ellis regarding the Jack Kent Cooke Foundation Grant (p. 18).
4. Information from Ashley Ellis on the TJHSST enrollment cap (pp. 19-20).

Department of Pupil Services

1. September edition of the Pupil Services Communique from Asia Jones (pp. 21-31).

Department of Support Services

1. As noted in Dr. Williams' September 24 School Board update: "Kevin Lewis and Sharon Willoughby have jointly proposed shifting the Division of School Nutrition Services from Support Services to Business & Financial Services in order to support the efficient, effective operations of School Nutrition Services, specifically, and the division, generally. If you have any questions regarding this proposal, please contact Kevin, Sharon, or me. If you have any concerns, please let me know by Friday, October 2. We tentatively plan to move forward with planning and communication regarding this matter as early as October 5. The attached email from Kevin Lewis provides additional information. This information is highly confidential at this time, recognizing that we will not communicate with affected employees sooner than October 5, at the earliest."
2. Support Services Update from Kevin Lewis which includes: Ashburn Elementary School Mold Remediation Update Since 9/28 and LCPS – Red Cross Blood Drives (April through September 2020) (p.32).

Department of Human Resources & Talent Development

1. Response to Beth Barts regarding career center assistants from Scott Ziegler (pp. 33-44).
2. Information on HRTD guidance for principals (pp.45-46).

Optional Reading: Articles

Washington Post story regarding area divisions COVID-notification practices, highlights LCPS, Sept. 30 (story embedded below)

https://www.washingtonpost.com/local/education/will-washington-area-schools-publicly-report-coronavirus-cases-many-say-no/2020/09/30/6275bd6a-031a-11eb-b7ed-141dd88560ea_story.html

LoudounNow story regarding potential impact of falling LCPS enrollment, Sept. 30
<https://loudounnow.com/2020/09/30/falling-enrollment-could-impact-loudoun-school-budget/>

WDVM Local story regarding LCPS Connect U virtual college fair, Sept. 30.
<https://www.localdvm.com/news/virginia/loudon-county-public-schools-creates-a-virtual-college-fair-alternative/>

Fox5DC story regarding VHSL decision to postpone athletic seasons, includes statement from LCPS, Sept. 30

<http://my.tvey.es/Pf37C>

Washington Post

Will Washington-area schools publicly report coronavirus cases? Many say no.

By **Hannah Natanson**, **Perry Stein** and **Donna St. George**

September 30, 2020 at 6:51 p.m. EDT

As schools in the Washington area inch toward reopening, a question looms: whether and how school districts will report coronavirus cases among students and staff.

Reporting policies vary district-to-district across D.C., Maryland and Virginia, but many school systems in the region are opting to stay mostly mum. Some school officials say they are not tracking or publishing data on school-related virus cases — only notifying people who may have come into contact with infected individuals.

This can make it hard to discover whether a school system has suffered an outbreak. When an employee in Montgomery County Public Schools' central office recently tested positive for the virus, news of the case trickled out informally. Spokeswoman Gboyinde Onijala confirmed it Wednesday, saying she could not release more details due to medical confidentiality but anyone potentially exposed was notified and the superintendent and school board had been informed.

But there are a few bright spots: Loudoun County Public Schools in Northern Virginia,

for example, sends schoolwide emails whenever a student or employee case emerges, as well as blasting an alert to local media outlets. The school system of 82,000 has followed this policy ever since campuses shut down in March, even though Loudoun students are pursuing remote learning this fall and do not physically set foot in school buildings.

Last week, this led to a string of notifications, as eight employees across five middle schools and one elementary school tested positive for the virus in seven days.

“From the beginning, this transparency was important to me and the school board,” Schools Superintendent Eric Williams said. “There is so much stress from ambiguity relating to the pandemic, and so it’s a small step to take away some uncertainty, because parents and staff members know we’re going to let them know.”

As October gets underway — the month when many school districts in the D.C. area have said they will return select groups of students to classrooms — anxious parents, public health experts and elected officials are calling for more transparency. They want to see swift and uniform reporting of cases.

“We haven’t gotten any emails or any sort of information about reported cases — emails, texts, anything,” said Anna Konschak, parent to a kindergartner in Fairfax County Public Schools. “I would love to see it.”

State Sen. George L. Barker (D-Fairfax), who has two grandchildren enrolled in the Fairfax school system, recently introduced legislation in the state Senate that would require school systems to publicly report outbreaks of the coronavirus.

Barker said the bill — a version of which has passed in both the Senate and the House, and is likely to land on the governor’s desk within the next two weeks — does not specifically define what counts as an outbreak. He suggested somewhere between two to five cases should force disclosure.

“It’s important for the public to have this information so they can be able to make decisions,” Barker said.

In a statement, Gov. Ralph Northam (D) said he is “committed to transparency and he strongly supports this legislation.” He added he is “looking forward” to the bills reaching his desk.

The debate over reporting in D.C. and its suburbs mirrors a larger conflict playing out nationwide. School districts throughout the country have been reluctant to release information about virus cases — although that may be shifting.

In late August, Louisiana officials debuted a disease surveillance website that offers data on coronavirus cases at K-12 schools throughout the state. In Texas, the state government on Sept. 8 began requiring that school districts file weekly reports on new coronavirus cases among students. And in late September, 24 members of Congress signed a letter urging the Centers for Disease Control and Prevention to begin publishing national data on coronavirus cases in schools.

Those arguing against disclosure sometimes point to the Health Insurance Portability and Accountability Act and the federal Family Education Rights and Privacy Act. But those laws do not forbid public school systems from publishing data about cases, provided the information released does not give out personal information about the infected.

In fact, the U.S. Education Department published a letter specifically urging the disclosure of school cases back in March. "School notification is an effective method of informing parents and eligible students of an illness in the school," the letter argues.

D.C. Mayor Muriel E. Bowser (D) has not said how or if city officials will publicize school-related virus cases. The D.C. Health Department has said it is not disclosing outbreaks at day cares to the public.

The public school system in the nation's capital is online-only, but officials said that they are considering bringing back groups of students starting Nov. 9, and that they will notify the entire school community if someone tests positive in the building. KIPP DC, the city's largest charter network, said it is following similar protocols. The network said it has had no positive cases since some in-person learning started this fall.

Recently, at least three staff members in the traditional public school system who had been in school buildings tested positive for the virus. School officials then sent notices to employees at each individual campus. Students were not in the buildings at the time.

"This is a topic that we know that teachers and families want a complete understanding of how it works," Bowser said Monday. "When we talk about our schedule for Nov. 9 we want to have sample language that they will receive in the event — if there is an event — of a case at their school. It will be all outlined."

In the Maryland suburbs, it's not easy to find data about school-related outbreaks. The health departments in Prince George's and Montgomery counties do not post numbers about school-related cases, and neither do public school systems.

In Montgomery County, Health Officer Travis Gayles said his department has launched roughly 50 contact investigations at private and parochial schools since mid-August, which cumulatively identified at least 15 schools with positive cases. But Gayles has not released the name of any school, citing privacy and ongoing investigations.

A string of classes had to quarantine. Health officials classified one outbreak as "extensive," with a large volume of potential contacts. At one Catholic school, a teacher tested positive, the class was quarantined — and then a student tested positive, according to the Archdiocese of Washington.

The Montgomery County school system, Maryland's largest, with more than 160,000 students, remains in a distance-learning mode, without students on campus.

Nonetheless, employees who have returned to school grounds have tested positive: more than 60 between March and Sept. 10. Officials have closed eight school buildings and one maintenance depot for cleaning and sanitizing, according to Onijala, the spokeswoman for the school system.

Some have urged that data be fully disclosed and easily accessed.

"I believe the public has a need to know and a right to know, and there's no need to have people speculate or jump through hoops . . . when this is a matter of public health," said Patricia O'Neill, a Montgomery County Board of Education member.

Schools in Prince George's County, which are also in all-virtual learning, required an open-records request before officials would produce any information about employees who tested positive or schools that have seen cases. A request filed by The Washington Post is pending.

In this environment, the Archdiocese of Washington may stand out: When asked, it has released the names of parish schools that experienced a case. The archdiocese began opening campuses in August; since then, it has confirmed positive cases at three schools — two in Maryland and one on Capitol Hill.

Maryland House Majority Leader Eric G. Luedtke (D-Montgomery) said school officials must balance between the need for transparency with legitimate privacy concerns. He warned against the possibility of fostering "covid stigma," but said that the state should set a standard for sharing information and that schools should be identified.

"We report in detail test scores for schools," he said. "Why can't we report coronavirus cases?"

A spokesman from the governor's office, Michael Ricci, said in an email that state and local health officers have discussed standardizing case data for schools, but some school systems raised privacy concerns.

In Virginia, as the bill requiring school reporting works its way closer to becoming law, school districts are taking varying approaches.

In Alexandria City Public Schools, which serves 16,000 students, little information is public. Asked how many employees and students had tested positive for the virus, spokeswoman Helen Lloyd said the division did not "have a data source for this information." Asked whether it planned to track and publish cases, Lloyd said "this would not be our remit." Alexandria city government officials referred all questions back to the school system.

Arlington Public Schools spokesman Frank Bellavia said 11.7 percent of school staff have "been excluded from work due to COVID health and safety procedures," and noted that this statistic is published on the system's coronavirus dashboard.

Bellavia said Arlington has no data on any of its 28,000 students because the school

system is offering online-only learning. He refused to say how many schools within Arlington have seen cases of the virus, calling building-level data “private health information.” Bellavia said Arlington officials notify only “relevant classes/schools/or individual[s]” of coronavirus cases, and do not publish a countywide alert.

Fairfax County Public Schools spokeswoman Lucy Caldwell said the school system of 189,000 students has identified 26 cases — all employees — since March. She noted that officials made this data available to the public in a Sept. 22 school board report.

Cases within Fairfax are self-reported to school officials, Caldwell said, which she admitted means “we might not have a complete figure” of coronavirus cases. When the school system becomes aware of a case, it notifies the Fairfax County Health Department, which conducts contact tracing. The school system also notifies “school communities [and] families in conjunction with health department coordination,” Caldwell said.

In an interview, Fairfax Superintendent Scott Brabrand said he would like to see a statewide database tracking coronavirus cases at schools. The Virginia Health Department on Monday took a step in that direction, debuting a website that allows users to inspect “14-day case incidence” and “14-day percent positivity” by school district — but does not reveal the case count at individual schools.

“The bottom line is we want to build transparency and trust,” Brabrand said. “I think the state building a dashboard mechanism for schools is the way to go.”

Loudoun, meanwhile, is continuing with its internal tracking and notification processes. The school has identified 105 cases of the virus since campuses shut down, spokesman Rob Doolittle said, including 99 staffers, three nonstaff visitors and three students. Doolittle also provided a three-page PDF listing every Loudoun coronavirus case, the school affiliation of the infected individual and the last day that person visited school property.

Williams, the Loudoun superintendent, said the decision to rigorously compile and publish coronavirus data was “immediate and natural,” agreed upon months ago informally — and unanimously — by himself, his top staff and members of the school board.

Williams conceded that the data may have “limited practical value” for most Loudoun families and staffers given campuses have remained closed, and mostly unused, since March.

“But symbolically, we felt it was important,” he said. “And by now people don’t really think about it one way or the other: It’s expected, that’s how we proceed, and that’s how we’re going to proceed.”

WJLA story regarding LCPS expenditures on Equity Training, Sept. 28.

<https://wjla.com/news/local/lcps-parents-raise-concerns-about-6-figure-equity-contract>

Washington Free Beacon story regarding LCPS expenditures on Equity Training,

Sept. 28. <https://freebeacon.com/campus/loudoun-county-schools-spend-hundreds-of-thousands-on-critical-race-theory/>

WRC TV story regarding area school divisions' reporting practices for employees who test positive, references LCPS, Sept. 28. <https://bit.ly/3kY8iX3>

Fox5DC story regarding area school divisions' reporting practices for employees who test positive, references LCPS, Sept. 28. <https://www.fox5dc.com/news/watchdog-group-demands-more-community-transparency-after-61-mcps-employees-test-positive-for-covid-19>

LoudounNow story regarding LCPS apology to Black community, Sept. 28. <https://loudounnow.com/2020/09/28/loudoun-schools-issue-apology-for-countys-segregationist-past/>

Loudoun Times story regarding apology to Black community, Sept. 28. https://www.loudountimes.com/news/lcps-board-of-supervisors-issue-apology-for-past-school-segregation/article_306786f2-01b0-11eb-85e1-ab4454a064c5.html

Colorlines.com story regarding apology to Black community, Sept. 28. <https://www.colorlines.com/articles/virginia-school-district-apologizes-historical-racism>

Loudoun Times story regarding School Board reaction to Thomas Jefferson admissions changes, Sept. 28. https://www.loudountimes.com/news/loudoun-school-board-criticizes-proposed-thomas-jefferson-admissions-changes/article_1f1bc11a-0192-11eb-b584-6338e995292c.html

Loudoun Times

Loudoun School Board criticizes proposed Thomas Jefferson admissions changes

John Battiston

Sept. 28, 2020

On behalf of the Loudoun County School Board, Chairwoman Brenda Sheridan (Sterling District) penned a letter Saturday to the Fairfax County School Board expressing concern with potential changes to the admissions process at Thomas Jefferson High School for Science and Technology.

During a digital FCSB work session Sept. 15, Fairfax County Public Schools Superintendent Scott Brabrand proposed the following: that the number of Loudoun County Public Schools students be capped at 62 for the coming school year; that students be accepted via a "Merit Lottery;" and that the required grade point average for application be raised to 3.5, while skills testing and cognitive testing be eliminated from the application process.

According to FCSB documents, the proposed changes are intended to make the school's population "reflect the diversity of FCPS, the community and Northern Virginia," as well as "enhance diversity and inclusion at TJHSST."

While the current Thomas Jefferson freshman class is 73 percent Asian, 18 percent white and 5 percent or less other races, FCPS officials estimate the "Merit Lottery" system would alter those percentages to more equitably represent Fairfax County, resulting in a student body that is 54 percent Asian, 25 percent white, 8 percent Hispanic, 7 percent Black and 6 percent two or more races.

Per Brabrand's presentation, the "Merit Lottery" would entail applicants being placed into "lottery pathways" based on their base schools' regions, after which students are "randomly selected within their pathways" and allowed a certain timeframe to accept, followed by a rolling admissions process to "keep a class of 500."

In her letter, Sheridan said she and other LCSB representatives were "particularly concerned" with the "Merit Lottery" proposal and the fact that Brabrand's presentation did not include "specific information ... regarding the format, rules, and consequences of such a lottery."

She said the board was "most concerned," however, by the proposed limit of 62 LCPS students admitted to TJ, compared to the 98 students who received offers in this year's freshman class. She further highlighted that Brabrand proposed 350 seats be allocated to FCPS students next year.

"[The cap] would limit Loudoun's students to 17% of the number of seats allocated to FCPS," Sheridan wrote. "As the Governor's School for Science and Technology in Northern Virginia, TJHSST receives significant state funding from the Virginia Department of Education. It is supposed to serve all of Northern Virginia's students, and it should do so in a manner that does not benefit some Northern Virginia school divisions more than others."

Regarding the proposed GPA requirement — which in the current process is only 3.0 — and the elimination of skills and cognitive testing, Sheridan said "increased pressure on teachers to inflate grades for students to meet the GPA qualification" may result, as well as increased difficulty for "students who don't have equitable support systems already in place to meet that qualification bar."

Finally, the chairwoman noted Thomas Jefferson does not have a regional governing board responsible for developing policies for the school, even though the VDOE states Governor's Schools are to have such bodies. She thus suggested FCPS, LCPS and other participating school systems discuss the creation of a governing board.

"Revising the admissions process to reflect the diversity of students in Northern Virginia is a laudable goal," Sheridan wrote. "However, we urge the FCPS School Board to make changes to [the] admissions process for TJHSST cautiously, and with an amount of deliberation commensurate with the scope of the changes."

Loudoun Times

LCPS, Board of Supervisors issue apology for past school segregation

John Battiston
Sep 28, 2020

The Loudoun County School Board and the Loudoun County Board of Supervisors on

Friday issued a formal apology for the past operation of segregated schools in the county.

A written statement and an educational video documenting the history of post-Civil War segregation in LCPS were included in the apology, which is itself part of LCPS's Action Plan to Combat Systemic Racism.

"Although we recognize that we have yet to fully correct or eradicate matters of racial inequality, we hope that issuing this apology with genuine remorse is a valuable step followed by additional actions, including demonstrable policy changes as outlined in both the Comprehensive Equity Plan and the Action Plan to Combat Systemic Racism," the statement reads.

According to school system officials, LCPS began operations in the fall of 1870, shortly after Virginia was readmitted into the Union. However, in the same year, the Virginia General Assembly issued "An Act to Establish and Maintain a Uniform System of Public Free Schools," in which legislators supported the segregation of white and Black students.

A small handful of Black schools operated in the county, though their financial resources were relatively meager. Per LCPS officials, the per-pupil cost for white students in 1925 was \$29.27, but only \$9.81 for Black students. Further, Black teachers were paid a starting salary of \$315, compared to \$520 for white teachers.

The School Board and Board of Supervisors continued to endorse school segregation in the 1950s, a position which the Loudoun NAACP and the County-wide League — a collective of Black community members advocating for educational equality for Black children — decried as an "effort ... to intimidate Negro parents, teachers and children into continuing to accept discriminatory educational practices currently existing in this county."

"For many, many years, the Board of Supervisors was funding a school system that was separate and unequal, and they knew all that came with that," Board of Supervisors Chairwoman Phyllis Randall (D) said in the video. "The apology itself doesn't change much, but the recognition that something happened that shouldn't have happened is important."

In 1959, LCPS introduced a plan by which Black students could apply to transfer to white schools, and in 1962, Loudoun County High School and Loudoun Valley High School became the first individual schools to integrate, accepting one and three Black enrollees, respectively.

The following year, a U.S. federal court ordered LCPS to comply with the Brown v. Board of Education Supreme Court decision and approve all Black applicants to attend formerly all-white schools. Finally, in 1967, Loudoun was required to establish geographic attendance zones regardless of race, so that all schools would be fully integrated by the 1968-1969 academic year.

In addition to Randall, several Black LCPS community members offered comment in the video regarding the School Board and Board of Supervisors' decision to apologize for segregation.

"Let's allow the apology to serve as a true foundation for growth, a foundation that you can look back to in two, three years and say, 'I never would have thought that this county was one that had to apologize for things of the past, I never would have thought that people were being mistreated in this area,' based on the actions that follow the apology," Leesburg Elementary School Principal Shawn Lacey said.

"The basis of any apology starts with changed behavior, so what I really want to see is changed policy and changed programs to actually make the minority families and community feel like they are a part of [the] Loudoun community as a whole," added Keaira Jennings, chairwoman of the LCPS Minority Student Achievement Advisory Committee.

The full apology and video are available at bit.ly/2EJP8Vw.

WDVM story regarding apology to Black community of Loudoun, Sept. 29.
<https://www.localdvm.com/news/virginia/lcps-apologizes-to-black-community/>

Loudoun Times story regarding NAACP Loudoun pressing for resolution of AG's investigation, Sept. 29. (story embedded below)
https://www.loudountimes.com/news/naacp-loudoun-branch-presses-attorney-generals-office-for-resolution-on-loudoun-county-public-schools-investigation/article_404c64ba-003a-11eb-892e-33e17d25b664.html

Loudoun Times story regarding broadband issues in western Loudoun, references challenges to education, Sept. 28. (story embedded below)
https://www.loudountimes.com/news/loudoun-county-supervisors-expedite-broadband-efforts-residents-say-next-steps-will-be-crucial/article_bde10f58-0197-11eb-9c6c-6700e789d2da.html

American Schools & University Magazine story regarding apology to Black community of Loudoun, Sept. 29. <https://www.asumag.com/facilities-management/business-finance/article/21143154/loudoun-county-va-school-district-apologizes-for-dragging-its-feet-on-desegregation>

Loudoun Times

NAACP Loudoun Branch presses attorney general's office for resolution on Loudoun County Public Schools investigation

By Nathaniel Cline
Sep 29, 2020

The NAACP Loudoun Branch is pressing for a resolution from the Virginia Office of the Attorney General in its racial discrimination investigation into Loudoun County

Public Schools.

The Division of Human Rights of the attorney general's office opened the investigation into LCPS nearly one year ago.

NAACP Loudoun Branch President Michelle Thomas said her organization has asked Attorney General Mark Herring's office to determine whether there is any evidence of racism.

Thomas believes she already knows the answer.

"Racism occurs in LCPS on a daily basis," she said. "We already know what the outcome is going to be, and the outcome is that they're going to find it, because over 200 students and parents have cited racist incidents. So, it's impossible for them to not find any ..."

The NAACP Loudoun Branch wants the school system to improve access for minority students to challenging curriculum, including the pipeline between elementary, middle and high school gifted and talented program opportunities, according to its list of terms of conciliation. Additionally, the branch wants to eliminate what it sees as unlawful discrimination and harassment in LCPS, policies and practices that have a disproportionately negative impact on Black and African American students and bias in the LCPS hiring process.

The branch also wants the school system "to foster meaningful racial consciousness and racial literacy throughout LCPS, and retain, in consultation with the Loudoun Branch NAACP, a third-party consultant at its own expense to annually monitor a number of recommendations."

As part of the investigation, the attorney general's Human Rights Division was seeking information from the elite Academies of Loudoun, including methods to recruit students, criteria to evaluate students and how it is established. The Division of Human Rights is also seeking information about planned or implemented responses to the findings listed in an independent equity assessment.

The attorney general's office did not wish to comment for this story.

The NAACP Loudoun Branch has collected testimony from parents and current and former students and teachers who say they were "denied access to a challenging curriculum" and "experienced discipline disparities ... and unfair hiring and career advancements."

The NAACP Loudoun Branch has called on the school system to investigate the admissions process for months. The group is concerned with the small number of Black students being accepted into the specialized schools housed within The Academies.

Additionally, NAACP officials were concerned about the school's application process that reviews previous grades, scores and requires further testing.

The school system was recently hit with a lawsuit by several parents opposed to the School Board's decision to overhaul its application process for fall 2020 to The Academies.

LCPS staff said the middle school enrollment at the Academies had a disproportionate negative effect on Hispanic and African American/Black students. Parents said in their suit that the school system's action is a violation of state and federal constitutional rights.

The Academies opened in August 2018 and sits on 120 acres off Sycolin Road in Leesburg. The Academies houses Loudoun's science, technology, engineering, and

career and vocational tech programs, and it's made up of the Academy of Science, Academy of Engineering and Technology, and Monroe Advanced Technical Academy.

For the 2018 school year, 2,116 students applied for the Academy of Science and Academy of Engineering and Technology, including 65 Black students, according to a report from the schools. Only one Black student was accepted along with two American Indian and Pacific Islander students. Asian (353) and white (104) students made up the top two ethnicity groups accepted.

Loudoun County Public Schools stated last November it "is committed to providing a safe, inclusive, equitable, respectful and supportive learning environment for every student."

What has the school system done so far

Last September, the school system released a systemic equity assessment of racial equity from consulting firm The Equity Collaborative. The firm provided a 23-page report, which included recommendations for Loudoun County Public Schools following multiple interviews and focus groups with students, parents, community members, teachers and school leaders.

LCPS recently created a director of equity position to provide a system-wide focus on creating more equity across the system. LCPS implemented initiatives in hopes of addressing the NAACP's concerns with diverse hiring through a number of measures, including requiring all teachers to take equity and cultural competence training and expanding after-school STEM programs in the elementary schools to identify high-achieving, economically vulnerable students.

An ad hoc committee on equity was created by the School Board last year.

A school system spokesperson said those initiatives were in place prior to the inquiry by the attorney general's Division of Human Rights.

As part of its "Action Plan to Combat Systemic Racism," LCPS deliberated the removal of Loudoun County High School's longstanding "Raiders" mascot, which the School Board ultimately approved unanimously in June.

The school system has also partnered with Teaching Tolerance, a project by the Southern Poverty Law Center, to offer optional educational materials meant to "prevent the growth of hate" and "educate children and youth to be active participants in a diverse democracy," according to the program's website.

LCPS courted controversy shortly before the current academic year began when many Loudoun families received anonymous postcards decrying Teaching Tolerance as "an extremist organization" promoting Marxist views.

"LCPS is proud of its use of instructional resources that support achieving its commitment to providing a safe, empathetic, respectful and supportive learning environment," officials wrote in a Sept. 4 email to families.

The apology letter

NAACP Loudoun Branch officials said they believe one of the school system's responses to the investigation came in Friday's apology letter and video to the Black community in Loudoun.

The school system released a previously announced apology for operating segregated schools with a 14-minute video that included a history of education in Loudoun County and focused on race and interviews with current school system employees, education advocates and Board of Supervisors Chairwoman Phyllis Randall (D-At Large).

The letter apologized for "operating segregated schools, resisting integration and the persistent educational inequities that resulted from these actions." It was backed by the school administration, School Board and Board of Supervisors.

"They're in direct response to the charge of discrimination and the equity collaborative report," said Robin Burke, chair of the NAACP Loudoun Branch Education Committee.

In August, Thomas was asked by a school system representative for her assistance in drafting the letter of apology. She objected.

She stated in her email response, "As victims of racism and discrimination, with its beginnings in segregated education, it is unconscionable for the abuser to ask the victim to provide assistance in writing an apology for the abuse."

The NAACP Branch plans to hold a virtual community discussion on the apology made by LCPS Friday at 7 p.m. The conversation will be streamed on Facebook. The branch is also accepting questions before 3 p.m. at education@naacploudoun.org.

An Apology to the Loudoun County Black Community from LCPS-TV on Vimeo.

Loudoun Times

Loudoun County supervisors expedite broadband efforts; residents say next steps will be crucial

Sept. 28, 2020

By Nathaniel Cline

Three internet service providers, two hotspots, a satellite dish, and paying at least \$500 a month is the reality for one parent in western Loudoun County struggling to find reliable connection for her children learning virtually during the COVID-19 crisis. Over the summer, parents realized that their children in Loudoun schools would be learning virtually to start the school year amid the pandemic.

As a result, the long-running lack of internet access and issues with reliable connections has led the Board of Supervisors to expedite the deployment of broadband to underserved and unserved areas.

Jocelyn Powers, a Neersville resident and parent of two, said poor internet service is a real problem and has led to stress for teachers and families. She uses the internet for work and medical appointments, and her kids use it for school, games and TV.

"I feel very lucky, but I am just struck by the fact that if kids don't have internet to access the news and resources and then now go to school with COVID, it is a major hindrance to their ability to keep up with other kids," Powers said.

The Times-Mirror has heard reports of students dealing with frozen screens and other tech glitches early on during the school year.

For work, Powers said she's had to drive up to 20 minutes just to send one email because of the poor download speed. Internet hotspot devices are usually good for a week or two, but then users have to wait a couple more weeks for the plans to reset, she said.

The Loudoun mother said going to a neighbor's house is not an option because of the COVID-19 pandemic. Instead they are using multiple internet sources to have streaming capabilities.

Eusebio Cantone, another Loudoun County resident and founder of the Facebook group True Broadband For Western Loudoun, said broadband availability in western Loudoun has been a problem since the invention of the internet.

To make any kind of progress on the issue, Cantone said county leaders' next steps will be critical.

"This part of the county continues to fall behind, and with the new standard of working and schooling from home, now more than ever a spotlight is shining on the ugly truth," Cantone said.

Similar to Powers, Cantone said his family has experienced outages and slow connection speeds. The poor internet service has impeded his family's ability to get work done and receive an education.

Cantone too has been forced to buy hotspots, which become slower as more customers use up data.

"It's stressful enough that parents are trying to figure out how to be teachers from home, and now they are having to deal with devices crashing because of internet — truly a sad time," said Cantone.

Supervisors look to speed things up

Powers welcomed word that Loudoun's Board of Supervisors is taking action in hopes of improving connectivity issues in western Loudoun. But she questioned why the sense of urgency has taken so long, and she's skeptical of success any time soon. As part of the board's recent plan to expedite the deployment of broadband to underserved and unserved areas, county staff will analyze Loudoun's options and return to a future business meeting with the costs, funding sources, timelines and options to prioritize and accelerate the expansion of broadband services to residential areas.

County staff will also provide an information item about the structure and of existing cable TV franchise agreements and legal options available to negotiate contracts that will improve broadband access.

"We've kind of reached a critical point and an untenable impasse," Catoctin Supervisor Caleb Kershner (R) said. "We are now at 100 percent distance learning in our schools ... There are very few solutions, or at least real wide-sweeping solutions that we have been able to offer, and so this is really an attempt to kind of bolster that." Blue Ridge Supervisor Tony Buffington (R) defended the board's previous measures to increase broadband services in western Loudoun. He said the county has pumped funding into rural areas and the school system, and he called on providers to join in on addressing the matter.

"We've not been sitting on our hands," Buffington said. "That is definitely probably the perception out there, but it's not the fact."

He said it's the board's responsibility to help the 21 percent of county students that live in the rural areas and are having a challenge staying online to learn and complete their schoolwork.

The board voted 8-1 on the expedited effort. Supervisor Juli Briskman (D-Algonkian) opposed.

Before voting against the motion, Briskman said she has empathy for the students, and she asked about using CARES Act funding for this project.

But she said many western Loudouners have said they don't want development in the area — a lack of development means less financial incentive for providers to bolster access — and she noted the board appropriated \$15.5 million toward improving broadband in western Loudoun last year.

As part of the board's vote, the county may have to come up with additional funds that are taken from other projects or services. Briskman said the "beef" is more with the internet providers than the county in this case.

"I'm going to have a lot of difficulty putting more money into something like this," Briskman said. "It's a life choice that was made, and the internet is just not going to be good because that's where they chose to live."

Chairwoman Phyllis Randall (D-At Large) said whether it was the parents' choice is immaterial.

"Right now, we're in the middle of a pandemic, and if we do not figure out broadband, then we are going to have kids in western Loudoun County have an unequal education, and that is not OK," Randall said. "There are times when 'we're all in this together' has to mean something — this is one of these moments. And so, the kids didn't choose to live there, the parents did, and they need to be able to learn."

Eric Williams, Ed.D.
Superintendent
Loudoun County Public Schools

From: [Eric Williams](#)
To: [Atoosa Reaser](#); [Beth Barts](#); [Brenda Sheridan](#); [Denise Corbo](#); [Harris Mahedavi](#); [Ian Serotkin](#); [Jeff Morse](#); [John Beatty](#); [Leslee King](#)
Cc: [Nyah Hamlett](#)
Subject: Update for the School Board
Date: Monday, September 28, 2020 5:52:54 PM
Attachments: [COVID-19 Update for the School Board 092820.pdf](#)

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. My schedule since the last Update included the following appointments, among others:
 1. Cabinet and Rob Doolittle met again today to collaborate on COVID-19 and other matters.
 2. Participated, along with Scott Ziegler, Asia Jones, and Sharon Willoughby, in a webinar for Virginia Division Superintendents hosted by Dr. James Lane.
 3. Participated, along with Atoosa Reaser and Ashley Ellis, in the Hybrid Simulation for Potomac Falls HS.
 4. Participated in a Washington Area Superintendents Study Council (WASSC) call with other superintendents from the metropolitan area
 5. Attended the Liberty ES leadership team (comprised primarily of teachers) meeting to listen to discussions of the team's ongoing work
 6. Met with Ashley Ellis and Nyah Hamlett to plan the next Senior Staff meeting.
1. **Equity-focused Professional Learning for the School Board and Cabinet**
Dr. Hamlett sent communication to the Board on September 4 (via email) and September 17 (via SB update), asking for feedback and preferences of Board members in order to develop a professional learning plan. We have heard from one Board Member thus far. In order to develop a Professional Learning Plan for the full Board and to report out on it in an October Board meeting as indicated in action step #3 of the Plan to Combat Systemic Racism, Dr. Hamlett needs individual Board member input. Please provide the input by COB this Friday, October 2. For convenience the slide deck is attached. Please note revisions to slide 5 for additional clarity (pp. 1-9).

PIO/Communications

1. Updated list of community COVID notifications from Rob Doolittle (pp. 10-14).

Department of Instruction

1. Information requested by the C&I Committee from Ashley Ellis regarding EL data (pp. 15-28).
2. Response to Beth Barts from Ashley Ellis on feedback about AABB schedule (pp. 29-30).
3. Head Start Shared Governance September packet from Ashley Ellis (pp. 31-114).
4. Information from Ashley Ellis regarding adjusting the schedule for K-2 staff preparing to begin hybrid instruction on October 27 (p. 115).

Department of Pupil Services

1. Information from Asia Jones on LCPS' nomination for the CITES Knowledge Development Cohort (pp. 116-117).

Department of Support Services

1. Support Services update from Kevin Lewis which includes: Ashburn Elementary School Mold Remediation Update, and Countryside Elementary School – Safe Routes to School (SRTS) Sidewalks & Trails Project (pp. 118-119).

Optional Reading: Articles

WUSA-TV Story regarding Apology to Black Community, Sept. 27.

<https://www.wusa9.com/article/news/local/virginia/loudoun-county-issues-apology-to-black-community-for-the-operation-of-segregated-schools/65-5f371dd9-9241-4f14-b2e9-9a3f3abfaa4b>

New York Daily News story regarding Apology to Black Community, Sept. 26.

<https://www.nydailynews.com/news/national/ny-segregation-virginia-district-apologizes-20200926-qtkpxaw4grdwrhaz4ukdzpxiyy-story.html>

USA Today story regarding Apology to Black Community, references Madison Trust incident, Sept. 25.

<https://www.usatoday.com/story/news/education/2020/09/25/virginia-school-district-apologize-school-segregation-racism/5645803002/>

Washington Post story regarding Apology to Black Community, Sept. 26. (embedded below) https://www.washingtonpost.com/local/loudoun-apology-segregation/2020/09/26/0d4fe2ec-0037-11eb-8d05-9beaaa91c71f_story.html

LoudounNow story regarding replacement of Luckett ES water treatment plant, Sept. 25. <https://loudounnow.com/2020/09/25/lucketts-es-treatment-plant-replacement-moves-forward/>

Washington Post story regarding area school districts' reopening plans, includes quote from interview with Dr. Williams, Sept. 26. (Embedded below.)

https://www.washingtonpost.com/local/education/washington-area-schools-inch-toward-reopening-plans-stirring-strong-emotions-among-parents-teachers-and-students/2020/09/25/a0b5dc14-ff27-11ea-b555-4d71a9254f4b_story.html

Washington Post

Washington-area schools inch toward reopening plans, stirring strong emotions among parents, teachers and students

By Hannah Natanson, Donna St. George and Perry Stein

September 26, 2020 at 7:00 a.m. EDT

As coronavirus cases in the Washington region hit their lowest levels in months, area school systems are inching toward reopening and normalcy — pledging to gradually usher students back into classrooms, and onto sports fields, over the next several weeks.

In D.C., Mayor Muriel E. Bowser (D) has said that she hopes to bring a small number of students back to school by the end of September, and that she wants to offer all students the option to return part-time by Nov. 9, although she has yet to debut a plan for either goal. In Maryland, State Superintendent Karen Salmon on Thursday announced that fall sports would resume on Oct. 27.

And in Virginia, Loudoun County Public Schools, Arlington Public Schools and Fairfax County Public Schools — representing nearly 300,000 students combined — decided this past week to proceed with plans that will return several thousand children to school buildings starting in October. All three school systems are prioritizing returning students with disabilities, English-language learners and very young children.

Meanwhile, Maryland's largest school system, in Montgomery County, also took a first step toward in-person learning Friday evening, giving its labor unions a required 45-day notice. Superintendent Jack R. Smith said in a joint letter with union leaders that the notice did not mean in-person learning would begin in 45 days, but rather that it would open the way for bargaining and planning for an eventual return.

The goal is to phase in small groups of students for on-campus instruction during the first semester if health conditions permit, said spokeswoman Gboyinde Onijala. She said the issue would be discussed at an Oct. 6 school board meeting.

Maryland state officials have been pressing for small groups of students to return for in-person instruction, and most Maryland school systems are planning for it.

Under a new Maryland requirement, school systems that opted for a full semester of all-virtual learning — including Montgomery and Prince George's counties — must revisit their plans at the end of the first quarter this fall. Staying all-remote for a semester would leave students in online learning through at least late January.

Prince George's officials said this week that their semester-long all-virtual plan has not changed.

Gov. Larry Hogan (R) and Salmon have been touring public schools around the state that have begun to bring children into classrooms. Their stop on Thursday was in Frederick County, where they lauded efforts at Waverley Elementary School and the Frederick County Career and Technology Center.

"We don't want to rush, and we don't want to bring back huge crowds — we don't want to fill the schools — but we believe there are ways to go about things safely," Hogan said.

In the District, the teachers' and principals' unions have pushed back against the mayor's announcement that she wants to reopen schools soon, arguing that the buildings are not ready. The school system has said that it will check every HVAC system and make necessary upgrades before Nov. 9 but has not said how many buildings it has inspected so far.

On Friday afternoon, Chancellor Lewis D. Ferebee met with principals about reopening plans and how they will "receive detailed guidance and intensive technical assistance from central office teams to ensure health and safety measures are met," according to the school system. But the chancellor said that nothing was definite and the meeting was only to prepare for a "potential" reopening on Nov. 9.

Still, Richard Jackson, head of the Council of School Officers, a union for mid-level leadership, said principals left the meetings unclear on what reopening plan they should be expecting and how they should prepare.

"People were more confused after the call than they were before it," said Jackson, who was not on the call but heard feedback from principals afterward.

In an interview, Fairfax Superintendent Scott Brabrand said he thinks the moment is right to start opening schools back up: Fairfax health officials say the county is seeing a "low" transmission rate, and he's eager to get children back inside classrooms for a form of learning that "nothing in the world can replace." But he is also wary of moving too fast.

"Honestly, I feel sometimes like I'm in the middle of a Goldilocks fairy tale," Brabrand said. "We don't want to go too hot. We don't want to go too cold. We want to do it just right: And just right is a measured approach starting with small cohorts of kids."

The pivots toward brick-and-mortar schooling brought cheers of relief from some D.C.-area parents, especially those whose children have learning disabilities.

From the beginning of the pandemic, educators and experts warned that online learning simply would not work for special education students. Susan Edgerton, president of the advocacy group Parents of Autistic Children of Northern Virginia and mother to two Fairfax County students, one of whom is autistic, said this prediction has proved accurate for many families in her group.

"It's very sad," Edgerton said. "Some kids are getting very frustrated, throwing things at the screen, acting out because they can't see teachers and they don't understand what's happening."

She called the new plan approved by the Fairfax School Board on Tuesday, to send hundreds of preschoolers with autism to school buildings by mid-October, "an important first step."

Similar plans are underway elsewhere in Northern Virginia. Loudoun will return more than 800 children with disabilities to classrooms starting Oct. 13, and Arlington will permit roughly 300 students with disabilities to start learning inside schools four days a week beginning in mid-October.

Stockpiling cleaning supplies

School systems that have committed to a return are now stocking up on cleaning supplies and protective equipment. Fairfax has ordered face coverings for all students and teachers, plexiglass shields for every classroom and a two-month supply of cleaning and disinfectant supplies, Brabrand said.

Likewise, Loudoun County Public Schools has purchased cleaning chemicals, cloth face coverings, disposable gloves and gowns, face shields and N95 masks. The district will follow a strict regimen of mask-wearing and social distancing as children and employees reenter campuses.

"It's definitely not going to be exactly the same type of in-person learning because of the public health mitigation strategies," Loudoun Superintendent Eric Williams said. "But I'm still excited about it."

Nonetheless, a key hurdle remains: Will teachers agree to instruct children in person?

That question is proving especially fraught in Fairfax, where controversy erupted over the issue at a school board meeting Tuesday. In his presentation to board members, the superintendent said the school system — which had previously asked teachers to choose between in-person and remote teaching — would be able to honor only the selections made by staff members who qualify for Americans With Disabilities Act accommodations.

Fairfax could provide no guarantees to employees who requested remote teaching positions because they have family members susceptible to the virus, are struggling to find child care or simply feel uncomfortable going back, Brabrand said. Some of these teachers would probably be asked to return, the superintendent continued — and, if they disliked it, they could either request a leave of absence or resign.

The school board ultimately voted to soften Brabrand's position, passing a motion that pressed pause on the superintendent's proposal encouraging resignations. Instead, the board is requesting more data on staff teaching preferences.

In an interview, Brabrand defended his original suggestion.

"The reality of return-to-school, across all school districts," he said, "is that if you're going to bring kids back, you have to bring teachers back, too."

A summer survey undertaken by the school district showed that slightly more than half of teachers — 52 percent — would prefer to keep teaching online. Becca Ferrick, president of the 1,300-member Association of Fairfax Professional Educators and a Fairfax high school teacher, is advocating for a more gradual return program, which would deliver smaller numbers of students back to classrooms over a longer period. She called the superintendent's plan "disappointing."

"The current plan is going to push a lot of really great teachers out the door," Ferrick said. "I do feel bad for Dr. Brabrand and the school board — I know they want to do the right thing — but at this point, doing right by students seems to mean doing wrong by staff."

Parents push for return

Many parents insist that virtual learning is not working, and that their children are suffering mentally and emotionally by spending so much time away from peers — not to mention the toll taken on mothers and fathers who are struggling to balance work with child care.

They also point to new research suggesting that schools that have reopened are not functioning as superspreading centers, as many analysts had feared. A Brown University study, published this past week, tracked cases at school systems nationwide and found extremely low levels of infection at places offering in-person learning: Just 0.078 percent of students have tested positive for the novel coronavirus and 0.15 percent of teachers.

"I personally, if I made the rules, would be comfortable with five days a week at least for elementary kids, based on what I have read of the data we have," said Virginia parent Miranda Turner, who has two children in Arlington Public Schools. "I think the evidence is generally favorable for a return."

Some parents note that, although all major public school districts in the D.C. region have offered online-only learning since March, many school buildings have successfully reopened for nonschool activities.

In Montgomery County, hundreds of students are taking their Chromebooks to school every day to join small cohorts of their peers in "distance learning hubs" run by child-care providers. Loudoun has opened a handful of "Internet Cafes" inside schools: large spaces set up with tables six feet apart, at which students can use school Internet to access online classes. The program is meant to ensure all children get online.

And Fairfax invited thousands of high-schoolers to take the SAT inside school buildings last week. Local government officials also set up a child-care program inside

schools.

All three initiatives have drawn complaints from parents who do not understand why schools can reopen for these programs, but not for actual school.

One of those feeling cheated is Fairfax parent Emily Belisle. Belisle has three children: a sixth-grader, a second-grader and a kindergartner. She transferred her youngest to a private school offering in-person learning after she concluded remote school just wouldn't work.

Belisle's two sons, however, are struggling through online class — and she is deeply worried about its immediate and long-term effects.

Her sixth-grader was always the "sunshine guy" in the family, bubbly and bright. But at this point, deprived of a classroom filled with other kids for months on end, the boy is "withering, socially and emotionally," Belisle said.

One recent morning, he woke up and said he just felt sad. When she asked why, he said he didn't know. A resilient kid, the sixth-grader tried to suggest a cure.

"Maybe," he told her, "on my screen break, I can go for a walk."

Her second-grader, meanwhile, has taken to asking the same question every morning at the breakfast table.

"Mommy, when is my school going to open?" he says.

Belisle tells him she doesn't know.

Washington Post

Loudoun County Public Schools apologizes for history of segregation

https://www.washingtonpost.com/local/loudoun-apology-segregation/2020/09/26/0d4fe2ec-0037-11eb-8d05-9beaaa91c71f_story.html

By **Michelle Boorstein** and **Emily Davies**

September 26, 2020 at 6:40 p.m. EDT

Loudoun County fought an order to desegregate its schools for more than a decade after the Supreme Court ruled it illegal. More recently, the school system has been accused of discriminating against its Black students and failing to provide them with equal access to advance classes.

On Friday, the school system did something those students in the 1950s couldn't have imagined.

It apologized.

The apology, which took the form of a letter and a video addressed to Loudoun County's Black community, expressed remorse for the school system's long history of segregation and acknowledged its persisting legacy of racism in the classroom.

"The additional effort required and resources provided by the Black community to obtain an equal education created hardships to which other community members were not subjected," the letter read. "Black people were denied rights and equal treatment."

The president of the local NAACP, however, dismissed the apology as toothless and alleged that the school system did not sufficiently include those who had experienced segregation in determining the best way forward.

"We feel it is more word than action," said Michelle Thomas, president of the Loudoun County NAACP. "And the genuineness of that apology is questionable at best."

Rob Doolittle, spokesman for Loudoun County Public Schools, said the school administration invited the local NAACP, the Minority Student Achievement Advisory Committee, the Loudoun Douglass High School Alumni Association, the Friends of Thomas Balch Library and the Edwin Washington Project, which is working to preserve records from the school system, to give "input on what subjects the apology should address."

He also said that the apology is only one step in the county's plan to combat systemic racism, which the school system released earlier this year.

The school district, one of the country's wealthiest, is located an hour outside of D.C. It confronted long-standing allegations of racism in 2019, when it commissioned a review that found a "hostile learning environment" for students of color. Following the report, the county's school board promised to work to address implicit biases and diversify its employees.

The apology states that it recognizes the inequalities that resulted from the county's slow march toward integration, which it reluctantly began over a decade after the Supreme Court outlawed public school segregation in *Brown v. Board of Education*. The letter cites continued discipline of Black students, inequities in teacher salaries, cultural omissions in curriculum and schools and mascots "named after or potentially named after" Confederate figures and plantations, among other enduring inequalities.

The school district is 7 percent African American, 18 percent Hispanic, 25 percent Asian and 44 percent White. Six percent of students are of two or more ethnicities, according to Doolittle.

"Although we recognize that we have yet to fully correct or eradicate matters of racial inequality, we hope that issuing this apology with genuine remorse is a valuable step followed by additional actions, including demonstrable policy changes as outlined in both the Comprehensive Equity Plan and the Action Plan to Combat Systemic Racism," read the letter from the Loudoun County School Board, the administration of Loudoun County Public Schools and the Loudoun County Board of Supervisors.

The letter also included a timeline to provide “context for a long-overdue apology to the Black community of Loudoun County.” And the 15-minute video, titled “An Apology to the Loudoun County Black Community,” walked viewers through the history of segregation in Loudoun County Public Schools with historical images and art flashing on the screen. It also included interviews with Black administrators, students and public officials in Loudoun County.

“The apology itself doesn’t change much, but the recognition that something happened that shouldn’t have happened is important,” said Board of Supervisors Chair Phyllis J. Randall (D-At Large) in the video.

LoudounNow story regarding award-winning Dominion HS student journalists, Sept. 24. <https://loudounnow.com/2020/09/24/the-storytellers-dominion-high-school-journalists-rise-to-the-top/>

LoudounNow story regarding proposed changes to LCPS dress code, Sept. 24. <https://loudounnow.com/2020/09/24/loudouns-equity-efforts-reach-school-dress-code/>

WTOP News story regarding expansion of hybrid in-person learning, Sept. 24. <https://wtop.com/education/2020/09/thousands-of-loudoun-co-students-return-to-classrooms-part-time-next-month/>

Eric Williams, Ed.D.
Superintendent
Loudoun County Public Schools

From: Fred Woehrle
To: Denise Corbo; Atoosa Reaser; Ian Serotkin; Harris Mahedavi; Leslee King; John Beatty; Jeff Morse; Beth Barts; Brenda Sheridan; Eric Williams
Subject: [EXTERNAL] Legal problems with "Professional Conduct" policy and "Action Plans to Combat Systemic Racism"
Date: Sunday, October 4, 2020 7:02:07 PM

In the item reproduced below, a lawyer argues that the proposed "Action Plans to Combat Systemic Racism" contain a provision that is illegally discriminatory because it gives certain racial groups special treatment: Namely, the "Development and provision of ongoing interventions for Black and Hispanic students" -- but not white or Asian students -- "who are engaging in behaviors that might lead to suspensions." Giving minorities special protections against suspension is racial discrimination, even when it is intended to eliminate racial disparities in school discipline rates. (*See People Who Care v. Rockford Board of Education* (1997)).

He also argues that the draft "Professional Conduct" policy violates the First Amendment several ways:

- (1) by banning out-of-school religious expression that shows religiously or sexually discriminatory attitudes (such as comments criticizing a devil-worshipper, which is literally "discriminatory comments" based on "religion" banned by the policy, even though that seems like speech protected by the First Amendment),
- (2) by banning non-racist "use of racial insults or slurs regardless of intent" (like a non-racist teacher quoting what a racist student said, or a teacher simply quoting what a racist said in a novel); and
- (3) by restricting criticism of the "views," "positions," or "policies" of the board or superintendent, or speech "not in alignment" with "action-oriented equity practices," in a vague, viewpoint-discriminatory way.

He also argues that the draft "Professional Conduct" policy would also violate federal civil-rights laws such as Title VI and 42 U.S.C. 1981 if used to punish teachers for criticizing special treatment for minority students, such as the school discipline proposals. Apparently, these laws protect employees from retaliation for criticizing even lawful affirmative action policies if the employee plausibly views them as discriminatory against whites. There is also apparently a federal appeals court ruling, *Meyers v. City of Cincinnati* (1991), that said the First Amendment protected a city official from discipline for disagreeing with his employer's affirmative action policy.

Thank you for reading this email.

<https://libertyunyielding.com/2020/10/04/loudoun-county-racially-discriminates-and-cracks-down-on-conservative-teachers/>

Loudoun County, Va., racially discriminates and cracks down on conservative teachers

By Hans Bader October 4, 2020

The Loudoun County Public Schools are planning to impose illegal racial preferences in

student discipline, and have already made changes to school admission policies that are being challenged in court. They also plan to restrict teachers' out-of-school speech, by punishing them for speech that disagrees with school policies, and by punishing teachers who fail to report such speech by their peers. These speech restrictions are vague, viewpoint-discriminatory, and violate the First Amendment. Some of the speech they restrict is also protected against discipline by civil-rights laws. Yet, they may be adopted on October 12.

The schools' "Action Plans to Combat Systemic Racism" focus on the "disruption and dismantling" of school systems, such as discipline, that fail to generate "equitable outcomes." "Equitable outcomes" does not mean equal treatment, but rather, each racial group receiving the same statistical outcome. For example, discipline processes that lead to a higher proportion of one racial group being disciplined than another are not considered "equitable" even if each individual student is treated the same.

The Action Plans, which will likely be formally approved this month, say "LCPS will implement measures to reduce racial/ethnicity discipline disproportionality." That includes the "Development and provision of ongoing interventions for Black and Hispanic students who are engaging in behaviors that might lead to suspensions." So Black and Hispanic students will be given opportunities to avoid suspension that are not available to white or Asian students.

That racial preference in discipline violates the civil-rights laws. The Supreme Court ruled that an employer couldn't fire only white employees, not black employees, for theft. (*See McDonald v. Santa Fe Trail Transportation Co.* (1976)).

Anti-retaliation laws give teachers the right to criticize this racial preference in discipline. 42 U.S.C. 1981 forbids retaliation against people who complain of discrimination. (*See CBOCS West, Inc. v. Humphries* (2008)).

For example, a man was allowed to sue after being disciplined for opposing his employer's affirmative action policy, even though the policy turned out to be legal. *See Sisco v. J.S. Alberici Co.* (1981).

Similarly, federal law forbids retaliation against teachers who complain of discrimination against students. *See Jackson v. Birmingham Board of Education* (2004).

The fact that Loudoun County is seeking to reduce racial "disproportionality" by giving black and Hispanic students special treatment is not a legal justification for it.

"Disproportionality" in discipline is not the same thing as discrimination. As the appeals court in Richmond has explained, such a "disparity does not, by itself, constitute discrimination." (*Belk v. Charlotte-Mecklenburg Board of Education* (2001)).

Indeed, banning all disproportionality is an illegal racial quota. Judges struck down a rule that forbade a "a school district to refer a higher percentage of minority students than of white students for discipline," calling that a quota. (*See People Who Care v. Rockford Board of Education*).

So Loudoun County's racial preference is not being used to "remedy" discrimination. Disproportionality in discipline is the result of different racial groups having different rates of misbehavior. As education expert Michael Petrilli notes, "In 2015, high school students were asked if they had been in a fight on school property at any time in the past 12 months. African

American students were 2.2 times more likely to say yes than white students — 11.4 percent to 5.2 percent." (Loudoun County's suspension rates are lowest for Asian, not white, students, an additional sign that the disparities aren't due to racism or favoritism toward whites).

Loudoun County's draft "Professional Conduct" policy restricts teachers' speech. It defines forbidden "discriminatory comments" to include "speech" outside of school that is "motivated in whole or in part by a bias against an individual's" religion, "sexual orientation," "gender identity," "pregnancy," "childbirth," "marital status," etc. So if a religious teacher, in her own home, criticizes someone for being a devil-worshipper, or for an out-of-wedlock pregnancy, or entering into a same-sex marriage, that could violate the rule. Punishing such expression could violate Virginia religious-freedom laws.

This speech restriction also violates the First Amendment, which does not allow blanket bans on politically-incorrect or even racist speech outside the workplace. For example, the First Amendment protected a cop's off-duty blackface performances. (See Berger v. Battaglia (1985)). A Fairfax County teacher was allowed to sue after being disciplined for satirizing a discrimination complaint. (See Seemuller v. Fairfax County School Board (1988)). And a professor successfully challenged his punishment over writings that denigrated black people. (Levin v. Harleston (1992)).

The draft policy also bans "any comments" that "are not in alignment with the school division's commitment to action-oriented equity practices, and which ... create a breach in the trust bestowed upon them as an employee of the school division. This includes on-campus and off-campus speech." Public employees are entitled to express views that "are not in alignment" with the government's, such as disagreeing with Loudoun County's controversial focus on "equity" and group outcomes, rather than equal treatment of individuals. Judges ruled that an "assistant fire chief in charge of personnel" could express opinions at odds with "city policy on affirmative action" to a minority group, without being fired. (See Meyers v. City of Cincinnati (1991)).

This policy is incredibly vague. Public employees can't be punished under such a vague policy. (See Cohen v. San Bernardino Valley College (1996)).

The draft policy bans speech "undermining the views, positions, goals, policies or public statements of the Loudoun County School Board or its Superintendent when such comments or conduct create the reasonable apprehension of a disruption or disrupt" its efficiency. This is also a viewpoint-based, vague restriction on speech, punishing disagreement with the County's "views" and "positions." Two appeals courts say public employers can't use "disruption" as an excuse for singling out particular viewpoints for punishment. (See Locurto v. Safir (2001); American Postal Workers Union v. U.S. Postal Service (1987)).

This sweeping ban punishes speech that does not cause actual disruption or threaten significant disruption, even though, as judges have noted, the "questions how we teach the young, what we teach them, and the environment in which we teach them are of the most central" importance. Even if such speech were not protected by the First Amendment, it would be protected by the anti-retaliation laws (like Title VI) when it criticizes racial preferences.

The draft policy also prohibits "the use of racial insults or slurs *regardless of intent*. For example, it is unacceptable to use a racial insult or slur *in responding to or addressing a situation in which an individual has used a racial insult or slur*."

That could punish simply quoting someone else's use of a racial slur, such as by a student or in a classic novel like *Mark Twain*. That violates free speech. Judges ruled a teacher had the right to use the N word in discussing its historical use. (*See Hardy v. Jefferson Community College* (2001))



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From: [Eric Williams](#)
To: [Atoosa Reaser](#); [Beth Barts](#); [Brenda Sheridan](#); [Denise Corbo](#); [Harris Mahedavi](#); [Ian Serotkin](#); [Jeff Morse](#); [John Beatty](#); [Leslee King](#)
Cc: [Nyah Hamlett](#)
Subject: Update for the School Board
Date: Monday, October 5, 2020 6:03:05 PM
Attachments: [Update for the School Board 100520.pdf](#)

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. My schedule since the last Update included the following appointments, among others:
 1. Cabinet and Rob Doolittle met to collaborate on COVID-19 and other matters.
 2. Met with Ashley Ellis and the Provost for NVCC, Julie Leidig, regarding dual enrollment.
 3. Met with Ashley Ellis regarding the hybrid model.
 4. Met with Ashley Ellis and Asia Jones regarding student achievement data.
1. I will send School Board members invitations soon for 2x2 meetings with Dr. Ellis and me on Thursday afternoon pertaining to Stage 4 options for secondary students. I've listed the schedule below that I will use to send the invitations. If you are not able to attend at the invited time, feel free to swap your time with another Board member and give me a heads up regarding the change. Please respond to the invitation by the end of Tuesday for planning purposes. Thanks.
 - 10/8 1:15 to 2; Atoosa Reaser, Ian Serotkin
 - 10/8 2:15 to 3; Beth Barts, Harris Mahedavi
 - 10/8 3:15 to 4; Leslee King,
 - 10/8 4:15 to 5; Denise Corbo, Brenda Sheridan
 - 10/8 5:15 to 6; John Beatty, Jeff Morse
2. Response to Harris Mahedavi regarding LCPS.org and need for additional resources relating to communications (pp. 1-2).
3. Response to Beth Barts regarding physical distancing requirements and considerations (pp. 3-4).
4. Letter to Tim Hemstreet sending him updated revenue and enrollment information (p. 5).

Business and Finance

1. Information from Sharon Willoughby on Open Enrollment (p. 6).

PIO/Communications

1. Rob Doolittle update on COVID-19 notifications to date (pp. 7-11).

Department of Instruction

1. Information from Ashley Ellis on the updated health and instructional plans submitted to VDOE (pp. 12-40).
2. Information from Ashley Ellis regarding the Third Quarter Comment and Complaint Reports separated by racial incidents into a separate report (pp. 41-46).

Department of Pupil Services

1. Response to Beth Barts from Asia Jones regarding additional days of community instruction/engagement for students with disabilities that receive instruction in the CAST program (pp. 47-49).

Optional Reading: Articles

LoudounNow regarding School Board request for legislation to allow staggered terms of office, Oct. 1. <https://loudounnow.com/2020/10/01/loudoun-school-board-seeks-option-for-staggered-terms/>

Washington Post story regarding proposed changes to Thomas Jefferson HS admissions practices, Oct. 2. (Story embedded below)

https://www.washingtonpost.com/local/education/how-should-a-premier-magnet-school-boost-black-and-latino-enrollment-a-suggested-lottery-spurs-fierce-debate/2020/10/02/ccd10348-04b1-11eb-a2db-417cddf4816a_story.html

LoudounNow article regarding BOS extension of emergency rules, Oct. 2. <https://loudounnow.com/2020/10/02/supervisors-re-adopt-emergency-governing-rules/>

Washington Post

How should a premier magnet school boost Black and Latino enrollment? A suggested lottery spurs fierce debate.

By [Hannah Natanson](#)

Oct. 2, 2020 at 3:51 p.m. EDT

A controversial proposal to boost Black and Latino enrollment at a premier Northern Virginia magnet school — by switching from a test-based process to a lottery — has plunged parents, students and alumni into a hard-fought battle whose results could reshape one of the top schools in the country.

Fairfax County Public Schools Superintendent Scott Brabrand put forward the plan to

revise admissions at Thomas Jefferson High School for Science and Technology in mid-September, and it is slated for a school board vote on Oct. 8. Thomas Jefferson — known as TJ — is often ranked the No. 1 public high school in the United States. But it has also earned a national reputation for failing to admit minority students: TJ has reported single-digit percentages of Black and Latino children since at least the 2000s.

Aware of the problem, several previous administrators tried to alter the admissions system, but none of their efforts yielded concrete results. For many — although not for the handful of Black and Latino students and graduates — the issue faded into the background until this summer, when protests over the killing of George Floyd began to spread nationally. Around the same time, the Fairfax school system released numbers showing that Thomas Jefferson's Class of 2024 included fewer than 10 Black students.

Those twin events led to a huge spike in activism, as students and alumni formed action groups, began sharing their experiences with racism at TJ and lobbied school leaders to take action. Again and again, they rehashed the statistics: In 2019-2020, mirroring years-long trends, the student body of roughly 1,800 was 70 percent Asian, 20 percent White, 2.6 percent Hispanic and less than 2 percent Black.

A few months later, Brabrand suggested the most sweeping changes to the admissions system — traditionally composed of a two-part math, reading, science and writing test — since the school's founding in 1985. Under his proposal, the test is gone, as are the application fee of \$100 and teacher recommendation letters. Instead, eighth-grade students from five geographical areas will be allowed to enter a lottery if they meet certain qualifications: a 3.5 GPA and enrollment in Algebra I.

Those in favor of the plan argue it is the only practical, immediate way to begin solving a decades-old, intractable problem.

"It might be imperfect," said Anant Das, 23, who is South Asian and graduated from TJ in 2015, "but the county has had 20 years to fix this issue, and they haven't.

"There's momentum now, now is the time," Das added. "You can't have another class of TJ students go through this."

Detractors, however, are equally fierce in their belief that a lottery system will do irreparable harm to the school, forcing unqualified students into an academic environment destined to quash them and eventually driving down TJ's stellar academic rating. They also say that a lottery will rob hard-working students, who've spent years preparing for TJ and are passionate about STEM (the school's focus), of their rightful place at a high school that can make or break their college and career hopes.

This line of thinking is personal for Norma Margulies, mother to one of the 16 Hispanic students in this year's freshman class at TJ.

Margulies, 54, said the superintendent's proposal felt like a slap in the face. Her son overcame the disbelief of a string of school advisers — one of whom suggested he should plan on working in sales — through hours of studying, which eventually led to near-perfect grades and a place at his dream school.

Instead of leaving admissions to "a roll of the dice," Margulies said, the superintendent should address the deeper, underlying issue: the fact that so many young Hispanic and Black children in Fairfax County grow up thinking STEM, and TJ, are out of their reach. She wants Fairfax to establish better youth outreach programs, initiatives that target low-income and minority families, and teach them STEM is a possibility. She recently founded her own group, Hispanics for STEM, that seeks to do exactly this.

Margulies said her son first mentioned the proposal to her while the family was having dinner. He became livid — more angry than she had ever seen him — and reflected on all his hard work to gain acceptance to TJ. Under a lottery, he said, he probably would have been denied. He kept repeating the same four words: "I can't believe it."

"We always told our son, with hard work and by embracing education, you're going to achieve the American Dream," Margulies said. "This lottery is a betrayal of the American Dream."

For years, the TJ admissions system has looked the same: Eighth-grade students sit for a first test in the fall, which grills them on math, reading and science. A second round, held in the winter, asks applicants to write timed responses to essay questions, often including a query on why they want to attend TJ.

The process is rigorous, tiring for students and highly competitive. Last year, the acceptance rate clocked in around 19 percent.

"It was so stressful and so much work," especially for a 13-year-old, recalled Gurleen Kaur, 17, a TJ senior. "Just a ton of effort."

The TJ test is available to students across Fairfax and a handful of surrounding counties and is supposedly race-blind. But critics have long alleged that racial background and socioeconomic status play an outsized role in determining children's success.

For one thing, some families can pay for expensive test preparation programs that give students a significant boost in the admissions process. The same holds true for impressive extracurriculars: Some parents can fork over the funds for fancy STEM summer camps, adding zest to their students' résumés, but many cannot.

Others point all the way back to elementary school, when Fairfax administers a test to first- and second-grade students that determines whether they qualify for the Advanced Academic Program (AAP), a gifted-and-talented program widely viewed as a pipeline to TJ. Like TJ, the AAP is majority White and Asian: Black and Latino students made up just 18 percent of the highest-level AAP classes in 2019-2020.

Critics say this is because, at such a young age, students are entirely products of their home environments and the academic resources their parents can afford.

Brabrand, the superintendent, referenced some of these long-standing concerns when he announced the reform proposal on Sept. 15.

"We have been working to understand why the talent at [Thomas Jefferson] does not reflect the talent in [Fairfax County Public Schools]," Brabrand wrote in a public release. "We believe there has been overreliance upon the current admissions test, which tends to reflect upon the socioeconomic background of test takers or the ability for students to obtain private test preparation instead of students' true academic potential."

Under the superintendent's new system, the test would disappear. Instead, students with qualifying academic credentials — the 3.5 GPA, the Algebra I credit — would fill out an information sheet that includes a questionnaire and an essay.

After a "holistic review," officials would sort these students into five different "pathways" based on where they live: one in Arlington County, one in Fairfax County, one in Falls Church City, one in Loudoun County and one in Prince William County. Each pathway would receive a slightly different number of seats: 350 for Fairfax, 62 for Loudoun, 18 for Arlington, 2 for Falls Church and 68 for Prince William.

Students would then win these seats according to a lottery. If the school board votes to adopt the new system, it would take effect immediately with the Class of 2025.

In a Sept. 15 presentation to board members, Brabrand predicted this system would have substantial and swift results. He showed slides suggesting it would have bumped Black and Hispanic enrollment to roughly 6 and 8 percent of previous classes. It would also have reduced Asian enrollment to roughly 60 percent and boosted White enrollment to roughly 30 percent of the student body — all data, Brabrand said, that better reflects the makeup of Fairfax County. He noted he is one in a long line of school officials who have tried to effect change at TJ. Other attempted fixes have included adding various tests to the admissions process, hiring an "outreach specialist" and at one point tacking on a "problem solving essay."

These, Brabrand said, failed to make a significant impact — but he insisted his proposal is different.

"TJ must reflect . . . diversity, equity, and inclusiveness," he said. The "new admission process . . . will accomplish that."

A brewing battle

As the school board vote nears, the fight is heating up among parents, alumni and

students. TJ affiliates have formed two vocal, enemy groups: the Coalition for TJ, which is working against the superintendent's proposal, and the TJ Alumni Action Group, which supports it.

Several members of the Coalition, all TJ parents who work in data science, conducted an analysis — using publicly available data — that concluded Brabrand's proposal would exclude more than 300 children from TJ who would have qualified by taking the test. The analysis also suggested the lottery would reduce Asian enrollment and increase the White presence at TJ by much larger margins than Fairfax officials are projecting.

"The story here is that Asians are losing out and the White demographic is going to gain most," said Himanshu Verma, 43, a TJ parent and IT expert who was born in India and helped perform the analysis.

The TJ Alumni Action group, meanwhile, is phoning and emailing school board members to convince them to back the proposal. About half are supportive so far, according to member Anant Das.

"Look, bottom line is, the lottery is going to give everyone a better chance of getting in," Das said. "Perfection is the enemy of progress: This puts us in the right direction."

For TJ seniors, their school has become the center of a roiling debate with national implications just as they are trying to adjust to online learning — like all of Fairfax County, TJ has been remote since school started on Sept. 8 — and begin the college application process.

Tiffany Ji, 17, said the whole thing is bizarre. She said teachers have mostly tried to avoid talking about it in class, and many students are wary of bringing it up even among themselves. Ji herself is not yet sure how she feels about the proposal, although she thinks it's important to have a conversation about how to promote equity.

"It is so weird thinking your school is political and a topic of contention," she said, "when it's also supposed to be just the place you're learning."

Dinan Elsyad, also 17, said it can be difficult to watch the heated arguments playing out among adults in the area. But Elsyad, who is Black and has experienced racism at TJ, said that — at this point in her high school career — she has been forced to adjust to high-profile controversy.

"It's so odd to think what TJ would be like without all of this stuff," she said. "Imagining a normal high school experience kind of blows my mind."

Eric Williams, Ed.D.
Superintendent
Loudoun County Public Schools

From: Donna Parker
To: Scott Ziegler
Cc: "David Palanzi"
Subject: Return to In-Person
Date: Saturday, January 23, 2021 11:55:04 AM

Good morning Sir,

Thank you for advocating for your staff during this very difficult year. Your transition into Loudoun County is a welcome one! All of us want to teach students, we just want to do it safely and effectively.

I am distressed that the board continues to urge a return to in-person learning when local and national statistics show increases in the rise of COVID-19 among young people. Nationally, the statistic is 1 in 7 in those under the age of 20. The mutations that are now occurring are purported to be even more deadly and faster in spread. It's only a matter of time before it's detected in Loudoun County.

Returning to in-person learning has so many more layers than just metrics. As do the decisions we all face. Many of us have mitigating factors to consider such as elderly parents (or in-laws) that need care, but the usual caregiver has come down with COVID and cannot have access to them, then someone like me has to step-in. How do I measure the risk? I'll be exposed daily but I am there for students and possibly expose my loved ones? OR do I spend time/care with my elderly parents for the short-term (caregiver has tested positive for over a month), maybe longer, and take FMLA and lose pay and not be there for the students who need consistency? I lose sleep contemplating my options and balancing my responsibilities. But I don't feel as though my voice as a community member is heard, let alone my voice as a teacher.

The CORONA Virus has affected our community in so many ways. No one planned this so how could anyone prepare or fathom what the challenges would be? That said, school building plans weren't developed with COVID in mind; yes, the furniture has been adjusted for those new protocols, but people are people. Teachers will lean in to help a student. Students will get a drink and forget to pull up masks. Lunches have yet to be figured out. How will staff and students eat safely? Where do support personnel put their belongings? Do they carry it around and risk exposure going from room to room or student to student and then carry it home but never having a desk to sit in during the day?? How can contact tracing be performed effectively with multiple people transferring in the halls? Is there any training in place that demonstrates proper masking? Will all the rooms have disinfectant, and enough of it? Is time built into the schedule for sanitizing between classes? Where do the students wait while sanitizing is happening? The halls? Who sanitizes the halls after each class change? Are the custodians prepared to sanitize the lavatories, hallways, surfaces, classrooms, lockers, etc., all day? It hurts my head to contemplate all that is involved, and I don't make the decisions. Your job is so much more difficult because you do make the decisions and have to live with the fallout.

Let's be clear: Learning is happening in the distance format. I think our community has learned many positive things. I've seen students grow by having to figure out this new weird format. I've seen shy students who are empowered by writing an email. I've been blessed to see students ask and receive help from each other and staff. I've had parents reach out with success stories because their son/daughter managed to take a test at 6pm because it fit into the

new life schedule. Tragically, we've all seen or heard of those students who are struggling. As a Special Education Teacher, I see it across the board. Male, female, 9th or 12th, some have not flourished in the distance learning format. But there is learning. Some are learning that playing on Playstation instead of attending to class is easy. Some are learning that their parents aren't teachers and can't help them stay on task. Some parents are learning that their student really doesn't have the skills to be independent. Some of these lessons are painful, but all give us insight into adapting to a new normal. It may not look the same, but learning is happening. So why push for in-person? Push for mandating camera use by students. Mandate participation or allow teachers the ability to grant extra credit for using the camera feature and verbal participation.

People have differing opinions on wearing a mask. Yes, we can mandate them, but people are people. Some are diligent, some are not. Some are asymptomatic. A true story: the day I had to go into school, to give materials to a student because he couldn't access a printer, I was escorted to my room by a fellow staff member who wore his mask down around his nose. Although, I tried to maintain distance the halls are only so big. We both touched the door handle. Within days I receive an email from VOSH. My school has a staff member who's tested positive in the same department as my escort. Disturbed? I was.

If a staff member feels it's ok, then who's to say a student won't? We are encumbered with lawsuits as it is. I can imagine a parent of a student we don't allow into the building because of violating the mask policy. We have parents now who demand FAPE even though we are experiencing a GLOBAL PANDEMIC that has the potential to permanently harm or kill a child and those same parents and students are the ones who don't access the resources they DO have access to but instead scream foul because their child is entitled. Sadly, these will be the very same people who will sue when their child is not allowed back into school for not wearing a mask. Then the district will cave under the pressure and the student will be back in the building forthwith. And what we will have learned then? Nothing good. Except that its ok to be selfish and get what is good for one rather than what's good for all. And that lesson will be the downfall of us all and one not easily remedied.

The many changes and shifts this year that we experienced are staggering. The constant pivot of hybrid and distance learning because of changing metrics is causing added stress for students and staff. The new schedule adopted for the second semester has added stress to a teetering balance; I'm already seeing students be emotional because it's one more adjustment they needed to make just when a routine was established. Can we make one decision in favor of continuity; one that balances learning, screen time and opportunities for discussion. A decision that allows for a more flexible learning environment that doesn't stress new, more rigorous, assessment and grading practices or one that introduces a new learning platform during a pandemic? Frankly, one more change and I might be the one who becomes emotional.

I appreciate the stance you've taken with our board so far. Thank you. Please feel free to share my story, but not my name. I love where I work and what I do but I don't love the risk I may have to take with my health or the health of those I love.

Until EVERYONE has received the double-dose of vaccine, I'm not in favor of returning to in-person learning even if means we can't go back to brick and mortar until next August.

Donna Parker

When is the goal date for all to be fully vaccinated?

1.

How can that happen when nurses are back in person?

Many thanks,
Sandy

Many thanks,
Sandy

Sandy Sullivan
President

Loudoun Education Association

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Phone: 703-858-7700 | Fax: 703-858-7712

Website: LoudounEA.org | Follow us on Facebook
LEA Enrollment Form

MEMBERSHIP MATTERS

From: [Sandy Sullivan](#)
To: [Brenda Sheridan](#); [Ian Serotkin](#); [Jeff Morse](#); [Leslee King](#); [Beth Barts](#); [Denise Corbo](#)
Cc: [Scott Ziegler](#); [Christy Sullivan](#); [Kelly Byrd](#); [Debbie Harris](#); [Hannah Cariker](#)
Subject: [EXTERNAL] possible motion re: return to in-person instruction
Date: Sunday, January 24, 2021 5:03:09 PM
Attachments: [1479483633389_1.png](#)

Thank you all for taking the time to speak with me over the past several days. I have appreciated our candor and ability to both share and listen to information and feedback. I decided to email you my questions and comments regarding the possible motion to return to school. We discussed many of these items, but I am not sure I discussed all of them with each of you. My questions and feedback are below. Please feel reach out to me at any time.

1.
With the new "Risk Matrix for In-Person Learning" document, what will be used to determine when it will be safe to return to in-person instruction, as LCPS currently has no data to use for that purpose.
 - i.
Under Dr. Ziegler's leadership, a clear plan was developing. Making a change at this time seems arbitrary and makes it hard for employees to have a sense of what MAY be on the horizon.
 1.
I do appreciate Dr. Ziegler's message regarding being flexible and becoming comfortable with the not yet known. It is excellent guidance we will all benefit heeding. That is not lost on me as well as many grateful LCPS employees.
 - a.
With that said, positive, concrete steps were being made and now it seems a significant and perhaps, potentially unnecessary, shift is on the way.
2.
Families and staff made decisions for second semester based on a previously adopted motion, with lower metrics for in-person learning. They should be afforded the opportunity to make a new decision based on these metrics.
3.
What is in place in case all employees who want to be vaccinated by Feb. 16 have not received their first shot?
 - i.

The process is rigorous, tiring for students and highly competitive. Last year, the acceptance rate clocked in around 19 percent.

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As the school board vote nears, the fight is heating up among parents, alumni and students. TJ affiliates have formed two vocal, enemy groups: the Coalition for TJ, which is working against the superintendent’s proposal, and the TJ Alumni Action Group, which supports it.

Several members of the Coalition, all TJ parents who work in data science, conducted an analysis — using publicly available data — that concluded Brabrand’s proposal would exclude more than 300 children from TJ who would have qualified by taking the test. The analysis also suggested the lottery would reduce Asian enrollment and increase the White presence at TJ by much larger margins than Fairfax officials are projecting.

“The story here is that Asians are losing out and the White demographic is going to gain most,” said Himanshu Verma, 43, a TJ parent and IT expert who was born in India and helped perform the analysis.

The TJ Alumni Action group, meanwhile, is phoning and emailing school board members to convince them to back the proposal. About half are supportive so far, according to member Anant Das.

“Look, bottom line is, the lottery is going to give everyone a better chance of getting in,” Das said. “Perfection is the enemy of progress: This puts us in the right direction.”

For TJ seniors, their school has become the center of a roiling debate with national implications just as they are trying to adjust to online learning — like all of Fairfax County, TJ has been remote since school started on Sept. 8 — and begin the college application process.

Tiffany Ji, 17, said the whole thing is bizarre. She said teachers have mostly tried to

avoid talking about it in class, and many students are wary of bringing it up even among themselves. Ji herself is not yet sure how she feels about the proposal, although she thinks it's important to have a conversation about how to promote equity.

"It is so weird thinking your school is political and a topic of contention," she said, "when it's also supposed to be just the place you're learning."

Dinan Elsyad, also 17, said it can be difficult to watch the heated arguments playing out among adults in the area. But Elsyad, who is Black and has experienced racism at TJ, said that — at this point in her high school career — she has been forced to adjust to high-profile controversy.

"It's so odd to think what TJ would be like without all of this stuff," she said. "Imagining a normal high school experience kind of blows my mind."

Eric Williams, Ed.D.
Superintendent
Loudoun County Public Schools

From: MSAAC
To: [Andrea Weiskopf](#)
Subject: Advancing Equity: MSAAC's February 2021 Newsletter
Date: Friday, February 12, 2021 8:30:17 PM

[View this email in your browser](#)



Letter from the MSAAC Chair

It is hard to believe that we are already in the middle of February. This year seems like it is already going by so fast, but the good news is there is a lot to celebrate this month. We welcomed February by celebrating and acknowledging the beauty in the Hijab. From there we had celebratory festivals and the lighting of lanterns for Chinese New Year to hug and kisses for Valentine's Day wishes. There are plenty of opportunities to share your love and gratitude for friends and family. We are also celebrating and acknowledging all the

wonderful contributions that black people have made toward the United States and beyond as we celebrate Black History Month, while keeping in mind that black history did not begin with slavery. If you look at the celebrations in February there is a lot of diversity as the Muslim, Asian and Black communities are each acknowledged and celebrated for their uniqueness and beauty and that is why we are diving into the topic of diversity this month.

Can you even imagine what life would be like if there was no diversity? Think about what it would be like if everyone you encountered looked just like you! What if you had to eat the same meal every single day? Imagine if you had to watch the same movie or read the same book repeatedly. Life would be pretty boring, right? That is why having diversity is so important. According to Merriam-Webster dictionary, diversity is *the condition of having or being composed of differing elements: VARIETY, especially: the inclusion of people of different races, cultures, etc. in a group or organization*. Diversity creates the space for dialogue and promotes creativity. It allows for the birth of new and fresh ideas based on people's lived experiences.

Diversity in education can improve intellectual and cultural engagement, self-motivation, citizenship, academic skills like critical thinking, problem-solving and writing for students of all races. Research indicates that minority students do better in school – and likely in the long run as well – when they are exposed to teachers of their same race or ethnicity. In short, REPRESENTATION MATTERS! Representation helps strengthen communities and improve student outcomes in elementary, middle, and high schools. Representation means that teachers, principals, and other leaders reflect the demographics of the student body in the schools they serve. At this month's meeting we will hear from industry leaders why this is so vital to the success of students and hear the steps that LCPS is taking to course correct to not only recruit but also retain a diverse teacher population.

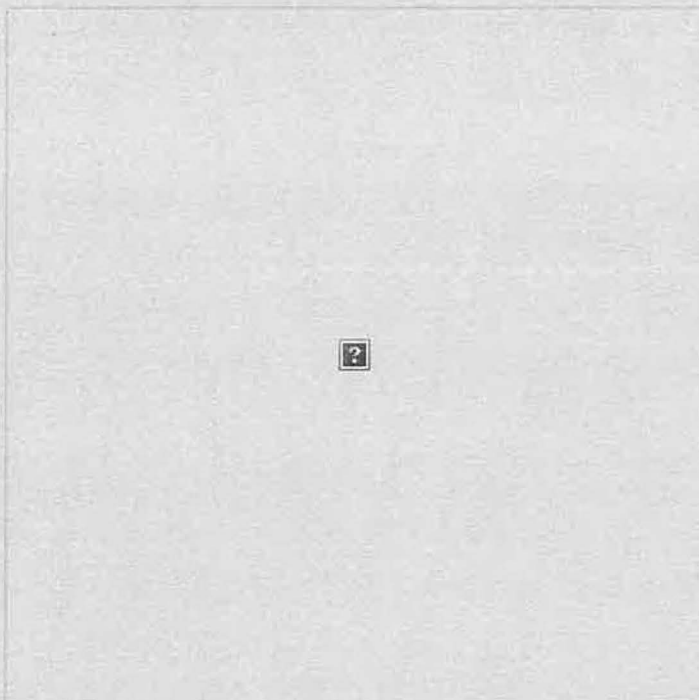
I hope you will consider joining us for the meeting and bring an open mind, willing to learn and engage.

Yours in equity,

Keaira Jennings



MSAAC Meeting Announcement



MSAAC's February Meeting: Diversity in Education

Our next MSAAC Meeting will be held virtually on **Wednesday, February 17th from 7-9 pm**. The topic of this month's meeting is Diversity in Education.

RSVP on [Facebook](#). The meeting will be streamed live on [LCPS-TV](#).

Meeting agenda, minutes, and recordings can be found at: <https://www.lcps.org/Page/233794>

Previous Meetings

16 SEP 2020 – Annual Theme: Advancing Equity Through Action

21 OCT 2020- Anti-Racism Town Hall

18 NOV 2020 – Social Determinants (Mental Health)

27 JAN 2021 – Equity in Education

Upcoming Meetings

17 FEB 2021 – Diversity

17 MAR 2021 – Inclusion

21 APR 2021 – Belonging

19 MAY 2021 – Year-In-Review/Awards/Elections



LCPS Draft Policy 8265: Search & Seizure

The LCPS Discipline Committee has asked MSAAC to review the [draft policy 8265: Search and Seizure](#) and provide feedback to them at our upcoming meeting on February 17th. **Please review the policy in its entirety and email your questions, comments and/or concerns to MSAACCommunications@lcps.org by noon, Tuesday, February 16th** so that we have time to gather them prior to the meeting. Your input is crucial, and we thank you in advance. [You can read the draft policy here.](#)

This Month We Celebrate...



Every February, people in the United States celebrate the achievements and history of African Americans as part of [Black History Month](#). There was not much public information available about the contributions of Black people, so historian Carter G. Woodson co-founded the Association for the Study of Negro Life and History in 1915, which declared the second week of February as “Negro History Week” in 1926. The observance was later extended to Black History Month in 1976 by U.S. President Gerald Ford, but people are encouraged to study the achievements of Black people all year round.

Resources for Black History Month:

- [Celebrating and Learning about Black History and Culture](#), Reading Rockets
- [Black History Month Entertainment & Activities](#)
- [45 Black History Month Resources for Homeschoolers](#)



Engineers Week: A Letter from MSAAC Past Chair Katrece Nolen

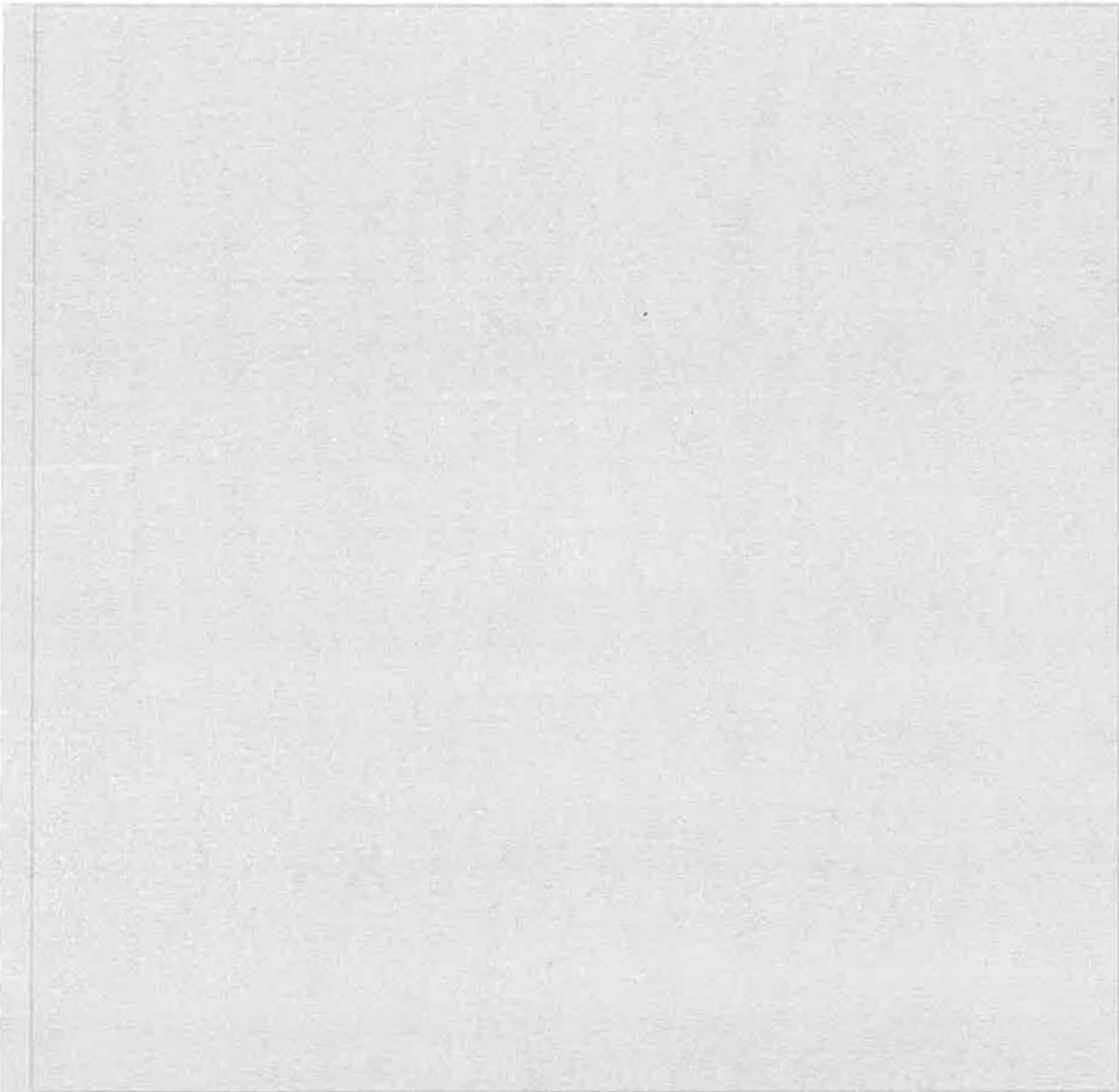
This February not only do we celebrate National Black History Month, but February 21-27 is Engineer's Week (EWeek). Founded by the National Society of Professional Engineers (NSPE), EWeek is dedicated to ensuring a diverse and well-educated future engineering workforce by increasing understanding of and interest in engineering and technology careers.

A recent STEM Rules [article](#) highlights a strategic plan by the National Society of Black Engineers (NSBE) to nearly triple the number of black engineers this country produces annually, from 3,500 in 2012 to 10,000 by 2025. This was in response to the American Society for Engineering Education (ASEE) report "that the percentage of engineering degrees awarded to African Americans in the U.S. is on the decline, from 5.4 percent of all engineering degrees awarded in 2003 to 3.5 percent in 2014."

The NSBE strategy includes several approaches to increase enrollment, to include “ensuring that young girls know that an engineering career is possible when they have access to formal mentorships, and exposure to the personal and professional accomplishments of women engineers.”

Nearly 30 years ago, my high school math teacher encouraged me to apply to a summer engineering camp for girls. That 5-minute exchange changed my life and the trajectory of a young girl who was the daughter of educators and granddaughter of domestic workers. Because of his encouragement, I applied for and was accepted into the summer engineering camp. This experience exposed me to all the engineering disciplines and led me to pursue a degree in industrial engineering. This simple act by my high school math teacher to bring awareness of the Engineering field impacted my career choice.

As parents and educators, we cannot take for granted the impact that you can have on a child's life when you impress upon them that they have the capability to do something that they didn't even know existed. Watch our social media channels during Engineering Week as we close out Black History Month and showcase Black Engineering role models based in Loudoun.



World Hijab Day: February 1st

Nazma Khan founded [World Hijab Day](#) (WHD) on February 1st, 2013 in recognition of millions of Muslim women who choose to wear the hijab and live a life of modesty. To learn more, check out [We're Muslim. Don't Panic.](#) which is a group that uses hip hop to promote religious tolerance.



Chinese New Year: February 12th

Lunar New Year is the longest and most important celebration in the lunisolar calendar. It is observed during the second new moon after winter solstice, usually between January 21 and February 20 on the Gregorian calendar. It continues until the 15th of the lunar month when the moon is full and ends with the Lantern Festival that includes the Dragon Dance and fireworks. Lunar New Year falls on February 12th this year and marks the beginning of year 4719, which is the Year of the Ox. Children and single adults receive red envelopes of cash called "hongbao."

In the Chinese astrology, each year is represented by an animal. 2021 is the year of the Metal Ox, which is predicted to be a lucky year. The Ox has also been celebrated in 1925, 1937, 1949, 1961, 1973, 1985, 1997, 2009. The Ox has the second position in the zodiac. The Ox is a representation of diligence, kindness, and

generosity

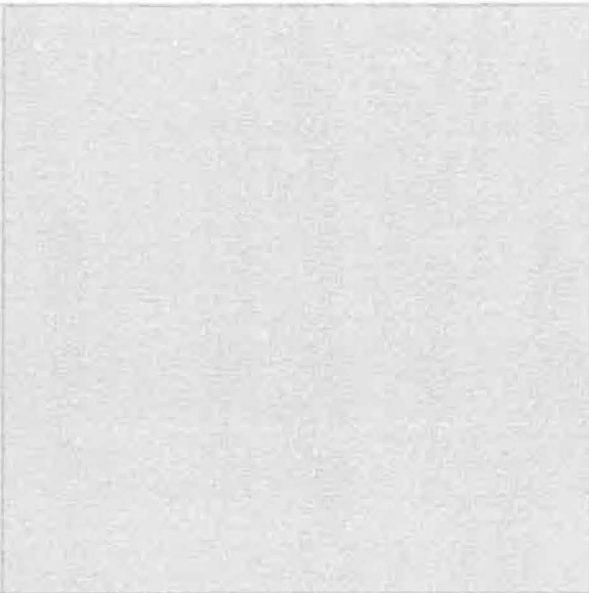


Valentine's Day: February 14th

Valentine's Day (or Saint Valentine's Day) is observed on February 14 each year. Today Valentine's Day is celebrated in many countries around the world, mostly in the West, although it remains a working day in all of them. The original "St. Valentine" was just a liturgical celebration of one or more early Christian saint named Valentinus. All the modern romantic connotations were added several centuries later by poets.

The day first became associated with romantic love in the circle of Geoffrey Chaucer in the High Middle Ages, when the tradition of courtly love flourished. By the 15th century, it had evolved into an occasion in which lovers expressed their love for each other by presenting flowers, offering confectionery, and sending greeting cards (known as "valentines").

Modern Valentine's Day symbols include the heart-shaped outline, doves, and the figure of the winged Cupid. Since the 19th century, handwritten valentines have given way to mass-produced greeting cards.



World Day of Social Justice: February 20th

In 2007, the United Nations General Assembly declared February 20th as an international Social Justice Equality Day. It acknowledges the need for social justice around issues such as poverty, exclusion, gender equality, unemployment, human rights, and social protections.

African American History Course

The Social Science & Global Studies Department is proud to announce that LCPS will be offering a new one year elective course, African American History, which is now open for student enrollment in the 2021-2022 school year.

Course Description

- Full-year elective course open to students in grades 10-12, but recommended for Juniors and Seniors.
- A description of the course can be found on p. 85 of the 2021-2020 LCPS [Program of Studies](#).
- Classroom teachers will be using a blended format consisting of in-person

instruction and VDOE developed online modules.

- The VDOE is currently piloting this course (SY20-21) and developing curriculum, resources and professional learning. These resources will be available to school divisions in late spring.
- Teachers of the course will be supported with professional learning developed by both the VDOE and LCPS during the summer and throughout the 21-22 school year.



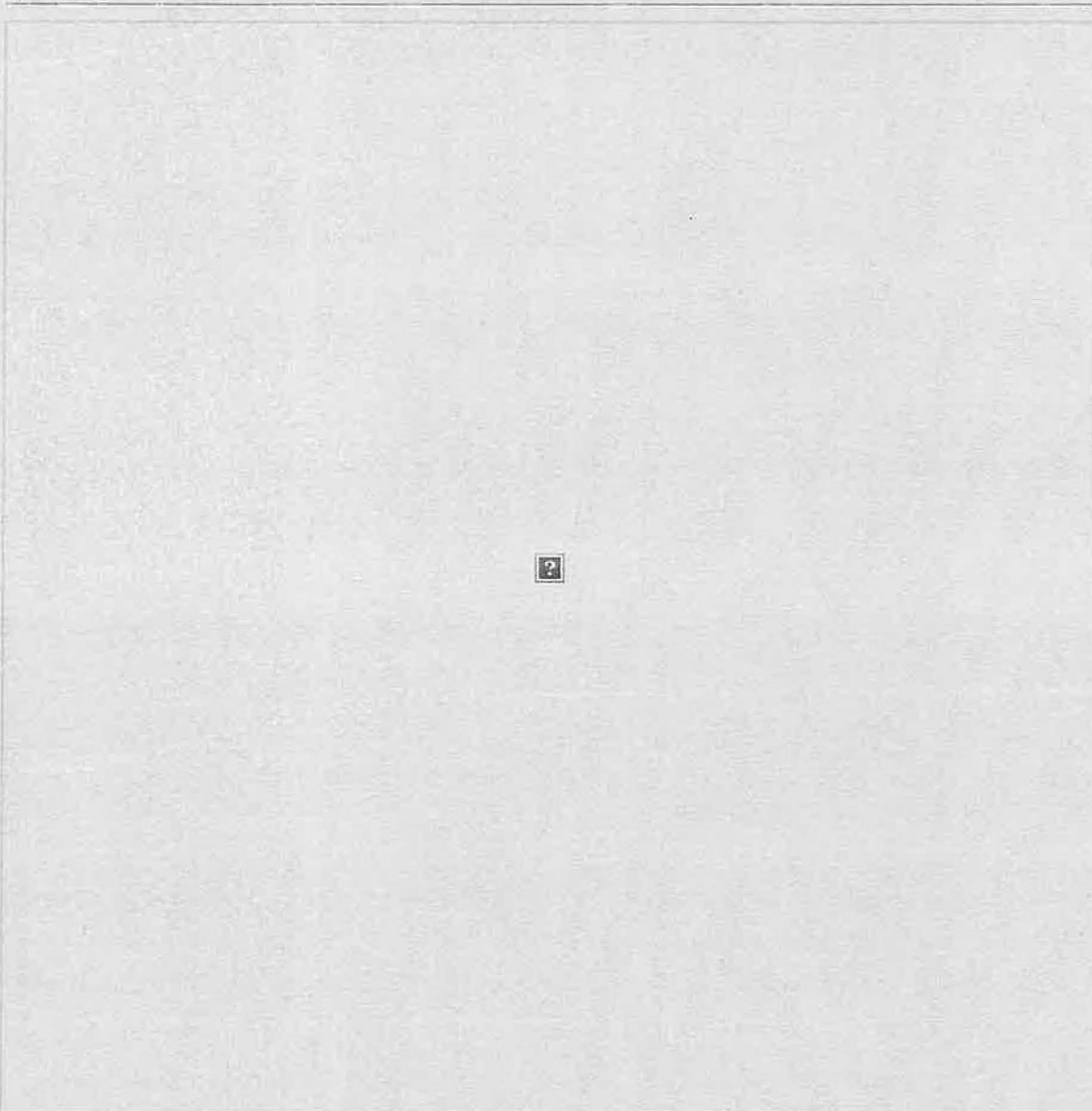
BSA Open Mic Night: Call for Performers

Talented LCPS high school students, the BSA, BSU, and Rising Rams are looking for YOU to participate in the 2021 BSA Open Mic Night on February 22, at 6:00 pm!

This all-virtual event is hosted by Freedom, John Champe and Riverside High Schools to celebrate Black History in a creative way. Submit a 3 - 5 minute recording of your spoken word, vocal, dance or musical performance, as an individual or group, that positively highlights African-American contributions/people/culture. We hope to see a diverse representation of ALL of our LCPS students.

Scan the QR code in the image attached to register before February 16.

Questions? Send an email to fhsbsa247@gmail.com.



MSAAC Awards: Call for Nominations

The MSAAC Award Committee 2021 seeks nominations of those who have enhanced our mission of Advancing Equity Forward With Action, at LCPS.

We seek nominations in three categories for the Fisher Award:

- Administration
- Teachers/Licensed Staff
- Support/Classified Staff

We seek nominations in three categories for the MSAAC Student Award:

- Elementary
- Middle School
- High School

We seek nominations in the category of MSAAC Delegate Award.

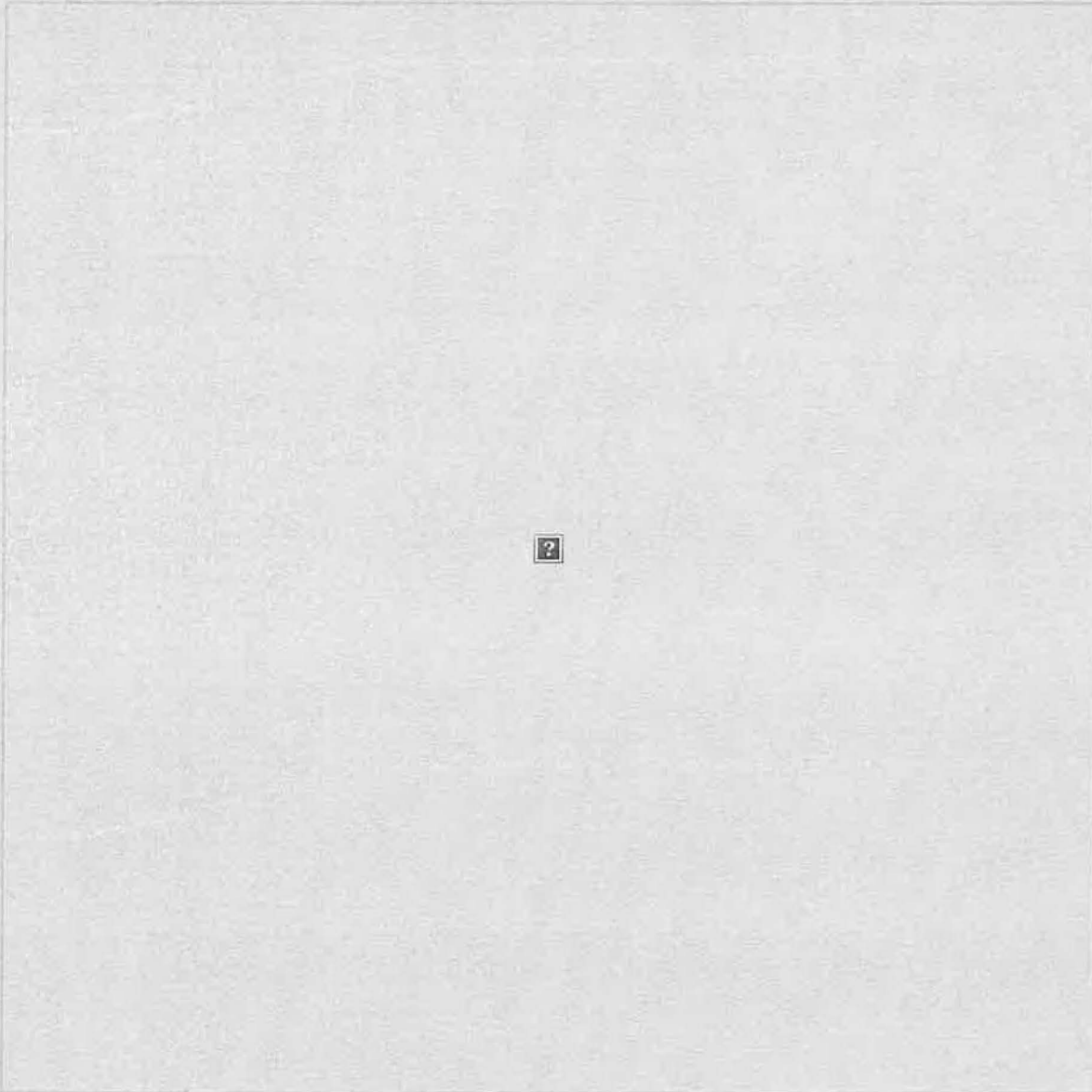


Call for volunteers!

The MSAAC Nominating Committee needs you! Volunteers are needed to serve on the Nominating Committee to coordinate the election of the 2021-2022 MSAAC Executive Board. Contact Morgan Smith at: msaacmembership@gmail.com for more information. Thank you!

Student Artwork

The following artwork is by Kayla Crockett, an 11th grade student at Heritage High School.



Call for Submissions!

MSAAC is accepting submissions of student artwork and writing to be featured in future issues of the MSAAC newsletter. Please send your submissions to MSAACSecretary@lcps.org



- **Check out this [list of books](#) for approaching the topic of race with kids.**
- **Watch this video to better understand [microaggressions in the classroom](#).**
- **Read this article on [Speaking Up Against Racism Toward the Asian Community Around the Coronavirus](#)**

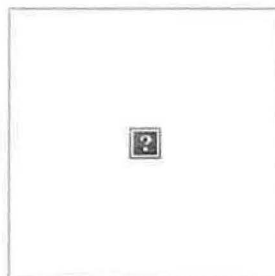


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You can [update your preferences](#) or [unsubscribe from this list](#).



From: Microsoft Outlook
To: [Andrea Weiskopf](#)
Subject: Clutter moved new and different messages
Date: Thursday, February 11, 2021 1:01:59 AM

Are these messages important to you?

For some time, Clutter has been moving messages to the Clutter folder. Recently, some new and different messages were moved. Now you can quickly scan the folder and move any messages that shouldn't be there back to the inbox. Clutter will learn from this and do better next time.

New messages we moved

[EXTERNAL] How to Speak Up Against Coronavirus Racism
From: Learning for Justice

Clutter summary

To or From	Message count
ALL LCPS STAFF	5
meet-recordings-noreply@google.com	4
meetings-noreply@google.com	3
Virginia JCL	2
Edpuzzle	2
Foreign Language Association of Virginia	2
D.C. Area Educators for Social Justice	1
Matt from Ditch That Textbook	1
Learning for Justice	1
Other	5

Got a few extra seconds? We'd love to know what you think about Clutter.

[Give feedback](#)[Learn more](#)

To stop separating items that are identified as clutter, [go to Options](#).
To stop receiving notifications about Clutter, [go to Options](#) and turn them off.
This system notification isn't an email message and you can't reply to it.

From: Jamie Braxton
To: DMH-All Staff
Subject: RE: Weekly Update - 2/26/21 - Important, additional information
Date: Sunday, February 28, 2021 11:18:00 AM
Attachments: Equity Newsletter - March Edition.pdf

Soooooooooooo.....brain fog is really a thing. Here's the stuff I forgot in the first email. Go ahead and laugh.

☐ **March is Women's History Month!** – This month's newsletter from Anica Williams and Bruno Yupanqui is another that can't be missed. It's attached to this email.

☐ **ACE Training Tuesday @ 1:30 pm**- the google meet link is <http://g.co/meet/aolsonpresents>

☐ **E-HALL Pass Updates** -

- We need staff to present an E-Hall Pass slideshow during Advisory on Wednesday, March 3rd. This will guide students on HOW and WHEN to use E-Hall pass.
- If an in-person student is in crisis, [click here](#) to read how an emergency should be handled by staff as outlined by the Counseling Dept.
- [Click here](#) to learn how Flash Pass will be used this year.

☐ **Tech Needs** - It's come to our attention that a few rooms are missing the long HDMI cable on the back of the TVs. When you get the chance, could you please check your TVs and see:

1. If you are missing a cable, or
2. If you have an extra one

To be clear, each TV should have two cables on the back of it. One will be short and connect to the white Screenbeam box, and one will be very long and not connected to anything on one end. If you find any anomalies, please let Margaret know which room you're in so she can note where gaps are, and can collect the extras.

Sorry for the two emails.....

Jamie

Mrs. Jamie Braxton-Brandt | Assistant Principal
Dominion High School
571-434-4400

From: Jamie Braxton
Sent: Sunday, February 28, 2021 9:26 AM

To: DMH-All Staff <DMH-AllStaff@lcps.org>

Subject: Weekly Update - 2/26/21

Importance: High

Good Morning,

On behalf of Moderna #2, I apologize for the delay of the weekly update.

Monday – Our staff meeting will be optional. We will be available for “office hours.” If there’s a question you need to have answered or something you need to have clarified. Log in at 9:00 for our full attention.

<https://meet.google.com/des-xvdm-tei>

Tuesday – Please reference the attached document for detailed instructions.

Wednesday – Hybrid first day. We’re **attaching a printable bell schedule** with our lunch shifts included.

Gotta Go during the school day?

If, during the school day, you need to step away from the campus for less than one hour during a planning block to run an errand or attend an appointment, you will not have to use leave. Please send an email to john.brewer@lcps.org with “Gotta Go” in the subject line.

Upon your return to the building, you will NOT need to complete the symptom checker or have your temperature taken again.

Visitors: In the interests of student and staff safety, visitors to the building will be limited to parents and distance learning students who have a specific appointment with a staff member, including visits to the technology repair center. In-person alumni visitors cannot be accommodated at this time. Also, all visitors are expected to complete the screening and have their temperatures taken.

SOL Changes for spring 2021: For those of you whose students are scheduled to participate in SOL assessments, **there are significant changes from the Virginia Department of Education that are highlighted in the attached file.** Please familiarize yourself with these changes and direct any questions to Tom Chuba or David Edwards

The 2021 Virginia School Survey of Climate and Working Conditions will become accessible on Monday, March 1st. Please complete this survey by Friday, March 19th <https://www.dcs.virginia.gov/2021Staff> **Access Code: A3159**

Complete before the end of the school year: Mental Health Awareness Training

Mrs. Jamie Braxton-Brandt | Assistant Principal
Dominion High School
571-434-4400

From: [Andrea Weiskopf](#)
To: [Timur Vassell](#)
Subject: Re: book group
Date: Tuesday, February 23, 2021 11:05:13 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

Just so you know - I would have jumped in. If I ever don't, do not hesitate to call me on it. Again, I appreciated your voice. You and I know that coming from you, it made a greater impact (at least I hope it did), but don't ever feel that you have to do the educating. A few years ago, I once asked a Black male with whom I was and am close why he didn't speak up more. He told me that simply living as a Black man in this world was his work and doing so was far more exhausting than anything I did for the cause of anti-racism. It has taken me far longer than it should have to understand that.

Andrea

Andrea Weiskopf
she/her
Latin
River Bend Middle School
Willard Intermediate School

From: Timur Vassell <Timur.Vassell@lcps.org>
Sent: Tuesday, February 23, 2021 10:47 AM
To: Andrea Weiskopf <Andrea.Weiskopf@lcps.org>
Subject: RE: book group

Hi, Andrea

It was nice to meet you as well. I really don't like talking in certain platforms but I thought my voice needed to be heard. I understand people will have different views but educating one another is what needs to be done. I wasn't angry but was disappointed that we are talking this way about a very concerning topic I 2021. I believe this group will allow us to focus on some great topics.



Timur Vassell | Learning Resource Specialist
Willard Intermediate School
40915 Braddock Rd. Aldie, VA 20105
Phone: 571-367-4040
Web: www.lcps.org/willard



From: Andrea Weiskopf <Andrea.Weiskopf@lcps.org>

Sent: Tuesday, February 23, 2021 10:30 AM

To: Timur Vassell <Timur.Vassell@lcps.org>

Subject: book group

Hi, Timur.

It was nice to meet you yesterday! I really appreciated how you spoke up yesterday after one participant's comment - and you did it without angry (visibly at least!). Although I am glad that you spoke up with your lived experience, please don't feel like you have to.

I'm in room 801 on Tuesdays and Thursday if you ever want to stop by!

Andrea

Andrea Weiskopf

she/her

Latin

River Bend Middle School

Willard Intermediate School

From: [Jeffrey Bowers](#)
To: [VonEnde Coleman](#)
Subject: Re: Thurs
Date: Wednesday, February 17, 2021 3:01:18 PM
Attachments: [Outlook-i0n0rnyv.png](#)
[Outlook-ehbtgchp.png](#)

FYI.. here's the script to be read.. copied directly from the slides and edited lightly. Let me know if you want anything to be changed.

ALL FEBRUARY, WE ARE CELEBRATING BLACK HISTORY MONTH.. AND TODAY WE ARE CELEBRATING BLACK CONTRIBUTIONS TO MUSIC. Music was a way for slaves to express their feelings whether it was sorrow, joy, inspiration or hope. Songs were passed down from generation to generation throughout slavery. Later these songs were known as "Negro Spirituals." The Civil War freed the slaves, but during the Reconstruction Period the South experienced poverty due to the gutting of cotton. It was during this time, a new form of music was born... **The Blues** Artist such as Ma Rainey, Bessie Smith, and Muddy Waters spread this form of music along the Mississippi River. At the turn of the century a variety of music developed within the African American community: The Barbershop Quartet, Jazz developed during World War I, and Count Basie introduced swing and orchestra bands at the Cotton Club in Harlem. Up until the 1930s, the Great Migration found many African-Americans moving to northern cities. While still facing poverty, unemployment, and racism, in Detroit, (also known as the "Motor City"), a new sound emerged. The beat became faster, more bass, fewer instruments known as "Rhythm and Blues" or R&B. Pioneers such as the Chi-Lites, Ray Charles, and Ella Fitzgerald arrived on the scene. By the 1980s, problems in urban living had reach a climactic level. Communities were experiencing poverty, crime, drugs, and violence threatened to tear apart the fabric of African American life. During this emotional time, a new form of music was born... Rap and Hip Hop. This form of music, though raw and sometimes vulgar, rap reflected the hard life on the streets and exposed this new reality to ears and eyes across the world.

From: Jeffrey Bowers <Jeffrey.Bowers@lcps.org>
Sent: Wednesday, February 17, 2021 2:56 PM
To: VonEnde Coleman <VonEnde.Coleman@lcps.org>
Subject: Re: Thurs

OK cool.

I will see about adding music.. depending on the video, I may not be able to include it. In either case, I will include links for teachers to play.

From: VonEnde Coleman <VonEnde.Coleman@lcps.org>
Sent: Wednesday, February 17, 2021 2:55 PM
To: Jeffrey Bowers <Jeffrey.Bowers@lcps.org>
Subject: Re: Thurs

Anchor can read, but there are video clips that shows the different type of music that will be cool to play.

Regards,

VonEnde J. Coleman, Ph.D

Learning Specialist/Department Chair/Indy Serves Sponsor

Independence High School

23115 Learning Circle Ashburn, Va 20148

571 367 4200



From: Jeffrey Bowers <Jeffrey.Bowers@lcps.org>
Sent: Wednesday, February 17, 2021 2:51 PM
To: VonEnde Coleman <VonEnde.Coleman@lcps.org>
Subject: Re: Thurs

Sure.

Is there is a track to go with the slides? Or anchor read?

From: VonEnde Coleman <VonEnde.Coleman@lcps.org>
Sent: Wednesday, February 17, 2021 12:18 PM
To: Jeffrey Bowers <Jeffrey.Bowers@lcps.org>
Subject: Thurs

If we have snow day, we can move this to the next available date. I believe Friday, we are streaming a live assembly.

https://docs.google.com/presentation/d/1GvesLwiLMUgCEJpxiX3F_hCPUTRCi-2e5ehe_aD-fSc/edit?usp=sharing

Google Slides - create and edit presentations online, for free.

Create a new presentation and edit with others at the same time. Get stuff done with or without an internet connection. Use Slides to edit PowerPoint files. Free from Google.

docs.google.com

Regards,

VonEnde J. Coleman, Ph.D

Learning Specialist/Department Chair/Indy Serves Sponsor

Independence High School

23115 Learning Circle Ashburn, Va 20148

571 367 4200

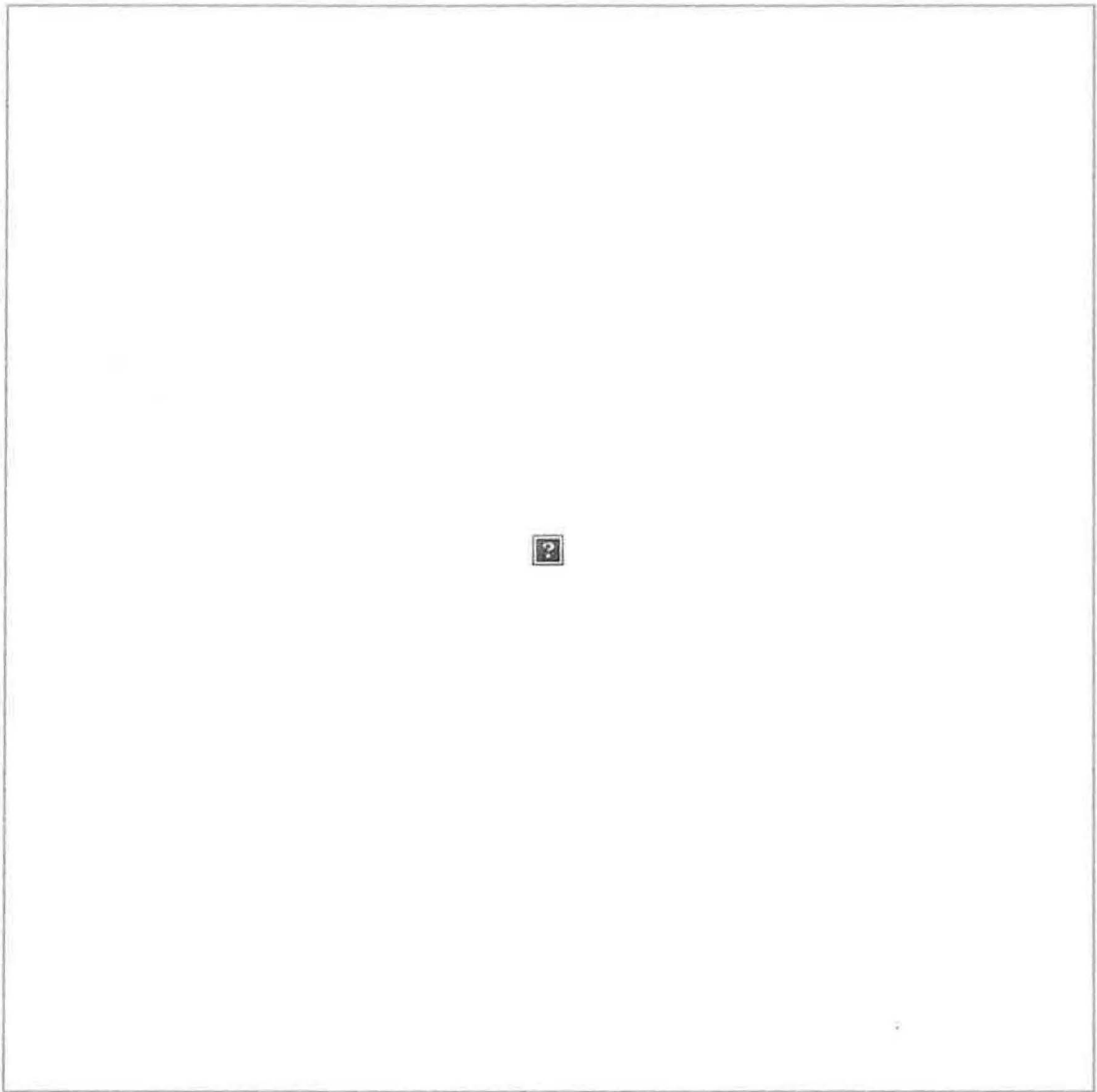


From: [Learning for Justice](#)
To: [VonEnde Coleman](#)
Subject: [EXTERNAL] How You Can Address Anti-Asian Violence and Bias
Date: Tuesday, March 16, 2021 6:35:14 PM

If you are having trouble reading this email, read the online version.



March 16, 2021



How You Can Address Anti-Asian Violence and Bias

Amid the pandemic, Asian American people continue to experience racism, violence and harassment. These resources can help you teach the historical precedents for this moment, introduce ways for students to recognize and speak up against coronavirus racism, and start conversations with even the youngest learners about recognizing and acting to address injustice.

From: MSAAC
To: Andrea Weiskopf
Subject: Advancing Equity: MSAAC's March 2021 Newsletter
Date: Friday, March 12, 2021 9:53:45 AM

[View this email in your browser](#)



Letter from the MSAAC Chair

This month we welcome Spring! Spring has always been my favorite season. It represents growth and emergence and it signals change. Last year, during this same month we were faced with a change that none of us could have predicted in our wildest dreams. We had no way of knowing the events that would play out over the course of the next 12 months.

During that time, as a nation we were quarantined and facing civil unrest at the same time. Every business imaginable was putting out statements and sending emails to

discuss their commitment to social justice, equity, diversity and inclusion. Those terms almost seemed like the latest buzz words as everyone was throwing them around, but did they really know what they meant and more importantly, did they really mean what they were saying? Over the course of this school year, we have tried to do a deep dive on each of these words to ensure everyone understands what they mean and why they are important in education.

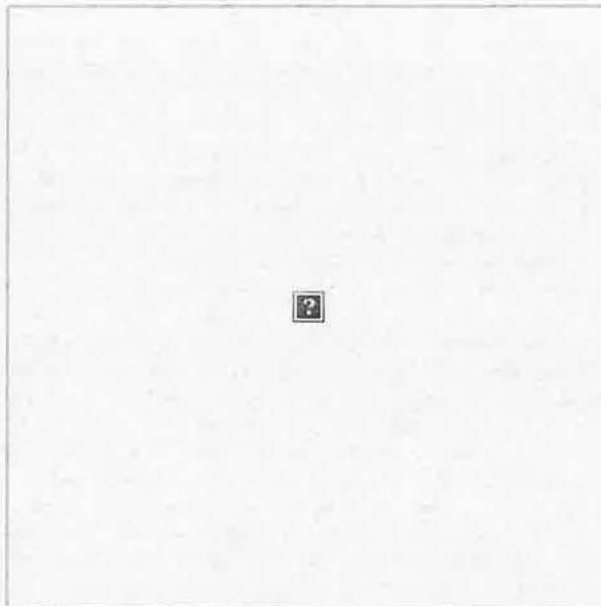
This month, we turn our attention toward inclusion. Oftentimes when people hear inclusion, they automatically think about equity and diversity. However, it is important to remember that while each is a spoke on the same wheel, they each have their own separate job and purpose.

Equity provides the space for everyone, regardless of their individual circumstances, with the opportunity to be invited to the party. Diversity is actually inviting them to the party and inclusion is asking them to dance while there.

Inclusion means that everyone feels valued and accepted without having to conform to a particular standard. It refers to a cultural and environmental feeling of belonging. Schools provide opportunities for children to form relationships with others outside of their families. School systems that are inclusive can also provide a better quality education and help to fight against discriminatory behaviors and attitudes. It is also important for schools to include families and communities as well. We are excited to delve into this topic this month with you all and we hope that you will join us for this discussion.

Yours in Equity,

Keaira



MSAAC Meeting Announcement



Our next MSAAC Meeting will be held virtually on **Wednesday, March 17th from 7-9 pm**. The topic of this month's meeting is Inclusion, and we are honored to be joined by our guest Harry Weaver, Diversity, Equity and School Culture Consultant for Chippewa Valley Schools. RSVP on [Facebook](#). The meeting will be streamed live on [LCPS-TV](#).

Meeting agenda, minutes, and recordings can be found at: <https://www.lcps.org/Page/233794>

Previous Meetings

16 SEP 2020 – Annual Theme: Advancing Equity Through Action

21 OCT 2020- Anti-Racism Town Hall

18 NOV 2020 – Social Determinants (Mental Health)

27 JAN 2021 – Equity in Education

17 FEB 2021 – Diversity in Education

Upcoming Meetings

17 MAR 2021 – Inclusion

21 APR 2021 – Belonging

19 MAY 2021 – Year-In-Review/Awards/Elections

This Month We Celebrate...



The roots of National Women's History Month go back to March 8, 1857, when women from various New York City factories staged a protest over working

conditions. The first Women's Day celebration in the United States was also in New York City in 1909, but Congress did not establish National Women's History Week until 1981 to be commemorated annually the second week of March. In 1987, Congress expanded the week to a month. Every year since, Congress has passed a resolution for Women's History Month, and the president has issued a proclamation.

Check out these [Diverse Books with Trailblazing Women](#), a booklist curated by Read Across America.



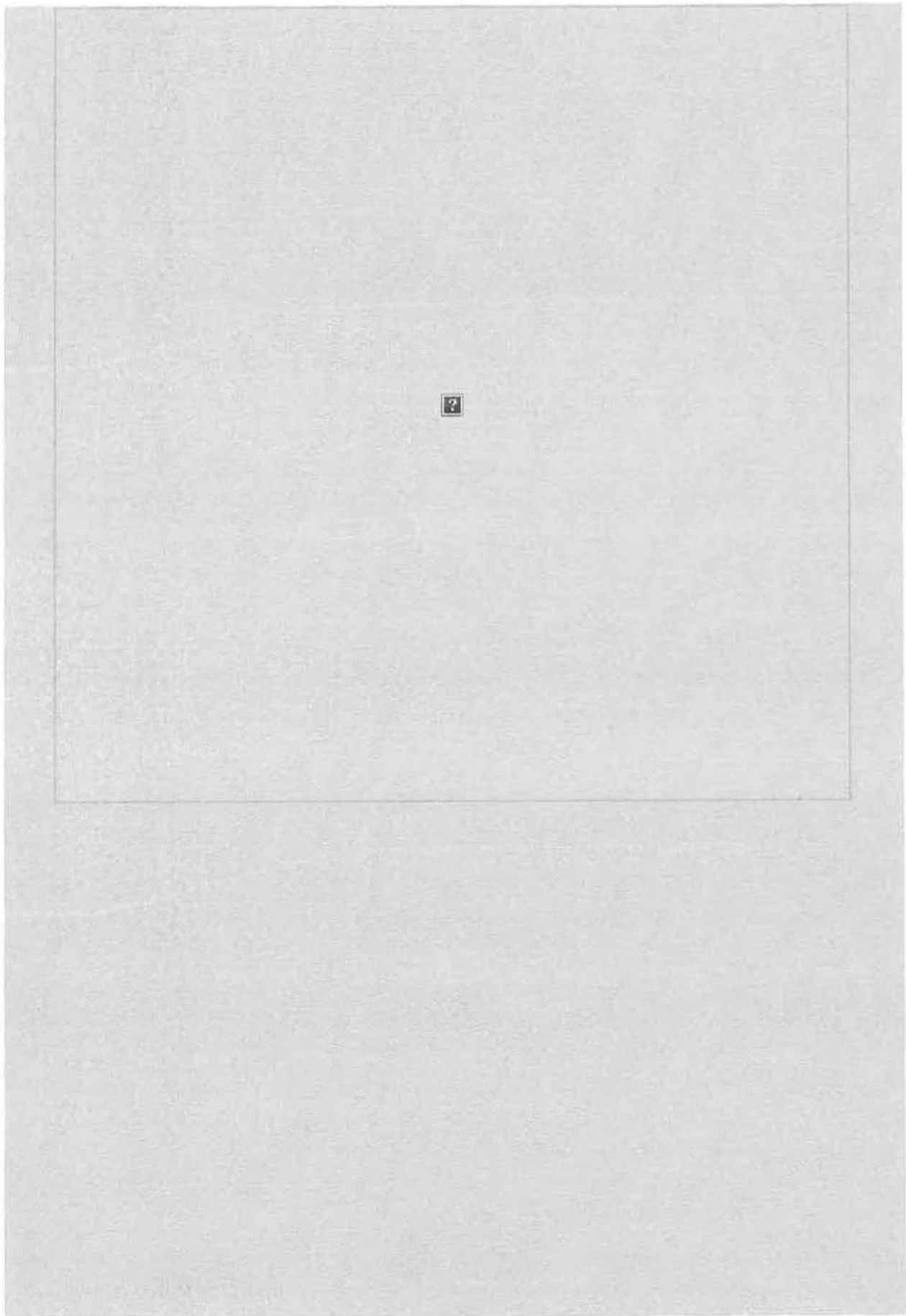
In 1987 President Ronald Reagan proclaimed March "[Developmental Disabilities Awareness Month](#)." The presidential proclamation called upon Americans to provide the "encouragement and opportunities" necessary for people with developmental disabilities to reach their potential.



Create and celebrate a nation of diverse readers! March 2nd was National Read Across America Day, but you can celebrate all year long. Visit the [National Education Association website](#) for 12 months of recommended books, authors, and teaching resources that promote diversity and inclusion. This month's topic is [Cultivate Compassion](#).



International Women's Day was celebrated on March 8th. This year's theme was #ChoosetoChallenge. We can all choose to challenge and call out gender bias and inequality. We can all choose to seek out and celebrate women's achievements. Collectively, we can all help create an inclusive world. From challenge comes change, so let's all **choose to challenge**.



Great Expectations Virtual Showcase- Celebrating Black Legends

The Reston Chapter of The Links, Inc is currently seeking talented High School juniors interested in competing to perform virtually in the **Great Expectations Virtual Showcase - Celebrating Black Legends** hosted by The Reston Chapter of the Links and the Washington DC Chapter April 25, 2021. This event will showcase the best of performers in the arts, music, spoken word and singers in the Washington DC area.

This is also an opportunity for you and your parents to attend a morning workshop about resources for college and majors that work well with talented performers. Each workshop is for both the student and the parents and is presented by highly talented industry leaders.

In addition, all performers will be eligible to receive a stipend and the opportunity to perform next year at a prestigious venue and receive a scholarship for college.

If you are interested in participating, please submit the attached application and permission materials along with a final video by March 20, 2021. See below for instructions. Don't miss this exciting opportunity!

Please download the application materials from the Dropbox folder [here](#). Once you have downloaded and reviewed the instructions, please upload your application materials [here](#).

We Can Do It: American Women in History

Join the Loudoun County Public Library on Saturday, March 13 from 11:00 - 11:30 AM to discover incredible and groundbreaking women like Amelia Earhart, Sacajawea and Susan B. Anthony with a performance by Bright Star Touring Theatre. This will be an online event geared toward Elementary-aged children. Find more information and the link to join the event [here](#).

MSAAC Elections: Nominating Committee Volunteers Needed

The MSAAC Nominating Committee needs you! Volunteers are needed to serve on the Nominating Committee to coordinate the election of the 2021-2022 MSAAC Executive Board. Contact Morgan Smith at: msaacmembership@lcps.org if you are interested in serving on the nominating committee or running for a position.

There are 3 "elected" positions open on the Executive Board:

- Chairperson - Presides at all meetings of MSAAC and shall coordinate the work of the officers and committees. They will represent the committee in all matters of business or appoint a member of the Executive Committee to do so as needed.

- Vice Chairperson - Presides at all meetings of the committee in the absence of the Chairman and shall serve as chairman of the Programs Committee.
- Secretary - Tasked with recording and maintaining the Minutes of all meetings of MSAAC as well as be the principal record keeper of the committee.

MSAAC Awards: Nomination Form Coming Soon

The MSAAC Award Committee 2021 seeks nominations of those who have enhanced our mission of Advancing Equity Forward With Action at LCPS. The nomination form will be posted this month.

We seek nominations in three categories for the Fisher Award:

- Administration
- Teachers/Licensed Staff
- Support/Classified Staff

We seek nominations in three categories for the MSAAC Student Award:

- Elementary
- Middle School
- High School

We seek nominations in the category of MSAAC Delegate Award.

- [The Best Inclusive Education Websites You Need to Know About](#)
- [Inclusion Resources for Parents](#)
- [Frequently Asked Questions for Parents regarding Inclusion](#)
- [Inclusion Resources for Kids](#)
- [What It's Like to Be ADHD and Black](#)
- [#BlackDisabledLivesMatter](#)
- [Perspectives from Disabled and Chronically Ill People Regarding COVID-19](#)
- [Asia-Pacific \(APAC\) Community and Resources for Allies](#)

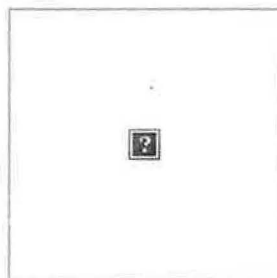


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Our mailing address is:
MSAAC Communications
21000 Education Ct
Broadlands, VA 20148-5526

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From: Traci Townsend
To: Aaron Snook; Alexis Gruehn; Alexis James; Alison Brown; Allison Hatton; Almendra Terrones Salcedo; Amanda George; Amanda Hutchings; Amanda Stoermer; Amy Burgess; Angela Naggles; Anika Ahmed; Brittany Webb; Bryn Jones; Byron Woodard; Caitlin McDermott; Carmen Farley; Cassandra Dean; Cathy Polanski; Christian Longchamp; Christina Kasabian; Danielle Savastano; Deborah Owings; Desiree Moore; Devon Bacso; Elnayna Clokes; Ella Hopson; Elsbeth Mayo; Emily Fox; Gonzalo Gallardo; Gussie Shavers; Holly Janson; Jazlynn Moody; Jeananne Shultz; Jenise Blondin; Jennifer Kroll; Jill Rodeffer; Julia Thibault; Juliana Boggar; Julie Epstein; Kaila Stiffler; Karah Ockrymiek; Katelyn Hill; Keena Wilt; Kelly Clark; Keri Chavers; Kimberly Jackson; Kimberly Van Acker; Kim-Marie Brown; Krishawna Goins; Larissa Nunez-Morel; LaTova Willis; Laura Arrowsmith; Lauren Rodriguez-Gregg; Leah Allan; Lin Rudder; Lindsay Orme; Lorraine Gryniewicz; Lucinda Billet; Mahlet Abdalla; Margaret Hodges; Mark Bland; Martin Fameni; Matthew Prince; Melanie Rose Youngdahl; Melissa Heenan; Melody McKinney; Meredith Mjones; Michael Kruczkowski; Michelle Frosina; Michelle Louder; Mohammad Sabri; Moriah Rush; Nanci Weaver-Lee; Natalia Beardslee; Natalie Hall; Naveli Garcia-Selvaraj; Nicole Korsen; Nicole Romero; Nina Smith; Patti Benalavat; Phuong Lue; Raynell Brown; Rebecca Williams; Rochon Moore Bumgardner; Ruchi Parikh; Samantha Ashley; Sandy Chalke; Sarah Arnel; Sarah Dugan; Sarah Miller; Sarah Reeps; Semaj Pennix; Shawna Feaster; Sonya Bradley; Sophia Ra; Stacey Williams; Stephanie Bickmore; Stephanie Talbot; Sue Cowan; Susan Hayden; Suzanne Elbeze; Tameka Johnson; Tanipa Thomas; Taniya Flowers; Taylor Ballard; Theresa Ryan; Traci Scannell Crowe; Valeria Austin; Violet Dube; VonEnde Coleman; Wezi Thindwa
Cc: Lottie Spurlock
Subject: Copy of Message to Principals
Date: Friday, March 19, 2021 5:47:20 PM

Hello Equity Leads,

I just wanted to share a message that Lottie included in the Principal Messages today related to the recent hate and violence toward Asian Americans and Pacific Islanders. Please see below.

Sincerely,
Traci

Traci L. Townsend, Ed. D.
Supervisor of Equity
Loudoun County Public Schools

+++++

EQUITY

Subtext: Strengthening Our Equity Muscle in Responsive Leadership

In response to the recent hate and violence against the Asian American Pacific Islander (AAPI) community, excerpts from an email sent at the end of May 2020, is being reshared (with some updated revisions) below:

These recent incidents have many people, no matter their race or ethnicity, wondering many things. There are feelings of fear, outrage, confusion, uncertainty, hopelessness, as well as those who feel determined to use these ongoing unfortunate incidents to lean into humanity, reach out across racial lines and endeavor to bring about a hopeful change. No matter the feelings or emotions, I encourage us all to lean into the words of the late Dr. Martin Luther King, Jr. here to say "Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly."

Here is some recommended guidance as you work with your staff, students, and school community during this critical time:

1. **Be Real:** Allow for humanity to show up and be real about this situation, even in your discomfort. Share that although we don't necessarily have the answers, and even

some might feel this “problem” doesn’t directly affect us, it is the absolute pervasive nature of these incidents, and our response (or lack thereof) to them, that will be school culture builders or culture killers. Be real enough to talk with your staff about how this cloud of heaviness across the country impacts our individual students and their families, our school community and ultimately the true sense of community we are trying to create within the greater Loudoun community.

2. **Be Responsive:** Reiterate the LCPS commitments as expressed in the equity statement if needed, in your conversations with parents.. Remind parents that school counselors (other members of United Mental Health Teams) are an available resource if students need someone to talk to or to help them process their feelings.
3. **Be Resourceful:** In addition to connecting with your school counselor, psychologist, and social worker, here are some concrete resources available for your use. Here is a link from VDOE that contains resources to support stakeholders in their efforts to condemn anti-Asian racism and address racial trauma:
<https://content.govdelivery.com/accounts/VADOE/bulletins/2c7b9ee>
4. **Be Reflective:** This speaks for itself. As you are leading, managing, and trying to do a balancing act as a principal right now, take time to reflect and consider how you are strengthening and building your equity muscle and showing up for your school community during such a time like this.
5. **Be a Rebuilder:** The last 12 months have certainly challenged us to consider various possibilities of scenarios for our “Return to Learning” framework, all of us are now called upon to do things in ways that will move us out of comfort zones. Take this time to ensure you and your administrative team are utilizing the qualitative data your school has been capturing (all year) making the necessary revisions to our current structures and practices (specific to PBIS, MTSS, restorative circles, affinity group formation, and staff professional development, impact of Equity Leads and Equity Teams) within our schools for the upcoming school year. ~LMSpurlock, May 2020; March 2021

The Office of Equity is here to support you along this journey toward excellence in equity.

Lottie Spurlock, Director of Equity

Traci Townsend, Ed. D. Supervisor of Equity

Lottie M. Spurlock

Director of Equity

Office of the Superintendent

Loudoun County Public Schools

21000 Education Court

Ashburn, VA 20148

571.252.1210

Twitter: @LottieSpurlock

“As we work together to restore hope for the future, we need to include a new and strange ally — our willingness to be disturbed.” ~Margaret Wheatley

From: Andrea Weiskopf
To: Ashleigh Stocks
Subject: Re: Checking in
Date: Thursday, March 18, 2021 10:58:17 AM

Thanks for reaching out, Ashleigh. I'm (mostly) okay. I am blessed with many close friends, and Twitter has a block option. I rarely argue on social media.

I don't mind getting called out when I make 'good trouble', but this annoys me to know end, because I had no part in this 'dumb trouble', but they knew my name and already had info on me. If, in the end, more people become aware of the rampant racism in Loudoun, then it will have been worth it.

I do appreciate the email.
Andrea

Andrea Weiskopf
she/her
Latin
River Bend Middle School
Willard Intermediate School

From: Ashleigh Stocks <Ashleigh.Stocks@lcps.org>
Sent: Thursday, March 18, 2021 10:12 AM
To: Andrea Weiskopf <Andrea.Weiskopf@lcps.org>
Subject: Checking in

Hi Andrea,

I wanted to reach out given the recent article in the news. I understand you may be upset and I wanted to let you know I am available by phone if you would like to meet.

I also wanted to let you that we have services available to you through the employee assistance program: <https://www.lcps.org/Page/190202>

Please feel free to reach out.

Ashleigh Stocks

HRTD Coordinator – Middle School
Human Resources and Talent Development
Loudoun County Public Schools

21000 Education Court
Ashburn, VA 20148
571.252.1236
571.420.3790 cell

From: Scott Ziegler
To: School Board Confidential
Cc: Superintendent's Cabinet
Subject: School Board Update
Date: Thursday, January 14, 2021 5:12:00 PM
Attachments: School Board Update 01.14.21.pdf

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. Met with Cabinet and Rob Doolittle to collaborate on COVID-19 and other matters.
2. Opening Remarks and FY22 Budget Update - Principals meeting.
3. 1:1 Meetings with the following School Board Members: Mr. Seroktin, Ms. King and Ms. Corbo.
4. Met with Asia Jones, Kevin Lewis and Vince Scheivert to discuss the COVID-19 vaccine and schedule.
5. Met with Sharon Willoughby to discuss salary implementation for staff.
6. Erin Timothy has been selected as the preferred candidate for the position of principal of Belmont Station Elementary School. Erin currently serves as Assistant Principal at Steuart Weller Elementary School. The attachment includes a memo with additional details from Ashley Ellis, as well as a cover letter and resume from Erin Timothy. If you have any questions or concerns regarding this promotion, please contact me by 5 p.m. on Thursday, January 21. We tentatively plan to communicate with the Belmont Station Elementary community as early as Friday, January 22. Official action by the School Board is anticipated at the meeting on January 26, and Ms. Timothy would begin her new role on January 27. (pp. 1-4)
7. **Confidential Vaccine Update**

I'd like to provide an update related to our vaccine distribution. As I mentioned on Tuesday night, this is a dynamic situation and will be evolving over the next several days as we learn additional information, and grow in proficiency. There is still a great deal of information that is not-yet-known, however, we will provide the Board with updates each step of the way.

Newly Learned Information

- On Wednesday morning we learned that the VAMS system (vaccine administration management system) mentioned in Tuesday's update is not able to schedule LCPS

employees. Thanks to the efforts of DDI and DPS, we have developed an appointment system using existing resources, and the first invitation to schedule appointments went out this afternoon. We plan to adapt and improve the system as we move forward. Doses administered at the LCPS site will be manually entered into VAMS to comply with state and federal requirements.

- The county has allocated over 1000 doses of vaccine for administration at the LCPS POD site. The invitation going out today will open about 1,080 slots spread over two days (Friday and Tuesday). We will continue to open slots as vaccine availability is confirmed.
- Our ability to open the clinic outside of business hours is limited. Each POD must be staffed with a state-certified, state employee to supervise the operation. Loudoun County has three certified individuals; there simply are not enough qualified personnel to open the PODS additional hours (see the attachment from Dr. Jones for detailed information).
- Just under 9,700 employees expressed interest in receiving the vaccine.
- LCPS has opened a call center where employees can address questions not answered in the information provided to employees. The call center will be staffed from 8 a.m. to 5:30 p.m. each LCPS workday and can be reached at 571-252-6499. If answers to questions are not immediately available, the call center will record contact information and follow up as appropriate.

Not-Yet-Known Information

- The reliability of the vaccine supply chain is unknown. Right now, we know we have doses to open our POD on Friday and Tuesday. We also know that the County expects delivery of additional doses on Wednesday. Once these doses are confirmed, LCPS will open our appointment window to employees. We plan to schedule appointments only when we have confirmed doses available.

Department of Instruction

1. Response from Ashley Ellis to Jeff Morse regarding Thomas Jefferson admissions. (pp. 5-6)

Department of Pupil Services

1. Excerpt of a response from Asia Jones raised by a Board Member as it relates to the vaccine distribution. (p. 7)
2. Asia Jones sharing an email from a community member regarding Volunteer Vaccinations. (p. 8)

Business and Finance

1. Pandemic Relief Funding Update from Sharon Willoughby (p. 9)

Department of Support Services

1. Support Services update from Kevin Lewis which includes: Anonymous Reporting Tool for Health Mitigation Related Issues, Construction Change Orders Report, Countryside Elementary School - Safe Routes to School (SRTS) Sidewalks & Trails Project, Transportation Concern Registry Update and Bus Driver Recruitment. (pp. 10-23)

Optional Reading: Articles

Loudoun Times story regarding School Board debate and proposals for return to hybrid learning, Jan. 13.

https://www.loudountimes.com/news/loudoun-school-board-rejects-immediate-return-to-hybrid-adopts-risk-matrix/article_f86fad02-55b9-11eb-ba26-734d46117ba7.html

Loudoun Now story regarding School Board debate and adoption of new metrics, Jan. 13.

<https://loudounnow.com/2021/01/13/school-board-backs-new-metrics-but-restart-of-in-person-learning-uncertain/>

Loudoun Times story regarding proposed cell tower at Rock Ridge High School, Jan. 13.

https://www.loudountimes.com/news/telecom-tower-planned-for-rock-ridge-high-school-campus/article_f8b9eb4c-55cd-11eb-b98f-fbfb0effde3e.html

-
Scott A. Ziegler, Ed. D.
Interim Superintendent
Loudoun County Public Schools

From: Beth Barts
To: Scott Ziegler
Subject: Fwd: Theatre Teacher 11-Month Contract Proposed
Date: Wednesday, January 13, 2021 4:44:37 PM

FYI

Sent from my iPhone

Begin forwarded message:

From: Addie Schafer <Addie.Schafer@lcps.org>
Date: January 13, 2021 at 4:18:59 PM EST
To: Schoolboardemail <lcsb@lcps.org>
Subject: Theatre Teacher 11-Month Contract Proposed

Dear Loudoun County School Board,

My name is Addie Schafer Benko and I am the theatre director/teacher at Woodgrove High School. I currently have a master's degree from William and Mary in education as well as my dual-certification undergraduate degree in both English and Theatre. I have worked in as well as outside of the classroom at all age levels Pre-K-collegiate. I was a Fulbright Teaching Scholar in 2015 and a National Geographic Teaching Fellow in 2019. I paid to attend 4 theatre conferences last year and typically attend 1-2 per year often at my own expense for fees, travel, etc. My professional website and work history can be found here: <https://sites.google.com/lcps.org/addieschafer/home> and our program website is here: <https://sites.google.com/lcps.org/woodgrovetheatre>

I tell you all of this, not to brag about my credentials. I tell you all of this so that you are fully aware of the certifications, training, and time I've spent becoming an expert in my field. Not to undermine coaches at the high school level, but I challenge you to find a coach with the variety of experience, working over 40 jobs in my young professional career thus far before the age of 30, with as much passion and hard work that it takes to run a theatre program. In addition to my credentials, I've been awarded several teaching grants in and as well as outside of the county in my six years teaching in LCPS. I have taught formally or informally in four different countries on two different continents.

When Theatre received a "specialist" in the admin building 4 years ago, we had all hoped that he would be able to make change. Under Mr. James Dallas' leadership, there was real momentum towards an 11-month contract and a second stipend. However, when Mr. Dallas left LCPS and there was a re-alignment of the departments, he was told that this issue is "under review". Unfortunately, it's been "under review" for 2+ years, and when he inquires about it, he is told that it's not a priority. Last year, athletics received stipend increases from the Department of HR. This was of course, against the wishes of principals and some athletic directors, as they knew this would further bring up the conversation about equity of pay regarding the performing arts stipends contracts. From both the student side as an LCPS Briar Woods graduate and now on the teacher side as both an elementary and high school teacher, I have watched, as Band Directors, etc. receive an 11th Month Contract, Stipend(s) for Marching band, color guard, drum line, drill, indoor guard, etc. As a theatre teacher, there is no wiggle room for us to do anything BUT theatre with the 4-7 show expectation in our programs, yet a band teacher with an 11-month contract and a devotion to band can pick up extra responsibilities and duties. These are facts. Many of my colleagues coach multiple sports throughout the year and have financial support on a level unmatched.

On top of that, currently, **\$1400 is given to the program for curricular related expenses**. On average, a musical costs between \$15,000 - \$80,000 to produce in the extra-curricular setting (many school theatre programs lost \$10,000 - \$30,000 in Spring of 2020 due to lost shows). It has not only been a struggle in the past but more so than ever is a struggle now. These are facts that no one talks about openly. I gather, you yourself, may not have even been aware of these hard numbers. Here is the facts document that outlines other figures as well: https://docs.google.com/document/d/1Z_MHDuvEwaZLO0djzTJqY1Y0IFvuUam1_chcB7A8QWU/edit?usp=sharing

We, as theatre teachers, are requesting an 11 Month Contract, the same offered to Band Teachers,

as well as an evaluation of the Stipend Scale for Fine Arts.

Some Critical disparaging facts:

A HS Theatre Program is Funded at: \$5,556 (1 stipend) + \$1400 for classroom supplies

A HS Football Program is Funded at: \$40,079 (stipends) WITH an athletic director for administrative support with additional financial support for buses, equipment, field maintenance, uniforms from the county.

A HS Lacrosse Program is Funded at: 14,317 (Stipends) WITH an athletic director for administrative support with additional financial support for buses, equipment, field maintenance, uniforms from the county.

More disparaging is this simple fact:

A HS Theatre program may accommodate upwards of 190+ Students throughout the year. That is \$36 per student allocated by the school board

A HS Football program may accommodate up to 100 students throughout the year. That is \$400.79 per student excluding their transportation, uniforms, equipment, etc. . .

That is a deficit of \$364.69 per student.

Finally, we are currently collecting hard data from all theatre teachers about how many hours they put into the program. To date, 8 of the 16 schools have responded with data.


This fall alone, I spend +250 hours on the fall production for after school hours (from auditions, to meetings, to rehearsals, to editing the film to adjust for COVID-19, etc. I also spent my lunches and planning doing extra tasks (as I typically do even before COVID-19 for business related tasks since running a theatre program is like running a small business, but all profits go back to paying for rights for the next project rather than the person or team bringing in the money) completing additional hours of steaming costumes, sanitizing all surfaces, etc. This then forces me to work so many weekends and extra hours to finish grading, etc. This is in order to produce the quality expected for high school productions while also teaching full-time. It feels like working three full-time jobs at times.

I hope you can see why it is critical that this issue be addressed immediately. You have the power to create change and stand behind the values of arts education in Loudoun County. Your voice is powerful on the board, and we need you now more than ever as an ally. Tell your Theatre Teachers that what we do is worth it to our students; that we are valuable to LCPS and to the community, as a whole.

If you have any questions at all, please do not hesitate to reach out to me. I am available at your discretion. Please find the hours reference sheet from some teachers here from the 2019-2020 school year from approximate measurements from production calendars, email, other tracking methods: https://docs.google.com/spreadsheets/d/1Fjr_fZmv_SnyUk4UqZcgWZSbdcvNanZXCQvCujp4MIY/edit?usp=sharing. I know you have a lot on your mind and plate right now. In a time of change, here is another important one that should be part of the main course of changes. Thank you for your time and consideration on this matter.

Sincerely,

Addie Schafer Benko

Copy of THEATRE TEACHER HOUR TRACKING	
	Sheet1 RRHS,RRHS,THS,JCHS,FHS,DHS,PFHS,SBHS-ND*,BHS-
	ND*,IHS,LHS-ND*,RVHS,LCHS-ND*,HHS,WHs,BWHS,LVHS-
	ND*,PVHS,AVERAGE Fall Production,172,172,114,92,154.25,140,106,151.5,-
	,156,238.5,-,200,-,154.20 Winter
	Production,185,80,112,50,156,90,146.5,100,-,20,-,40,-,97.95 Spring

From: Scott Ziegler
To: School Board Confidential
Cc: Superintendent's Cabinet
Bcc: Michelle Walker
Subject: FW: School Board Update
Date: Monday, January 11, 2021 5:51:00 PM
Attachments: School Board Update 011121.pdf

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. I Met with Cabinet and Rob Doolittle to collaborate on COVID-19 and other matters.
2. Met with Asia Jones and others from Pupil Services on LCPS Employee Vaccination POD planning.
3. Attended VASS-VASBO Winter Conference.

Department of Instruction

1. Information from Ashley Ellis regarding Principal Update and Important Jan 6 Response Resources (pp. 1-4)

Department of Pupil Services

1. Asia Jones sharing the Pupil Services Communique' (pp. 5-8) and MTSS Newsletter (pp. 9-13)
2. Given the COVID-19 vaccination for Loudoun Phase 1b is now authorized for distribution, staff has identified Brambleton Middle School as the Point of Distribution (POD). We have alerted the BMS principal and she is supportive of this effort. This information is not for public announcement until the BMS principal has had an opportunity to meet with the planning team tomorrow. We plan to have her share a notice with her community as we announce the location of the POD site.

Much planning with the LCHD and Loudoun County Emergency Management Team is underway to complete training for Student Health Services staff and others who will work under the direction of the LCHD to implement the POD. Employees will receive the interest survey this evening for completion within the next 48 hours. It is our intention to complete training, and have the site set up for vaccine distribution as early as Friday, January 15, and no later than Monday, January 18. Please share this in your update to the Board. Thank

you.

Public Information Office

1. COVID Vaccine Message to Employees (pp. 14-16)

Optional Reading: Articles

Loudoun Times story regarding Tuscarora HS students winning Audi prize, Jan. 7.

https://www.loudountimes.com/news/tuscarora-students-win-audi-stem-challenge/article_a4ad9810-5054-11eb-a47a-9fe88116bd25.html

Loudoun Times story regarding superintendent's proposed budget, Jan. 8.

https://www.loudountimes.com/news/loudoun-public-schools-officials-propose-1-5b-budget-for-fiscal-2022/article_54f73fd0-5156-11eb-b3e3-bb3ff5926bd4.html

LoudounNow story regarding proposed FY22 LCPS budget, Jan. 8.

<https://loudounnow.com/2021/01/08/1-5b-budget-proposed-for-loudoun-schools-in-fy-2022/>

LoudounNow story regarding School board resolution seeking higher vaccination priority for teachers, Jan. 8.

<https://loudounnow.com/2021/01/08/school-board-seeks-higher-vaccination-priority-for-teachers/>

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Scott A. Ziegler, Ed. D.
Interim Superintendent
Loudoun County Public Schools

To: Denise Corbo
Cc: Stephen DeVita; Rob Doolittle; Mark Scott
Subject: RE: [EXTERNAL] CRT
Date: Sunday, January 10, 2021 10:21:32 PM
Attachments: image001.png

Good Evening Denise,

I do not believe the email warrants a response. Without permission, an on-line media group used the photo copied below to criticize the Division's on-going equity work.

Scott Ziegler

From: Denise Corbo
Sent: Thursday, January 7, 2021 3:07 PM
To: Scott Ziegler <Scott.Ziegler@lcps.org>
Cc: Stephen DeVita <Stephen.DeVita@lcps.org>; Rob Doolittle <Rob.Doolittle@lcps.org>
Subject: Fwd: [EXTERNAL] CRT

Good afternoon,

This email from a constituent is concerning. Do you have any suggestions on how to respond to help stop the rumors?

Thanks,

Denise

Denise Corbo
Loudoun County School Board
Member At-Large

Sent from my iPhone app. Please forgive my eyes, thumbs and auto correct for typos.

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to the Freedom of Information Act (FOIA) disclosure laws.

From: Pesentheiner <pesentheiner@aol.com>
Sent: Thursday, January 7, 2021 1:47 PM
To: Harris Mahedavi
Cc: Schoolboardemail
Subject: [EXTERNAL] CRT

Mr. Mahedavi,

This is the third time that I am requesting a response regarding the matter in my email that I sent on 12/16/2020.

Kindly respond as I am a resident in the Ashburn School District.

Tammy Pesentheiner

-----Original Message-----
From: Pesentheiner <pesentheiner@aol.com>
To: Harris.Mahedavi@lcps.org <Harris.Mahedavi@lcps.org>
Sent: Tue, Dec 22, 2020 2:10 pm
Subject: Re: [EXTERNAL] CRT

Hi Mr. Mahedavi,

Just wanted to follow up with you regarding my email below. I, also, have additional concerns.

I'm hearing in my community that LCPS has an interim Superintendent, Scott Zeigler. It's my understanding that Scott Zeigler is a BLM supporter/activist. His picture is circulating on Facebook and some LCPS community forums. I don't believe the school leadership should be a political activist.

I look forward to your reply regarding CRT and Scott Zeigler.

Thank you,
Tammy Pesentheiner



—Original Message—
From: Harris Mahedavi <Harris.Mahedavi@lcsos.org>
To: Pesentheiner <pesentheiner@tool.com>
Sent: Wed, Dec 16, 2020 7:12 pm
Subject: RE: [EXTERNAL] CRT

Ms Pesentheiner,

Thanks for your question, I will follow up and respond back.

Regards
Harris



Harris Mahedavi | Loudoun County School Board
Ashburn Representative

email: Harris.Mahedavi@lcsos.org
mobile: 571-420-9312

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws

From: Pesentheiner <pesentheiner@tool.com>
Sent: Wednesday, December 16, 2020 7:10 PM
To: Harris Mahedavi <Harris.Mahedavi@lcsos.org>
Subject: [EXTERNAL] CRT

Dear Mr. Mahedavi,

I hope all is well on your end and that you are enjoying our first snowfall.

I'm writing because I am hearing that LCPS has engaged with CRT, Critical Race Theory. I'm not exactly sure what this is and would like to go straight to the

source. Could you provide feed back on CRT, what is it and how it is being implemented at Trailside Middle School?

Thank you for your time.

Tammy Pesentheiner

From: Beth Barts
To: Scott Ziegler
Subject: Fwd: [EXTERNAL] Budgeted Stipends for Theater Teachers
Date: Friday, January 8, 2021 2:48:15 PM

FYI.

Sent from my iPhone

Begin forwarded message:

From: Kerry Benton <kwbenton1@gmail.com>
Date: January 8, 2021 at 1:29:53 PM EST
To: Beth Barts <Beth.Barts@lcps.org>, Denise Corbo
<Denise.Corbo@lcps.org>, altoosa.reaser@lcps.org
Subject: [EXTERNAL] Budgeted Stipends for Theater Teachers

Dear Board members,

As you consider the budget next year please look into paying the Theater teachers for the work they provide.

Theater is paid one stipend for three "seasons" of work. They provide culture and cohesion in our community. They search out and support outside opportunities for students that help further their academic careers.

During the pandemic theater teachers went above and beyond to continue to provide opportunities to engage to our students during one of the most uniquely challenging times in modern history.

We are not asking for special treatment for them simply equal treatment. Some staff can receive multiple stipends for each season of sports they support. Theater staff has been expected to do the same amount of work, or more, for one one of the stipends while working for the entire year.

I appreciate your time and hope you understand the equity of this request.

Thank you,
Kerry Benton

Sent from my iPhone

From: Scott Ziegler
To: Schoolboardemail
Cc: Superintendent's Cabinet
Subject: School Board Update
Date: Friday, January 8, 2021 10:51:00 AM
Attachments: School Board Update 01.07.21.pdf

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. Met with Cabinet and Rob Doolittle to collaborate on COVID-19 and other matters.

Department of Instruction

1. Response to Leslie King from Ashley Ellis regarding student petition to keep learning lab. (pp. 1-2)

Department of Pupil Services

1. Information from Asia Jones regarding COVID-19 Vaccinations for LCPS Employees. (p. 3)

Public Information Office

1. Response from Rob Doolittle to Denise Corbo regarding LCPS Positive Cases by location. (pp. 4-20)

Optional Reading: Articles

LoudounNow story regarding delay to teachers' return to school, Jan. 7.

<https://loudounnow.com/2021/01/07/ziegler-delays-return-of-teachers-as-school-leaders-weigh-options-for-return-of-in-person-learning/>

Loudoun Times story regarding staff presentation to School Board on new metrics, Jan. 6.

https://www.loudountimes.com/news/lcps-details-new-public-health-metric-for-return-to-hybrid-learning/article_9230ecf2-5039-11eb-88c2-975687fd9cb4.html

LoudounNow story regarding Maverick Bikes donations to LCPS students through Congestion Must Go program, Jan. 6.

<https://loudounnow.com/2021/01/06/maverick-bikes-cafe-donates-36-bikes-to-schools/>

Loudoun Times story regarding staff presentation to School Board on new metrics, Jan. 6.

https://www.loudountimes.com/news/lcps-details-new-public-health-metric-for-return-to-hybrid-learning/article_9230ecf2-5039-11eb-88c2-975687fd9cb4.html

LoudounNow story regarding expansion of Equity Committee, Jan. 5.

<https://loudounnow.com/2021/01/05/loudoun-schools-equity-committee-expanded-not-dissolved/>

Loudoun Times story regarding School Board farewell comments to Dr. Williams, Jan. 5.

https://www.loudountimes.com/news/scholarly-farewell-school-board-shares-parting-words-with-williams/article_10a36cbc-4f9b-11eb-bc39-c32393a23b93.html

LoudounNow story regarding School Board farewell comments to Dr. Williams, Jan. 5.

<https://loudounnow.com/2021/01/04/williams-lauded-for-lasting-impacts-on-loudoun-schools/>

LoudounNow story regarding spike in COVID cases, references LCPS, Jan. 5.

<https://loudounnow.com/2021/01/04/loudoun-sees-spike-in-covid-19-hospitalizations/>

-
Scott A. Ziegler, Ed. D.
Interim Superintendent
Loudoun County Public Schools

From: Denise Corbo
To: Scott Zeigler
Cc: Jonathan Corbo; Public Disclosure
Subject: Fwd: [EXTERNAL] CRT
Date: Thursday, January 7, 2021 3:07:16 PM
Attachments: [image001.png]

Good afternoon,

This email from a constituent is concerning. Do you have any suggestions on how to respond to help stop the rumors?

Thanks,

Denise

Denise Corbo
Loudoun County School Board
Member At-Large

Sent from my iPhone app. Please forgive my eyes, thumbs and auto correct for typos.

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to the Freedom of Information Act (FOIA) disclosure laws.

From: Pesentheiner <pesenthein@aol.com>
Sent: Thursday, January 7, 2021 1:47 PM
To: Harris Mahedavi
Cc: Schoolboardemail
Subject: [EXTERNAL] CRT

Mr. Mahedavi,

This is the third time that I am requesting a response regarding the matter in my email that I sent on 12/16/2020.

Kindly respond as I am a resident in the Ashburn School District.

Tammy Pesentheiner

-----Original Message-----
From: Pesentheiner <pesenthein@aol.com>
To: Harris Mahedavi@lcp.org <Harris.Mahedavi@lcp.org>
Sent: Tue, Dec 22, 2020 2:10 pm
Subject: Re: [EXTERNAL] CRT

Hi Mr. Mahedavi,

Just wanted to follow up with you regarding my email below. I, also, have additional concerns.

I'm hearing in my community that LCPS has an interim Superintendent, Scott Zeigler. It's my understanding that Scott Zeigler is a BLM supporter/activist. His picture is circulating on Facebook and some LCPS community forums. I don't believe the school leadership should be a political activist.

I look forward to your reply regarding CRT and Scott Zeigler.

Thank you,
Tammy Pesentheiner



—Original Message—
From: Harris Mahedavi <Harris.Mahedavi@lcps.org>
To: Pesentheiner <pesenthein@aol.com>
Sent: Wed, Dec 16, 2020 7:12 pm
Subject: RE: [EXTERNAL] CRT

Ms Pesentheiner,

Thanks for your question, I will follow up and respond back.

Regards
Harris



Harris Mahedavi | Loudoun County School Board
Ashburn Representative

email: Harris.Mahedavi@lcps.org
mobile: 571-420-9312

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws

From: Pesentheiner <pesenthein@aol.com>
Sent: Wednesday, December 16, 2020 7:10 PM
To: Harris Mahedavi <Harris.Mahedavi@lcps.org>
Subject: [EXTERNAL] CRT

Dear Mr. Mahedavi,

I hope all is well on your end and that you are enjoying our first snowfall.

I'm writing because I am hearing that LCPS has engaged with CRT, Critical Race Theory. I'm not exactly sure what this is and would like to go straight to the

source. Could you provide feed back on CRT, what is it and how it is being implemented at Trailside Middle School?

Thank you for your time.

Tammy Pesentheiner

From: [Cimichon](#)
To: [Cimichon](#); bos@loudoun.gov
Cc: [Schoolboardemail](#); [Denise Corbo](#); [Brenda Sheridan](#); [Leslee King](#); [Beth Barts](#); [Harris Mahedavi](#); [Scott Ziegler](#); [Atoosa Reaser](#)
Subject: [EXTERNAL] Board of Supervisors - DEFUND LCPS - NOW!!
Date: Tuesday, January 5, 2021 10:38:31 PM

Loudoun County Board of Supervisors,

Earlier today, Mr. Ziegler, the interim LCPS Superintendent, in as much announced to staff that LCPS will not be opening for students for the remainder of this school year, and to plan for next year to be all distance learning as well. Since this is the case, PLEASE DEFUND LCPS beginning July 1, 2021. Instead, return the tax dollars of \$16,000 per student to each family who requests it so they can afford to provide the education that LCPS has failed, and continues to fail, to give. There has already been a mass exodus from LCPS, many more than is shown in the numbers they use. But those families are in the position to already afford private school or have the ability to be home full time and teach their own curriculum by homeschooling or have moved elsewhere to places that value education. But the rest of the Loudoun families of school aged children are not in that position and need their tax money back so they can pursue a quality education for their children. The "equity" that is spouted left and right around here is such hogwash. There is no equity in leaving those families who have financial insecurities and language barriers behind. The educational chasm that has been created due to the continued closure of our schools these past 10 months in LoCo is enormous and growing larger each and every day. So, refund the tax dollars for each student so that families can afford to get an education for their children.

With whatever small school budget there is left, cut all the "specials" - PE, art, music, theater, photo journalism, tech ed - these curriculums have been proven out the past 10 months that they cannot be taught online. From there, you have no need for thousands of teachers at every grade level when teaching remote through a camera. Colleges have shown that. You can teach 1000 students in an online platform. So, 3/4 of the teachers are no longer needed. And, the admin building is full of employees that no longer have anything to do so cut the majority of positions there as well. And while you are at it, cut the job of the Superintendent. That too has proved itself worthless this past year. With whatever funds are left, for the skeleton staff needed, cut their salaries in half and you can still offer "distance learning" to those families who so choose to access that and do it within your budget constraints.

There, I did the 2021/22 budget for you. BAM! LCPS no longer needs to be 70% of the Loudoun County budget when they are not offering an education for the children of Loudoun. The allocation of \$16K per student back to the families who are going to educate their children elsewhere can be made up by furloughing 3/4 of the LCPS staff and admin as the School Board has proved their jobs to be non-essential with the closure of our schools.

NOTHING the LCPS School Board has done makes any sense. We can have children in the school buildings for childcare, but not education. We have have students in the buildings for recreational and high school sports, but not education. There can be sports but no allowance for the arts or any of the hands on trades. And now, for another year or years?!!!! But do let us pat ourselves on the back for providing a full salary for LCPS employees to stay home all the while the private sector is working and mitigating the virus.

And,

While I am at it, please put the real heroes of this pandemic at the front of the line for the vaccine if they so desire to receive it. Those who have worked EVERY SINGLE DAY since March. Those true front line workers are the ones working at our grocery stores, providing curbside pickup, stocking shelves, drive through pharmacies, working on the public works infrastructure, sanitation, delivery drivers, postal workers and childcare providers as well as our healthcare providers and first responders. Why are educators going to get the vaccine in Loudoun ahead of the people who have actually worked non-stop these past months, if schools are not going to open for the foreseeable future for our children?

Children are not spreaders. The virus is 99.95 % survivable. Defund LCPS. They are inept and have failed our children. This directly adversely impacts our entire county, one that previously was a fabulous place to raise a family. Board of Supervisors, this is in your hands now.

Respectfully submitted,
Carri Michon
Hamilton resident for 24 years
Mother of 6
Grandmother of 9.5

And I didn't even address the mental health crisis this has created for the K-12 students, although I have emailed numerous times on this topic of grave concern, at least to parents. Obviously not to LCPS leadership or School Board. #LCPSfail

From: [Scott Ziegler](#)
To: [Schoolboardemail](#)
Cc: [Ashley Ellis](#); [Asia Jones](#); [Eric Williams](#); [Kevin Lewis](#); [Scott Ziegler](#); [Sharon Willoughby](#); [Vince Scheivert](#); [Mark Smith](#)
Bcc: [Michelle Walker](#)
Subject: School Board Update
Date: Monday, January 4, 2021 4:54:00 PM
Attachments: [School Board Update 01.04.21.pdf](#)

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. Met today with Cabinet and Rob Doolittle to collaborate on COVID-19 and other matters.
2. Neelum Chaudhry has been selected as the preferred candidate for the position of principal of Freedom High School. Neelum currently serves as Assistant Principal at Freedom High School. The attachment includes a memo with additional details from Ashley Ellis, as well as a cover letter and resume from Neelum Chaudhry. If you have any questions or concerns regarding this transfer, please contact me by 5 p.m. on Thursday, January 7. We tentatively plan to communicate with the Freedom High School community as early as Friday, January 8. Official action by the School Board is anticipated at the meeting on January 12. (pp.1-7)

Department of Instruction

1. Information from Ashley Ellis regarding the 2020 Fourth Quarter comment/complaint reports. (pp.8-13)

Business and Finance

1. Update from Sharon Willoughby regarding CARES funding. (p.14)
2. Monthly Financial report for November 2020 from Sharon Willoughby (pp.15-16)

Department of Support Services

1. Support Services update from Kevin Lewis includes: FY 2022-2027 School Board Adopted Capital Improvement Plan, Student Green Roof Project Proposal, Transportation Concern Registry Update, Legacy Elementary School - Traffic Signal at Belmont Ridge Road, Student Enrollment Projections - School Year 2021-22 and Cool Spring Elementary School - Indoor Air Quality Complaint. (pp.17-47)

Optional Reading: Articles

LoudounNow story regarding School Board's proposed action on gender expression, Dec. 22.

<https://loudounnow.com/2020/12/22/school-leaders-wrestle-with-parents-role-in-students-gender-expression/>

LoudounNow story regarding Supervisors release of budget reserves, Dec. 24.

<https://loudounnow.com/2020/12/24/supervisors-release-50m-of-frozen-funding/>

New York Times story regarding impact of Heritage HS student's use of a racial slur, Dec. 26.

<https://www.nytimes.com/2020/12/26/us/mimi-groves-jimmy-galligan-racial-slurs.html>

-
Scott A. Ziegler, Ed. D.
Interim Superintendent
Loudoun County Public Schools

From: Sharon Willoughby
To: Ian Serotkin; Scott Ziegler
Cc: Mark Smith
Subject: RE: Correcting employee steps
Date: Friday, January 15, 2021 12:57:06 PM
Attachments: [image001.png](#)
[image005.png](#)
[image003.png](#)

Mr. Serotkin,

Staff pulled data and researched budget documents for FY08 and FY09 as requested, and steps were awarded in those years. Looking back at 14 years of scale changes, we still do not find an instance of a step not being awarded.

Step	BACHELORS LANE													
	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
1	40,986	43,065	43,065	42,639	42,539	43,715	45,167	46,422	47,500	47,975	49,182	49,674	50,171	53,730
2	41,601	43,618	43,618	43,065	42,639	43,815	45,667	46,522	47,931	48,410	49,628	50,124	51,277	55,230
3	42,225	44,171	44,171	43,618	43,065	43,918	45,768	47,037	48,267	48,749	49,975	50,975	52,198	56,730
4	42,858	44,723	44,723	44,171	43,618	44,357	45,872	47,141	48,154	48,645	50,894	51,912	53,489	58,230
5	44,401	45,276	45,276	44,723	44,171	44,927	46,316	47,348	48,618	50,112	51,372	52,913	55,030	59,730
6	45,999	46,905	46,905	45,276	44,723	45,498	46,891	47,705	50,355	51,061	52,345	54,177	56,344	61,730
7	47,655	48,594	48,594	46,905	45,276	46,065	47,466	48,298	51,521	52,037	53,346	55,213	58,230	63,730
8	49,371	50,343	50,343	48,594	46,905	46,634	48,041	48,890	52,408	52,927	54,258	56,700	60,102	65,730
9	51,148	52,156	52,156	50,343	48,594	48,312	49,615	49,482	53,290	53,823	55,177	57,936	61,702	67,730
10	52,989	54,034	54,034	52,156	50,343	50,052	50,310	50,073	54,430	54,975	56,635	59,467	63,451	69,730
11	54,897	55,980	55,980	54,034	52,156	51,853	52,068	51,819	55,581	56,137	57,832	60,579	64,517	70,730
12	56,873	57,995	57,995	55,980	54,034	53,721	53,887	53,630	57,001	57,571	59,310	61,882	65,692	71,730
13	58,928	59,851	59,851	57,995	55,980	55,655	55,773	55,504	58,457	59,041	60,824	62,953	66,730	72,730
14	60,571	61,767	61,767	59,851	57,995	57,659	57,727	57,446	59,944	60,544	62,372	64,243	67,777	73,730
15	62,509	63,744	63,744	61,767	59,851	59,735	59,751	59,459	61,467	62,082	63,957	65,556	68,834	74,730
16	64,509	65,784	65,784	63,744	61,767	61,647	61,847	61,544	63,027	63,657	65,579	66,891	69,901	75,730
17	66,573	67,888	67,888	65,784	63,744	63,620	63,778	63,702	64,621	65,257	66,579	67,911	70,627	76,730
18	68,703	70,060	70,060	67,888	65,784	65,656	65,771	65,691	66,230	66,913	68,258	69,623	71,364	77,730
19	70,901	72,303	72,303	70,060	67,888	67,758	67,823	67,744	67,990	68,670	70,050	70,751	71,953	78,730
20	73,170	74,616	74,616	72,303	70,060	69,925	69,951	69,863	69,776	70,474	71,535	72,250	72,973	79,730
21	75,511	77,004	77,004	74,616	72,303	72,162	72,139	72,050	71,784	72,502	73,529	73,593	74,329	80,730
22	77,927	79,468	79,468	77,004	74,616	74,472	74,399	74,303	73,851	74,590	75,713	75,713	76,470	81,730
23	80,421	82,012	82,012	79,468	77,004	76,854	76,732	76,631	75,975	76,735	77,890	77,890	78,669	82,730
24*	N/A	N/A	83,652	82,012	79,468	79,314	79,138	79,034	78,164	78,945	80,133	80,133	80,934	83,730
25	N/A	N/A	N/A	83,652	82,012	81,852	81,622	81,512	80,417	81,221	82,033	82,033	82,853	84,730
26	N/A	N/A	N/A	N/A	83,652	84,472	84,186	84,071	82,735	83,562	84,398	84,398	85,242	85,730
27	N/A	N/A	N/A	N/A	N/A	85,162	86,832	86,712	85,122	85,973	86,833	86,833	87,701	87,730
28	N/A	N/A	N/A	N/A	N/A	N/A	87,024	89,437	87,579	88,455	89,340	89,340	90,233	90,330
29	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89,655	90,331	91,235	92,147	92,147	93,068	93,130
30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92,381	93,304	94,237	94,237	95,179	95,230
30A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Years of experience do not necessarily equate to an employee's step. Externally hired licensed teachers are limited to a maximum credit for 15 years of experience, regardless of actual years of experience. This max step is guided by policy. Similarly, there are practices in place for external hires on the Classified and Administrative Salary Scales designed to maintain internal equity and external competitiveness. This is a common hiring/compensation practice and one utilized by our neighboring school divisions, including Fairfax.

Internal employees could have reason not to receive a step/increase if an unsatisfactory evaluation was received. This is guided by policy.

We do believe that in the early 1990's, approximately 1992 or 1993, that steps were frozen and staff did not progress a step. This is what led to the 'bubbles' on the salary scales. So it is possible that current licensed employees that were working for LCPS during this time period may have been impacted.

In addition, the bubbles on the salary scale impact years of experience not linking to the step on the salary scale.

It would be extremely difficult to isolate the cases where this may have occurred almost 30 years

ago.

Sharon Willoughby

Assistant Superintendent of Business and Financial Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1400

From: Ian Serotkin <Ian.Serotkin@lcps.org>

Sent: Wednesday, January 13, 2021 12:09 PM

To: Sharon Willoughby <Sharon.Willoughby@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>

Cc: Mark Smith <Mark.Smith@lcps.org>

Subject: Re: Correcting employee steps

Sharon,

Thanks for the data you provided and for the review performed. It is my understanding that an uncorrected step freeze most recently occurred in FY08, which was prior to the review performed above. Can you verify that?

Coming at this a different way - all other things being equal, an employee's step should equal their number of years of experience, especially if the employee has worked for LCPS their entire career, right?

Are there cases for current employees where this would not be true, either (a) because they weren't awarded a step during employment with LCPS during a year prior to FY09, or (b) because of some other reason, such as being hired at a step lower than their total years of experience?

If so, is it possible to isolate the cases from (a)?

Thanks,



Ian Serotkin | Loudoun County School Board

Blue Ridge District Representative

Chair, Curriculum & Instruction Committee

email: ian.serotkin@lcps.org

mobile: (571) 420-1628

he/him/his

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: Sharon Willoughby <Sharon.Willoughby@lcps.org>

Sent: Tuesday, January 12, 2021 2:22 PM

To: Ian Serotkin <Ian.Serotkin@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>
Cc: Mark Smith <Mark.Smith@lcps.org>
Subject: RE: Correcting employee steps

Hi,

A review over the past decade to FY09 shows employees have annually moved one step on the salary scale and have not been frozen. In FY10-FY11, step movements were made with salaries remaining the same, but the scale was changed to add another beginning step. This is the same action that was done this year.

An example of the Bachelors lane of the Licensed/Teacher Salary scale is shown below for FY09 through FY21 adopted. An example employee is shown in green progressing each step per year and the resulting salary.

Based on this analysis, no 'true-up' is warranted.

	BACHELOR'S LANE												
Step	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
1	43,065	42,639	42,339	43,715	45,167	46,422	47,500	47,975	49,182	49,674	50,171	53,730	53,730
2	43,618	43,065	42,839	43,815	45,667	46,522	47,931	48,410	49,628	50,134	51,277	55,230	53,730
3	44,171	43,618	43,065	43,918	45,768	47,037	48,267	48,749	49,975	50,975	52,198	56,730	55,230
4	44,723	44,171	43,618	44,357	45,872	47,141	49,154	49,645	50,894	51,912	53,489	58,230	56,730
5	45,276	44,723	44,171	44,927	46,316	47,348	49,616	50,112	51,372	52,913	55,030	59,730	58,230
6	46,305	45,276	44,723	45,496	46,891	47,705	50,555	51,061	52,345	54,177	56,344	61,730	59,730
7	46,894	46,305	45,276	46,065	47,466	48,298	51,521	52,037	53,346	55,213	58,250	63,730	61,730
8	47,483	46,894	46,305	46,634	48,041	48,890	52,403	52,927	54,258	56,700	60,102	65,730	63,730
9	48,072	47,483	46,894	47,312	48,615	49,482	53,290	53,823	55,177	57,996	61,702	67,730	65,730
10	48,661	48,072	47,483	47,902	50,052	50,310	50,073	54,430	54,975	56,635	59,487	63,451	62,730
11	49,250	48,661	48,072	48,491	51,853	52,068	51,819	55,581	56,137	57,832	60,579	64,517	63,730
12	49,839	49,250	48,661	49,080	53,721	53,867	53,630	57,001	57,571	59,310	61,682	65,692	64,730
13	50,428	49,839	49,250	49,669	55,855	56,773	56,504	58,457	59,041	60,824	62,963	66,730	65,730
14	51,017	50,428	49,839	50,258	57,699	57,727	57,445	59,944	60,544	62,372	64,343	67,777	66,730
15	51,606	51,017	50,428	50,847	59,735	59,751	59,459	61,467	62,082	63,957	65,996	68,834	67,730
16	52,195	51,606	51,017	51,436	61,647	61,647	61,504	63,627	63,657	65,579	66,891	69,901	68,730
17	52,784	52,195	51,606	52,025	63,784	63,784	63,702	64,621	65,267	66,579	67,911	70,627	69,730
18	53,373	52,784	52,195	52,613	65,656	65,771	65,691	66,250	66,913	68,258	69,623	71,364	70,730
19	53,962	53,373	52,784	53,203	67,758	67,828	67,744	67,990	68,670	70,050	70,751	71,953	71,730
20	54,551	53,962	53,373	53,792	69,925	69,961	69,863	69,776	70,474	71,535	72,280	72,973	72,730
21	55,140	54,551	53,962	54,381	72,139	72,139	72,050	71,784	71,502	71,993	73,593	74,329	73,730
22	55,729	55,140	54,551	54,970	74,162	74,162	74,059	73,851	74,590	75,713	76,731	76,470	75,730
23	56,318	55,729	55,140	55,559	76,354	76,354	76,231	75,975	76,735	77,890	78,890	78,669	77,730
24	56,907	56,318	55,729	56,148	78,314	78,314	78,188	77,945	78,745	80,193	80,193	80,934	79,730
25	N/A	56,907	56,318	56,737	80,352	80,352	80,212	80,417	81,221	82,183	82,083	82,853	81,730
26	N/A	N/A	56,907	57,326	82,472	82,472	82,331	82,735	83,562	84,398	84,398	85,242	84,730
27	N/A	N/A	N/A	84,162	86,832	86,832	86,712	87,122	88,973	89,833	89,833	87,701	86,730
28	N/A	N/A	N/A	N/A	87,024	87,024	87,437	87,579	88,455	89,340	89,340	90,233	89,730
29	N/A	N/A	N/A	N/A	N/A	N/A	89,635	90,331	91,235	92,147	92,147	93,066	92,530
30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92,381	93,304	94,237	94,237	95,179	94,130
30A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95,230

Thank you.

Sharon Willoughby
Assistant Superintendent of Business and Financial Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1400

From: Ian Serotkin <Ian.Serotkin@lcps.org>
Sent: Tuesday, January 05, 2021 12:02 PM
To: Scott Ziegler <Scott.Ziegler@lcps.org>
Cc: Mark Smith <Mark.Smith@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>
Subject: Correcting employee steps

Scott,

One question I asked during the budget cycle last year was the cost for "truing up" all employees to their correct step based on their years of experience, for those employees whose step had been frozen during a year/years in the past. If I recall correctly, the answer provided was that an estimated cost couldn't be provided because it would take a good deal of time to figure this out. I am interested in revisiting this and am providing the question in advance so that there is hopefully enough time to provide a cost estimate for this and the number of employees who would be impacted.

Thanks,



Ian Serotkin | Loudoun County School Board

Blue Ridge District Representative

Chair, Student Support & Services Committee

email: ian.serotkin@lcps.org

mobile: (571) 420-1628

he/him/his

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: [Kassandra Flading](#)
To: [Ian Serotkin](#); [Denise Corbo](#); [Scott Ziegler](#)
Subject: Vaccine Appointments NOT prioritized
Date: Thursday, January 14, 2021 7:38:25 PM

Good evening,

I am an LCPS teacher who is beyond frustrated by tonight's "distribution" of COVID vaccine appointments. I realize this was just the first of many more becoming available, but there was clearly no thought behind how best to handle this situation. I also understand you might not be the right people to direct this to, but I don't know who that person should be. I have remained quiet and obedient as we all figure out life in a pandemic, but I have finally reached a breaking point that needs to be expressed. **Feel free to redirect this email so it falls in front of the right person.**

On Monday, teachers were given an interest survey for the COVID vaccine. Today an email was sent with a link to appointments. **Despite opening this email the minute it arrived in my inbox, I was unable to ever book an appointment.** I tried for 45 minutes straight refreshing the link over and over again. I also tried on a different device - not once did it ever load.

I understand we have 12,000 employees through LCPS, which of course can't be accommodated through two appointment days. However, they should have been prioritized. **As a hybrid teacher, I could be sent back into the classroom at any point, yet my vaccine isn't prioritized over the teachers who are teaching distance learning all year?** How is that equitable? There should have been three rounds of appointments released - those that must report to the building now, those that report when hybrid returns, and then finally all remaining LCPS employees. I'm so disappointed that my school division that has been focusing on equity for the last several years, didn't think to make the vaccine distribution equitable for their employees. I hope whoever leads this distribution would reconsider for the next round of appointments that get released.

Kassandra Flading
Third Grade Teacher
Madison's Trust Elementary

From: [Randall, Phyllis](#)
To: [Linda Heinze](#); [Randall, Phyllis](#); [Scott Ziegler](#); [Denise Corbo](#); [Atoosa Reaser](#); [Harris Mahedavi](#); [Ian Serotkin](#); [Leslee King](#); [John Beatty](#); [Jeff Morse](#); [Beth Barts](#); [Brenda Sheridan](#); [Schoolboardemail](#); [district31@senate.virginia.gov](#); [DelKMurphy@house.virginia.gov](#)
Subject: RE: LCPS - Please Open Schools/All Grades ASAP
Date: Tuesday, January 26, 2021 12:45:24 PM
Attachments: [image001.png](#)

Mr. and Mrs. Heinze:

Throughout the entire time that we have been dealing with the COVID-19 virus, I have relied on science and data to guide my decisions. When I made the decision to ask the Governor not to move Northern Virginia to Phase 1 back in May, it was because science and data supported that.

My position on school opening is supported by science and data. There is no scientific evidence that indicates that a school setting is a high transmission risk.

In fact, the data indicates that some students experience more harmful effects NOT being in a school setting. I do not believe that any parent should be required to send their child to school if they do not think that is the right choice for their family. However, I do believe - and the science supports this - that parents should have that option provided that all CDC and VDH guidelines are strictly followed. I will either believe in science or I will not, I choose to believe the data.

Having said that, the decision to open Loudoun County Public Schools (LCPS) is one that lies exclusively with LCPS and the School Board. I have shared my thoughts, but I respect the fact that it is their decision to make.

Below are several links that speak to this issue.

1. [Three-studies-highlight-low-covid-risk-person-school](#)

- The first study in this article took place in North Carolina. **Article Summary:** In the first 9 weeks of in-person instruction in North Carolina schools, we found extremely limited within-school secondary transmission of SARS-CoV-2, determined by contact tracing.
- **What This Study Adds:** We examined 11 school districts with nearly 100,000 students/staff open for 9 weeks of in-person instruction, tracking secondary transmission of SARS-CoV-2; within-school infections were extremely rare. Each case was independently adjudicated for community or within-school acquisition by local health departments. Full PDF of this study: [Incidence and Secondary Transmission of SARS-CoV-2](#)
- The second study took place in Sweden. **Article Summary:** Despite Sweden's having kept schools and preschools open, we found a low incidence of severe Covid-19 among schoolchildren and children of preschool age during the SARS-CoV-2 pandemic. **Full PDF for this study:** [Open Schools, Covid-19, and Child and Teacher Morbidity](#)
- The third study took place in Norway. **Article Summary:** Systematic tracing and testing of school contacts of pediatric COVID-19 cases showed minimal child-to-child and child-to-adult transmission in primary schools with implemented IPC measures. The results obtained during low to medium community transmission demonstrate the

limited role of children in transmission of SARS-CoV-2 in school settings. This is an important finding in view of the ongoing discussions on school closures and use of quarantine for a large number of children. Strengthening of IPC measures in schools when community transmission levels increase could be an option. **Full PDF for this study: Minimal transmission of SARS-CoV-2 from pediatric COVID-19 cases in primary schools, Norway, August to November 2020**

2. **CDC Morbidity and Mortality Weekly Report (Jan 13, 2021) Article Summary: What is already known about this topic?** Studies have consistently shown that children, adolescents, and young adults are susceptible to SARS-CoV-2 infections. Children and adolescents have had lower incidence and fewer severe COVID-19 outcomes than adults. **What are the implications for public health practice?** To enable safer in-person learning, schools and communities should fully implement and strictly adhere to multiple mitigation strategies, especially universal and proper mask wearing, to reduce both school and community COVID-19 incidence to help protect students, teachers, and staff members from COVID-19. Full PDF for this study: COVID-19 Trends Among Persons Aged 0–24 Years — United States
3. **WHO report on COVID-19 in schools. (October, 2020) Summary:** Children and schools are unlikely to be the main drivers of COVID-19 transmission, when community transmission is low and when appropriate mitigation measures are applied. **Link for Power point:** What we know about COVID-19 transmission in schools.
4. **Association of American Medical Colleges AAMC: The virus spreads in schools — but schools are rarely super spreaders:** Early data from K-12 schools do not confirm fears that bringing students together in classrooms inevitably creates COVID-19 petri dishes — although the absence of a standardized national database of school cases makes it impossible to know for sure. University researchers have partly filled the void with a plethora of data analyses from selected schools and grades. **Link for Article:** Kids, school, and COVID-19: What we know — and what we don't

Regards,
Chair Randall

Phyllis J. Randall

Chair, At-Large
County of Loudoun Board of Supervisors
703.777.0204 (office)
571.528.1569 (mobile)
Phyllis.Randall@Loudoun.gov
www.loudoun.gov/chair



All correspondence is subject to the Virginia Freedom of Information Act ("FOIA").

From: Linda Heinze <lwood5307@hotmail.com>
Sent: Tuesday, January 26, 2021 11:37 AM

To: Randall, Phyllis <Phyllis.Randall@loudoun.gov>; scott.ziegler@lcps.org; Denise.Corbo@lcps.org; atoosa.reaser@lcps.org; Harris.Mahedavi@lcps.org; Ian.Serotkin@LCPS.org; Leslee King <Leslee.King@lcps.org>; John.Beatty@lcps.org; Jeff.Morse@lcps.org; Beth.Barts@lcps.org; Sheridan, Brenda <Brenda.Sheridan@lcps.org>; lcsb@lcps.org; district31@senate.virginia.gov; DelKMurphy@house.virginia.gov

Subject: [EXTERNAL] LCPS - Please Open Schools/All Grades ASAP

Hello,

The LCPS administration and many of the school board members' are not following the science with regards to opening schools. Many, many studies and organizations have found that schools are not super spreaders of COVID with safety protocols in place. You have been using our children's right to a good, in person education to protect adults. This is beyond selfish and contrary to the ethos of public service.

The LCPS Administration and most of the School Board members have not been prioritizing needs of its customers (who are the kids). The kids are the priority – they are the entire reason for you being involved in schools. Finally, the VA state senate is starting to acknowledge this and is considering a bill that would withhold funds for schools that do not offer in person instruction!

LCPS is abdicating its duties by not bringing kids back in the school buildings. Talk about inequitable – this has harmed many in this community, especially those without additional resources and supports at home. This is so hypocritical when the school system purports to care about "equity."

Secondary school kids need to go back first (before elementary) or at the same time. They have been out of school for almost a year. There is no reason they need to be last into the buildings. My oldest son is a senior who has had the last 1 1/4 of his last high years negatively impacted -- no prom, athletics cancelled and a substandard distance learning education.

The LCPS school board has not received testimony from a mental health professional about the impacts of school closures on mental health. I do know at least one school board member who has spoken with a mental health specialist but really... is that it? Distance learning is having a devastating impact on kids' mental health. One suicide is too many and we've at least had two in Loudoun County during the pandemic. A recent New York Times article focuses on rising mental health emergencies and suicide rates as a consequence the pandemic lock down on our kids. **When are we (as adults) going to stop making our KIDS sacrifice for the safety of adults?** That's really what is occurring.

<https://www.nytimes.com/2021/01/24/us/politics/student-suicides-nevada-coronavirus.html>

Public education's purpose is not for the employment of teachers and administration staff. Schools' primary purpose and focus should be the kids and their best interests.

Your job is not to protect the interests of taxpayer-funded employees, especially when the employee's interests deviate from the public they claim to serve. Please do everything possible to get our children back in school including withholding funds from school districts that refuse to offer students in-person learning.

Thank you for time!

Regards,

Linda and Marty Heinze
Potomac Falls, VA
Algonkian District

From: Linda Heinze
To: Phyllis.Randall@loudoun.gov; Scott Ziegler; Denise Corbo; Atoosa Reaser; Harris Mahedavi; Ian Serotkin; Leslee King; John Beatty; Jeff Morse; Beth Barts; Brenda Sheridan; Schoolboardemail; district31@senate.virginia.gov; DelKMurphy@house.virginia.gov
Subject: [EXTERNAL] LCPS - Please Open Schools/All Grades ASAP
Date: Tuesday, January 26, 2021 11:37:07 AM

Hello,

The LCPS administration and many of the school board members' are not following the science with regards to opening schools. Many, many studies and organizations have found that schools are not super spreaders of COVID with safety protocols in place. You have been using our children's right to a good, in person education to protect adults. This is beyond selfish and contrary to the ethos of public service.

The LCPS Administration and most of the School Board members have not been prioritizing needs of its customers (who are the kids). The kids are the priority – they are the entire reason for you being involved in schools. Finally, the VA state senate is starting to acknowledge this and is considering a bill that would withhold funds for schools that do not offer in person instruction!

LCPS is abdicating its duties by not bringing kids back in the school buildings. Talk about inequitable – this has harmed many in this community, especially those without additional resources and supports at home. This is so hypocritical when the school system purports to care about "equity."

Secondary school kids need to go back first (before elementary) or at the same time. They have been out of school for almost a year. There is no reason they need to be last into the buildings. My oldest son is a senior who has had the last 1 1/4 of his last high years negatively impacted -- no prom, athletics cancelled and a substandard distance learning education.

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<https://www.nytimes.com/2021/01/24/us/politics/student-suicides-nevada-coronavirus.html>

Public education's purpose is not for the employment of teachers and administration staff. Schools' primary purpose and focus should be the kids and their best interests. Your job is not to protect the interests of taxpayer-funded employees, especially when the employee's interests deviate from the public they claim to serve. Please do

everything possible to get our children back in school including withholding funds from school districts that refuse to offer students in-person learning.

Thank you for time!

Regards,

Linda and Marty Heinze
Potomac Falls, VA
Algonkian District

From: Scott Ziegler
To: [School Board Confidential](#)
Cc: [Superintendent's Cabinet](#); [Michelle Walker](#)
Subject: FW: School Board Update 012521
Date: Tuesday, January 26, 2021 8:35:00 AM
Attachments: [School Board Update.pdf](#)

Good Morning,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. Met with Cabinet to collaborate on COVID-19 and other matters.
2. Phone meeting with Ms. Corbo
3. Met with Ashley Ellis, Sharon Willoughby, Kevin Lewis and Nereida Gonzales-Sales regarding meals and second semesters schedule
4. Met with the School Business Partnership Executive Council
5. Met with Ashley Ellis, Maree Sneed, Steve DeVita, and Thomas Connally regarding the AG report and response
6. Attended VSBA Capital Conference
7. Met with Kevin Lewis to discuss inclement weather

Public Information

1. October - December 2020 VFOIA request received by LCPS (pp. 1-6)

Business and Finance

1. Information from Sharon Willoughby regarding meal delivery schedule for February 2021 (P. 7)

Optional Reading: Articles

[Loudoun School Board Eyes New Plan to Reopen Classrooms](#), Loudoun Now, January 25, 2021

[Loudoun County adds Juneteenth, replaces Columbus Day with Indigenous People's Day on Calendar](#), WDVM-TV, January 22

[Do What You Love: Ashburn Eighth Grader Is Youngest Ever Community Leadership Nominee](#), Loudoun Now, January 21

Scott A. Ziegler, Ed. D.

Interim Superintendent
Loudoun County Public Schools

From: [Brenda Sheridan](#)
To: [Ian Serotkin](#)
Cc: [Atoosa Reaser](#); [Scott Ziegler](#); [Mark Smith](#)
Subject: Re: Return to school agenda item
Date: Monday, January 25, 2021 7:27:46 PM
Attachments: [Outlook-wvp1bfje.png](#)

Ian

With all due respect, Policy 2430 **A. Formulation.** The agenda is the formal order of business for a meeting. The agenda is prepared by the Division Superintendent at the direction of the Chairman. Any item submitted by a Board member shall be placed on the agenda. Members of the public may submit items for the agenda in writing to the Chairman, who shall decide whether or not to include the item on the agenda. The Chairman will also determine where on the agenda items should be placed.

I will address your comments regarding the 5 Action Items. Proclamations developed by staff or those that come from the Governor, in my years on the SB, have always been placed on the agenda as action items. They are timely and planned out accordingly. Those coming from committee have been information items first, and all are subject to board amendments.

The Equity Committee nominees have previously been placed on consent, but I chose to have them be action so the board could discuss if desired. Also, if a board member who has not yet done so would like to amend and add their nominee, they can do so tomorrow night.

Item 10.05 is Action because staff informed me this was time sensitive.

Thank you

Brenda L. Sheridan
Loudoun County School Board
Board Chair & Sterling District Representative

Please note that correspondence with an elected official in the Commonwealth of Virginia is subject to FOIA laws.

From: Ian Serotkin <Ian.Serotkin@lcps.org>
Sent: Monday, January 25, 2021 3:07 PM
To: Brenda Sheridan <Brenda.Sheridan@lcps.org>

Cc: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>; Mark Smith <Mark.Smith@lcps.org>

Subject: Re: Return to school agenda item

Placement, sure - put it at the beginning or the end of the meeting as you like. But I disagree that placement means that you can decide to place what a board member had requested as an action item as a different type of item instead.

I also note that zero of the five action items on tomorrow's agenda were information items first. By your logic, they should all be information items tomorrow or require a suspension of the rules to vote on them tomorrow.



**Ian Serotkin | Loudoun County School Board
Blue Ridge District Representative
Chair, Curriculum & Instruction Committee**

email: ian.serotkin@lcps.org

mobile: (571) 420-1628

he/him/his

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: Brenda Sheridan <Brenda.Sheridan@lcps.org>

Sent: Monday, January 25, 2021 10:00 AM

To: Ian Serotkin <Ian.Serotkin@lcps.org>

Cc: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>; Mark Smith <Mark.Smith@lcps.org>

Subject: Re: Return to school agenda item

Ian

The policy also says the Chair has final authority over the placement of items on the agenda. As this item will include information and a recommendation not previously discussed publicly I placed it as information.

Brenda

Sent from my iPhone

On Jan 25, 2021, at 9:45 AM, Ian Serotkin <Ian.Serotkin@lcps.org> wrote:

Brenda,

Per Policy 2430: "Any item submitted by a Board member shall be placed on the agenda." Furthermore: "All items submitted for the agenda **for action** at the meeting..."

makes it clear that action items can be directly submitted for placement on the agenda, as long as the request is made at least seven days prior to the meeting.

Per Policy 2440, we follow Roberts Rules of Order *except as otherwise provided herein* - the agenda-setting rules in 2430 supersede RROR in this regard, as policies and by-laws locally enacted by a governing body take precedence over the general rules of order.

I fully agree that under normal circumstances directly placing items as action should be done sparingly, but given the state of emergency we have to be able to be agile, and preferably without rule suspensions when there is no need for it under our own policies.

<Outlook-
gsgyl3tm.png>

**Ian Serotkin | Loudoun County School Board
Blue Ridge District Representative
Chair, Curriculum & Instruction Committee**

email: ian.serotkin@lcps.org
mobile: (571) 420-1628
he/him/his

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: Brenda Sheridan <Brenda.Sheridan@lcps.org>

Sent: Sunday, January 24, 2021 7:01 PM

To: Ian Serotkin <Ian.Serotkin@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>

Cc: Scott Ziegler <Scott.Ziegler@lcps.org>; Mark Smith <Mark.Smith@lcps.org>

Subject: Re: Return to school agenda item

Ian

Your request for return to school information as well as a potential motion for the board to consider is in the COVID information item. I placed it as information item because this will be new information/motion for the board to consider. A motion to suspend the rules will be necessary to vote as with previous items that

the board has considered taking action on while an info item.

Thank you

Brenda L. Sheridan
Loudoun County School Board
Board Chair & Sterling District Representative

Please note that correspondence with an elected official in the Commonwealth of Virginia is subject to FOIA laws.

From: Ian Serotkin <Ian.Serotkin@lcps.org>
Sent: Sunday, January 24, 2021 12:48 PM
To: Brenda Sheridan <Brenda.Sheridan@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>
Cc: Scott Ziegler <Scott.Ziegler@lcps.org>; Mark Smith <Mark.Smith@lcps.org>
Subject: Re: Return to school agenda item

Brenda,

I reviewed the agenda for Tuesday and do not see an action item related to return to school, as I had requested per the email from January 13th. Please add one to the agenda. I am fine using the motion wording from slide 26 of the COVID information item, or changing the entire info item to an action item so that staff can present info first.

Thanks,

<Outlook-
am0a2fmy.png>

**Ian Serotkin | Loudoun County School Board
Blue Ridge District Representative
Chair, Curriculum & Instruction Committee**

email: ian.serotkin@lcps.org
mobile: (571) 420-1628
he/him/his

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: Ian Serotkin
Sent: Wednesday, January 13, 2021 2:15 PM

To: Brenda Sheridan <Brenda.Sheridan@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>
Cc: Scott Ziegler <Scott.Ziegler@lcps.org>; Mark Smith <Mark.Smith@lcps.org>
Subject: Return to school agenda item

Given the rapidly changing situation regarding vaccination and community metrics, I'd like to request (per Policy 2430) that in-school return be on the agenda as an action item for our January 26th meeting and all foreseeable future School Board meetings, so that the board can evaluate and reconsider as conditions change.

Thanks,

<Outlook-
nakotdws.png>

**Ian Serotkin | Loudoun County School Board
Blue Ridge District Representative
Chair, Curriculum & Instruction Committee**

email: ian.serotkin@lcps.org
mobile: (571) 420-1628
he/him/his

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: [Scott Ziegler](#)
To: [School Board Confidential](#)
Cc: [Superintendent's Cabinet](#); [Michelle Walker](#)
Subject: FW: School Board Update
Date: Thursday, January 21, 2021 4:58:00 PM
Attachments: [School Board Update 012121.pdf](#)

Good evening,

Below you will find summaries of updates from each department that has an update to share. There may also be links or associated attachments included.

Office of the Superintendent (includes Chief of Staff and School Board Attorney)

1. Met with Cabinet to collaborate on COVID-19 and other matters.
2. ALT meeting last week to share the FY22 Proposed Budget
3. Phone meetings with Ms. Corbo, Mr. Mahedavi, Mr. Serotkin, Ms. King, and Ms. Reaser
4. Met with Cabinet, Wayde Byard, Stephanie Knott, Justin Donovan, and Brian Stocks - Developed a FAQ and Scheduling for Vaccine Clinic
5. Vaccine site visit at Brambleton Middle School.
6. Standing Monthly meeting with Tim Hemsreeth
7. **Graduation Update:** Staff is scheduling high school graduations for our LCPS seniors. Schools will host their ceremonies at the International Training Center, EagleBank Arena, or on our LCPS Campuses. A [draft schedule](#) is available here. Our intention is to provide a safe, in-person experience for all of our graduating seniors and their guests. We will share updates throughout the spring so that the students, staff, and the community are informed about our safety procedures for our graduation ceremonies. We are looking forward to your participation in our ceremonies this spring. You would be introduced as a stage guest and observe the ceremony. Please contact Dr. Mark Smith, Chief of Staff, if you would like to participate in one of our graduation ceremonies. If you would like to participate, please indicate if you need graduation regalia for the ceremony (degree earned, college/university, high school colors, etc.). Any other questions or concerns may be directed to Dr. Smith.
8. **Vaccine Update:** The clinic continues to run smoothly and "put needles in arms." As of close of business on 1/20/21, LCPS has administered **2,397 doses** of vaccine. On Friday, we anticipate receiving information regarding the number of doses we will receive and plan to reopen the appointment window for next week.

Department of Instruction

1. January Newsletter - LCPS Business Partnerships Network. (pp. 1-15)

Business and Finance

1. Monthly financial report from Sharon Willoughby (pp. 16-17)
Information from Sharon Willoughby regarding the Reserve Restorations (pp.18-19)

2.

Department of Human Resources and Talent Development

1. HRTD update from Lucia Sebastian. (p. 20)

Department of Support Services

1. Support Services update from Kevin Lewis which includes information regarding Hartland Site Acquisition. (p. 21)

Department of Pupil Services

1. Information from Asia Jones regarding the National Strategy for the COVID-19 Response and Pandemic Preparedness. (pp. 22-44)

Optional Reading: Articles

School Board hires Illinois firm to lead superintendent search, Loudoun Times-Mirror, January 21

WDVM-TV, LCPS hires firm to help with search for a new superintendent, January 20

School Board Selects Firm for Superintendent Search, Loudoun Now, January 20

LCPS hires firm to help with search for a new superintendent, WDVM-TV, January 20

Loudoun County Officials Expect Delay in Completing Vaccinations, Patch, January 19

PBS NewsHour honors two Dominion High School student journalists, January 19, Loudoun Times-Mirror

Scott A. Ziegler, Ed. D.
Interim Superintendent
Loudoun County Public Schools

From: [Ashley Ellis](#)
To: [Beth Barts](#)
Cc: [Scott Ziegler](#)
Subject: RE: [EXTERNAL] HB 1865 amended but passed
Date: Monday, January 18, 2021 3:14:35 PM

Thanks for sharing, Beth. I'd be very interested to hear the answers to the questions you asked. Atoosa and I had a very brief conversation about this bill on Saturday, and I said that staff supports the language in the bill. Very strange. Let me know if you learn any additional information, and I will do the same.

Thanks,
Ashley

Ashley F. Ellis, Ed.D.
Assistant Superintendent for Instruction
Loudoun County Public Schools

From: Beth Barts <Beth.Barts@lcps.org>
Sent: Monday, January 18, 2021 2:34 PM
To: Ashley Ellis <Ashley.Ellis@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>
Subject: Fwd: [EXTERNAL] HB 1865 amended but passed

FYI.

Sent from my iPhone

Begin forwarded message:

From: Beth Barts <Beth.Barts@lcps.org>
Date: January 18, 2021 at 2:32:54 PM EST
To: melinda Mansfield <robnmel@me.com>
Subject: Re: [EXTERNAL] HB 1865 amended but passed

Thank you for sharing. Who is the lobbyist you are referring to? What makes you think they had such an impact on the bill? I genuinely want to understand the process. I am not on the L&P committee so I apologize if I sound ill informed.

Kindly,

Beth Barts

Sent from my iPhone

On Jan 18, 2021, at 2:04 PM, melinda Mansfield <robnmel@me.com> wrote:

Good Afternoon Everyone,

Delegate Delaney's proposed bill HB 1865 passed the House SOL and SOQ Subcommittee with some major amendments. Apparently, LCPS lobbyist came out against our bill stating it was "too prescriptive." By the insertion of the text, "including services that are grounded in," (see below) the teeth were taken out of the bill and a loophole was added.

I'm afraid that this weaker bill, while a step in the right direction, will not do what it was initially designed to do.

It was extremely disappointing that LCPS still wants to continue the ineffective balanced/whole language literacy approach and not follow the science of reading for remediation of students who have been flagged as "at-risk." I don't know that I will ever understand why LCPS English Language Arts (ELA) Supervisors Dr. Michele Picard and Evi Hickman refuse to follow research and have no desire to embark upon the science of reading path that both Superintendent Lane and UVa encourage and advocate. Evi Hickman was once named as a Dyslexia Advisor. I have no idea if she still has the Dyslexia Advisor title. But, it would be interesting to find out because she neither promotes nor uses a structured literacy/science of reading approach to literacy.

In order to truly put the matter to rest...I would like to motivate the school board to take an objective look at PALS Tutoring. It is time to thoroughly investigate what percentage of identified at-risk students are making progress in literacy skills through PALS tutoring. "Progress" could be defined as "not being identified as at-risk" on the PALS assessment at the end of the year by targeted sub-scores. This should be done by grade. I have some ideas on how to do this. It would be important to look at what program or activities are being used as intervention with the students, as well as, the level of training of the interventionist. This could be a way that the English Language Arts curriculum reviewer could be objective in their investigation. To that end, I was wondering exactly who or what entity will be implementing the objective review of our ELA program?

Over the last 10 years, the Commonwealth has given districts \$209 million dollars for EIRI funding with very poor results. This is because (1) we are under-identifying with a faulty screener (PALS) (2) we are providing inappropriate remediation instruction that is not aligned to the science of reading and because (3) there is no accountability or even guidance for remediation. Which brings me to the other reason that LCPS came up against our bill...

In addition to wanting to weaken the instruction component of the bill, the LCPS lobbyist stated that LCPS did not want VDOE to review literacy programs and resources because of the words "Orton Gillingham" and "structured literacy" mentioned in the bill text. It was like they did a quick look at the wording, had a knee-jerk reaction and didn't fully comprehend what the text meant. It is a little ironic considering this is a literacy bill.

We should all want VDOE to do a thorough review of evidence-based, core and intervention literacy programs and products, including the ones with an OG and Structured Literacy approach label. We should all

want VDOE to indicate which of these products do or do not align to the science of reading and in what way (systematic phonics, phonemic awareness, reading comprehension, vocabulary development.) But, LCPS objected and therefore, it was taken out, completely. It is perplexing because the whole point of that last section was to give a solid, objective, public resource to all districts so that they could make better and more informed choices. Basically, LCPS employed the trigger word excuses of "too much oversight" and "being too prescriptive."

When, in my opinion, what they really meant was that LCPS did not want to justify why they have made such poor literacy instruction product choices. It is so frustrating when many other states already do this including, Colorado, Arkansas, and Louisiana. How embarrassing that LCPS does not want lower income districts to have objective information about all core and intervention literacy curriculum and products. This part of the bill was meeting a real equity issue and LCPS did not rise to the challenge.

Please find below the new bill wording in red. I have crossed out what they amended in purple. I have included the link to the committee meeting where Delegate Delaney states that the local school district felt it was "too prescriptive."

13. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.

Local school divisions shall provide reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education.

Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public

Instruction. *Such reading intervention services shall be evidence-based and aligned with, including services that are grounded in the science of reading and structured literacy*

approaches and shall include, (i) the components of effective reading instruction and (ii) explicit, systematic, sequential, and cumulative instruction, to include phonemic awareness, systematic phonics, fluency, vocabulary development, and text comprehension as appropriate based on the student's demonstrated reading deficiencies. The parent of each student who receives such reading intervention services shall be notified before the services begin in accordance with the provisions of § 22.1-215.2, and the progress of each such student shall be monitored throughout the provision of services. Each student who receives early

intervention such reading intervention services ~~will~~ shall be assessed again at the end of that school year. The local school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four. ~~Reading~~ Such reading intervention services may include be

administered through the use of:

~~special reading teachers specialists~~; trained aides; ~~volunteer tutors trained volunteers~~ under the supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the requirements of this subdivision.

As used in this subdivision:

"Science of reading" means the study of the relationship between cognitive science and educational outcomes.

"Structured literacy" means an approach by which licensed or certified personnel teach reading in an explicit, systematic, cumulative, and diagnostic manner.

2. That no later than the beginning of the 2021–2022 school year, the Department of Education shall compile and provide to each local school division a list of materials, resources, and curriculum programs that are supported by the science of reading, as defined in § ~~22.1-253.13:1~~ of the Code of Virginia, as amended by this act, and based on instruction that is explicit, systematic, cumulative, and diagnostic, including (i) evidence-based dyslexia programs that are aligned to structured literacy, as defined in § ~~22.1-253.13:1~~ of the Code of Virginia, as amended by this act, or grounded in the Orton-Gillingham methodology and (ii) evidence-based reading intervention programs, including programs that are grounded in the science of reading.

<https://viriniageneralassembly.gov/house/chamber/chamberstream.php> at 8:00:56

I guess I am writing because I am once more disappointed in our educational system and specifically with LCPS. I would love to know why the LCPS lobbyist felt that this was too prescriptive and where he/she received his/her information. You have 3 people in your district who helped to write these literacy laws. The lobbyist could have gone straight to the source when the bill was filed a couple of weeks ago instead of waiting until late Friday afternoon, the weekend before the sub-committee meeting. Although, I am well aware that this is an oft used pressure tactic and strategy. Unfortunately for our students, it was successful...this time.

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Thank you for your time,
Melinda Mansfield
she/her/hers

Melinda Mansfield
[email: robnmel@me.com](mailto:robnmel@me.com)

cell: 703-727-0801

From: Beth Barts
To: Ashley Ellis; Scott Ziegler
Subject: Fwd: [EXTERNAL] HB 1865 amended but passed
Date: Monday, January 18, 2021 2:33:46 PM

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Sent from my iPhone

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Melinda Mansfield

she/her/hers

Melinda Mansfield
[email: robnmel@me.com](mailto:robnmel@me.com)
cell: 703-727-0801

From: [Ian Serotkin](#)
To: [Sharon Willoughby](#); [Scott Ziegler](#)
Cc: [Mark Smith](#)
Subject: Re: Correcting employee steps
Date: Friday, January 15, 2021 2:23:05 PM
Attachments: [image001.png](#)
[image005.png](#)
[image003.png](#)
[Outlook-qek5kaig.png](#)

Thank you - I appreciate the additional info!



Ian Serotkin | Loudoun County School Board
Blue Ridge District Representative
Chair, Curriculum & Instruction Committee

email: ian.serotkin@lcps.org
mobile: (571) 420-1628
he/him/his

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From: Sharon Willoughby <Sharon.Willoughby@lcps.org>
Sent: Friday, January 15, 2021 12:57 PM
To: Ian Serotkin <Ian.Serotkin@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>
Cc: Mark Smith <Mark.Smith@lcps.org>
Subject: RE: Correcting employee steps

Mr. Serotkin,

Staff pulled data and researched budget documents for FY08 and FY09 as requested, and steps were awarded in those years. Looking back at 14 years of scale changes, we still do not find an instance of a step not being awarded.

Step	BACHELORS LANE													
	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
1	40,986	43,065	43,065	42,639	42,539	43,715	45,167	46,422	47,500	47,975	49,182	49,674	50,171	53,730
2	41,501	43,618	43,618	43,065	42,639	43,815	45,667	46,522	47,931	48,410	49,628	50,124	51,277	55,230
3	42,225	44,171	44,171	43,618	43,065	43,918	45,768	47,037	48,267	48,749	49,975	50,975	52,198	56,730
4	42,858	44,723	44,723	44,171	43,618	44,357	45,872	47,141	48,154	48,645	50,894	51,912	53,469	58,230
5	44,401	45,276	45,276	44,723	44,171	44,927	46,316	47,348	48,616	50,112	51,372	52,913	55,030	59,730
6	45,999	46,905	46,905	45,276	44,723	45,496	46,891	47,705	50,555	51,061	52,345	54,177	56,344	61,730
7	47,655	48,594	48,594	46,905	45,276	46,065	47,466	48,298	51,521	52,037	53,346	55,213	58,230	63,730
8	49,371	50,343	50,343	48,594	46,905	46,684	48,041	48,890	52,403	52,927	54,258	56,700	60,102	65,730
9	51,148	52,156	52,156	50,343	48,594	48,312	49,615	49,482	53,290	53,823	55,177	57,936	61,702	67,730
10	52,989	54,034	54,034	52,156	50,343	50,052	51,310	50,073	54,430	54,975	56,335	59,467	63,451	69,730
11	54,897	55,980	55,980	54,034	52,156	51,853	53,068	51,819	55,581	56,137	57,532	60,579	64,517	70,730
12	56,873	57,995	57,995	55,980	54,034	53,721	54,887	53,630	57,001	57,571	58,910	61,882	65,692	71,730
13	58,923	59,851	59,851	57,995	55,980	55,655	56,773	55,504	58,457	59,041	60,324	63,253	66,730	72,730
14	60,971	61,767	61,767	59,851	57,995	57,659	58,727	57,446	59,844	60,344	61,572	64,443	67,777	73,730
15	62,509	63,744	63,744	61,767	59,851	59,735	59,751	59,459	61,467	62,082	63,257	65,556	68,834	74,730
16	64,509	65,784	65,784	63,744	61,767	61,647	61,847	61,544	63,027	63,657	64,879	67,591	70,901	75,730
17	66,573	67,888	67,888	65,784	63,744	63,620	63,778	63,702	64,621	65,267	66,579	69,311	72,627	76,730
18	68,703	70,060	70,060	67,888	65,784	65,656	65,771	65,691	66,250	66,913	68,258	71,023	74,364	77,730
19	70,901	72,303	72,303	70,060	67,888	67,755	67,825	67,744	67,990	68,670	70,050	72,751	75,953	78,730
20	73,170	74,616	74,616	72,303	70,060	69,925	69,951	69,863	69,776	70,474	71,835	74,550	77,753	79,730
21	75,511	77,004	77,004	74,616	72,303	72,162	72,139	72,050	71,784	72,502	73,853	76,593	79,839	80,730
22	77,927	79,468	79,468	77,004	74,616	74,472	74,399	74,303	73,851	74,590	75,713	78,473	81,730	81,730
23	80,421	82,012	82,012	79,468	77,004	76,854	76,732	76,631	75,979	76,735	77,890	80,669	83,930	82,730
24*	N/A	N/A	83,652	82,012	79,468	79,314	79,136	79,034	78,164	78,945	80,133	80,133	80,934	83,730
25	N/A	N/A	N/A	83,652	82,012	81,852	81,622	81,512	80,417	81,221	82,033	82,033	82,853	84,730
26	N/A	N/A	N/A	N/A	83,652	84,472	84,186	84,071	82,735	83,562	84,398	84,398	85,242	87,130
27	N/A	N/A	N/A	N/A	N/A	86,162	86,832	86,712	85,122	85,973	86,833	86,833	87,701	89,630
28	N/A	N/A	N/A	N/A	N/A	N/A	87,024	87,437	87,579	88,455	89,340	89,340	90,233	92,130
29	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89,635	90,331	91,235	92,147	92,147	93,068	94,930
30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92,381	93,304	94,237	94,237	95,179	97,130
30A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Years of experience do not necessarily equate to an employee's step. Externally hired licensed teachers are limited to a maximum credit for 15 years of experience, regardless of actual years of experience. This max step is guided by policy. Similarly, there are practices in place for external hires on the Classified and Administrative Salary Scales designed to maintain internal equity and external competitiveness. This is a common hiring/compensation practice and one utilized by our neighboring school divisions, including Fairfax.

Internal employees could have reason not to receive a step/increase if an unsatisfactory evaluation was received. This is guided by policy.

We do believe that in the early 1990's, approximately 1992 or 1993, that steps were frozen and staff did not progress a step. This is what led to the 'bubbles' on the salary scales. So it is possible that current licensed employees that were working for LCPS during this time period may have been impacted.

In addition, the bubbles on the salary scale impact years of experience not linking to the step on the salary scale.

It would be extremely difficult to isolate the cases where this may have occurred almost 30 years ago.

Sharon Willoughby
 Assistant Superintendent of Business and Financial Services
 Loudoun County Public Schools
 21000 Education Court
 Ashburn, VA 20148
 Telephone: 571-252-1400

From: Ian Serotkin <Ian.Serotkin@lcps.org>
Sent: Wednesday, January 13, 2021 12:09 PM

To: Sharon Willoughby <Sharon.Willoughby@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>
Cc: Mark Smith <Mark.Smith@lcps.org>
Subject: Re: Correcting employee steps

Sharon,

Thanks for the data you provided and for the review performed. It is my understanding that an uncorrected step freeze most recently occurred in FY08, which was prior to the review performed above. Can you verify that?

Coming at this a different way - all other things being equal, an employee's step should equal their number of years of experience, especially if the employee has worked for LCPS their entire career, right?

Are there cases for current employees where this would not be true, either (a) because they weren't awarded a step during employment with LCPS during a year prior to FY09, or (b) because of some other reason, such as being hired at a step lower than their total years of experience?

If so, is it possible to isolate the cases from (a)?

Thanks,



**Ian Serotkin | Loudoun County School Board
Blue Ridge District Representative
Chair, Curriculum & Instruction Committee**

email: ian.serotkin@lcps.org
mobile: (571) 420-1628
he/him/his

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Sent: Tuesday, January 12, 2021 2:22 PM
To: Ian Serotkin <ian.Serotkin@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>
Cc: Mark Smith <Mark.Smith@lcps.org>
Subject: RE: Correcting employee steps

Hi,

A review over the past decade to FY09 shows employees have annually moved one step on the salary scale and have not been frozen. In FY10-FY11, step movements were made with salaries remaining the same, but the scale was changed to add another beginning step. This is the same action that was done this year.

An example of the Bachelors lane of the Licensed/Teacher Salary scale is shown below for FY09 through FY21 adopted. An example employee is shown in green progressing each step per year and the resulting salary.

Based on this analysis, no 'true-up' is warranted.

	BACHELOR'S LANE												
Step	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
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5	45,276	44,723	44,171	44,927	46,316	47,348	49,616	50,112	51,372	52,913	55,030	59,730	58,230
6	46,305	45,276	44,723	45,496	46,891	47,705	50,555	51,061	52,345	54,177	56,344	61,730	59,730
7	46,894	46,305	45,276	46,065	47,466	48,298	51,521	52,037	53,346	55,213	58,250	63,730	61,730
8	50,343	48,894	46,905	46,634	48,041	48,890	52,403	52,927	54,258	56,700	60,102	65,730	63,730
9	52,156	50,343	48,894	48,312	48,615	49,482	53,290	53,823	55,177	57,996	61,702	67,730	65,730
10	54,084	52,156	50,343	50,052	50,310	50,073	54,430	54,975	56,635	59,467	63,451	69,730	67,730
11	55,980	54,084	52,156	51,853	52,068	51,819	55,581	56,137	57,832	60,579	64,517	70,730	69,730
12	57,395	55,980	54,034	53,721	53,887	53,630	57,001	57,571	59,310	61,682	65,692	71,730	70,730
13	59,851	57,395	55,980	55,655	55,773	55,504	58,457	59,041	60,824	62,963	66,730	72,730	71,730
14	61,767	59,851	57,995	57,659	57,727	57,445	59,944	60,544	62,372	64,343	67,777	73,730	72,730
15	63,744	61,767	59,851	59,735	59,751	59,459	61,467	62,082	63,957	65,556	68,834	74,730	73,730
16	65,784	63,744	61,767	61,647	61,647	61,344	63,027	63,657	65,579	66,891	69,901	75,730	74,730
17	67,888	65,784	63,744	63,620	63,778	63,702	64,621	65,267	66,579	67,931	70,627	76,730	75,730
18	70,060	67,888	65,784	65,656	65,771	65,691	66,250	66,913	68,258	69,623	71,364	77,730	76,730
19	72,303	70,060	67,888	67,758	67,826	67,744	67,990	68,670	70,050	70,751	71,933	78,730	77,730
20	74,616	72,303	70,060	69,925	69,951	69,863	69,776	70,474	71,535	72,250	72,973	79,730	78,730
21	77,004	74,616	72,303	72,162	72,139	72,050	71,784	72,502	73,593	73,593	74,329	80,730	79,730
22	79,485	77,004	74,616	74,472	74,399	74,303	73,851	74,590	75,713	75,713	76,470	81,730	80,730
23	82,012	79,485	77,004	76,854	76,732	76,631	75,975	76,735	77,890	77,890	78,649	82,730	81,730
24	83,652	82,012	79,485	79,314	79,135	79,034	78,164	78,945	80,133	80,133	80,934	83,730	82,730
25	N/A	83,652	82,012	81,852	81,622	81,512	80,417	81,221	82,033	82,033	82,853	84,730	83,730
26	N/A	N/A	83,652	84,472	84,186	84,071	82,735	83,562	84,398	84,398	85,242	85,730	84,730
27	N/A	N/A	N/A	86,162	85,832	85,712	85,122	85,973	86,833	86,833	87,701	87,730	86,730
28	N/A	N/A	N/A	N/A	87,024	86,437	87,579	88,455	89,340	89,340	90,233	90,330	89,330
29	N/A	N/A	N/A	N/A	N/A	89,635	90,331	91,235	92,147	92,147	93,068	93,130	92,130
30	N/A	N/A	N/A	N/A	N/A	N/A	92,381	93,304	94,237	94,237	95,179	95,230	94,230
30A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95,230

Thank you.

Sharon Willoughby

Assistant Superintendent of Business and Financial Services

Loudoun County Public Schools

21000 Education Court

Ashburn, VA 20148

Telephone: 571-252-1400

From: Ian Serotkin <Ian.Serotkin@lcps.org>

Sent: Tuesday, January 05, 2021 12:02 PM

To: Scott Ziegler <Scott.Ziegler@lcps.org>

Cc: Mark Smith <Mark.Smith@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>

Subject: Correcting employee steps

Scott,

One question I asked during the budget cycle last year was the cost for "truing up" all employees to their correct step based on their years of experience, for those employees whose step had been frozen during a year/years in the past. If I recall correctly, the answer provided was that an estimated cost couldn't be provided because it would take a good deal of time to figure this out. I am interested in revisiting this and am providing the question in advance so that there is hopefully enough time to provide a cost estimate for this and the number of employees who would be impacted.

Thanks,

**Ian Serotkin | Loudoun County School Board
Blue Ridge District Representative
Chair, Student Support & Services Committee**

email: ian.serotkin@lcps.org

mobile: (571) 420-1628



he/him/his

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: [Evelyn Jones](#)
To: [Scott Ziegler](#)
Subject: [EXTERNAL] Wage & Hour Laws: Ensuring Compliance
Date: Thursday, April 1, 2021 9:26:54 AM

Hi Scott,

The Fair Labor Standards Act (FLSA), commonly referred to as the Wage and Hour Act, was passed in 1938 and since then has been amended many times. The major provisions of the FLSA are concerned with minimum wage rates and overtime payments, child labor, and equal rights. The US Department of Labor, Wage & Hour Division, oversees federal labor laws. Additionally, State DOLs administer state labor laws.

Failure to comply with Wage & Hour laws may result in the employer paying the employee back wages, damages, penalties, attorney fees and court costs, plus the prospect of civil and criminal penalties from federal and/or state governments. Therefore, Wage & Hour compliance is of the utmost importance.

This webinar will lay the groundwork for determining whether your employees are properly classified as Exempt or Non-exempt and ensuring that wage and hour laws are being followed properly. By understanding Wage and Hour requirements, you can help protect your company from what could be a major financial calamity. Failure to comply with Wage and Hour laws have generated astronomical financial judgements against employers. Penalties have been so stark that they have dazed the financial foundations of some of the world's most successful companies.

KEY COURSE OUTLINE:

- FLSA exclusions
- Exempt vs. Non-Exempt
- Salary Level and Salary Basis tests
- Calculating overtime,
- Travel time,
- Minimum wage,
- Posting requirements,
- Meal and rest periods
- Duties test
- Exempt executive, professional and administrative job duties
- Rights of exempt and non-exempt employees
- Importance of accurate record keeping

Join us for this highly-interactive, educational and immensely beneficial Webinar!

Topic: Wage & Hour Laws: Ensuring Compliance

Date: 07th-April-2021, Wednesday | **Time:** 03:00 PM EDT | **Duration:** 75 Minutes

Location: Live, interactive training on your computer

Includes proprietary tools and helpful documentation!

REGISTER NOW

Instructor profile:

DIANE L. DEE, SPHR, SHRM-SCP has over 25 years of experience in the Human Resources arena. Diane's background includes experience in HR consulting and administration in corporate, government, consulting and pro bono environments. Diane is a member of the National Association of Women Business Owners and the Society for Human Resource Management.

Warm Regards

Evelyn Jones

Training Manager

Tel No.: 1-888-844-8963

This email was sent by: **Greycompliance**
30 Wall Street, 8th Floor, New York, NY, 10005, USA

[Update Profile](#)

From: [Loudoun County Public Schools](#)
To: [Scott Ziegler](#)
Subject: [EXTERNAL] Vector Training, K-12 Edition Online Training
Date: Thursday, April 1, 2021 5:20:36 AM
Attachments: [stripe_subtle_gray.png](#)

Hi Scott Ziegler,

Loudoun County Public Schools is using Vector Training, K-12 Edition to offer training courses online for your convenience. Follow these easy steps to complete your Loudoun County Public Schools safety training requirements:

Using your web browser, go to the Vector Training, K-12 Edition website for Loudoun County Public Schools: <https://lcps-va.safeschools.com/>

Enter your Username: 410510

Once you log into the site, click on a course title to begin the training. Each course has audio, so be sure to turn up your speakers if you'd like to listen. You must complete each section of the course in order to receive full credit.

Your Loudoun County Public Schools Vector Training, K-12 Edition contact:

SafetyTraining@lcps.org

Below is your complete Vector Training, K-12 Edition training plan along with your coursework status:

HRTD Required Annual Training

Course	Days Till Due	Due Date	Time Required	Course Status
LCPS Policy 7550 Drug and Alcohol Free Workplace (Full Course)	PAST DUE	Sun Feb 7th, 2021	6 minutes	Not Started

Suggested Training

Course	Time Required	Course Status
Hazard Communication: Right to Understand (GHS) (Full Course)	26 minutes	Not Started

Bloodborne Pathogen Exposure Prevention
(Full Course)

22
minutes

Not
Started

Coronavirus Awareness (Full Course)

11
minutes

In
Progress

Thanks for making Loudoun County Public Schools a safer place to work and learn.

From: Denise Corbo
To: Scott Ziegler; Ashley Ellis
Subject: Curriculum and Resources
Date: Wednesday, March 31, 2021 6:35:29 PM

Dear Scott and Ashley,

Is it possible for parents to preview the curriculum, books and resources used for teaching equity? Perhaps a display of resources will provide the transparency some are seeking.

Sincerely,

Denise

Denise Corbo
Loudoun County School Board
Member At-Large

Sent from my iPhone app. Please forgive my eyes, thumbs and auto correct for typos.

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to the Freedom of Information Act (FOIA) disclosure laws.

From: Rene Pettit
To: Scott Ziegler; Denise Corbo; Atoosa Reaser; Harris Mahedavi; Ian Serotkin; Leslee King; John Beatty; Jeff Morse; Beth Barts; Brenda Sheridan
Cc: Jeannie Kloman; Kelly Thomas; Lenny Compton
Subject: School Nurses POD Pay
Date: Wednesday, March 31, 2021 1:29:47 PM

March 31, 2021

Dr. Ziegler and LCPS School Board Members:

I am writing to seek your help for the nurses to receive fair and equitable compensation for our time worked at the LCPS Covid Vaccination POD.

When Jeannie Kloman came to us asking for nurses to assist with the POD effort, many of us stepped up without hesitation. We were excited and honored to use our skills to protect the LCPS family, our students, and the community at large. We willingly took on extra work, extra training, extra liability, extra hours, extra exposures, and extra risks because our LCPS family needed us.

Beginning with the very first meeting regarding the POD and every subsequent meeting thereafter, nurses asked questions about compensation for our time. We asked before the project started. We asked while in the midst of the project. We asked when we came in on a holiday. We asked when we came in on a non-scheduled day. We asked when we came in on a snow day. We asked as our overtime hours piled up. We asked. Our questions were answered vaguely, but reassuringly, and to our detriment, never in writing. The answers varied depending on who was answering the question. To be honest, I did not keep a written log of who said what - none of us did because it never occurred to us that LCPS would take advantage of us. The responses we received from Jeannie Kloman, Clark Bowers, Asia Jones, and Brian Stocks were along the lines of:

They are working on it.

We are in discussions about it.

Of course, you will be paid.

There is plenty of Covid money, don't worry about it.

You will be paid your pay plus \$30/hr additional.

You will get time and a half.

You will get snow pay.

You will get hazard pay.

You will get Covid pay.

I'm sure they will do the right thing.

We believed and we trusted and we worked, but in the end, we were not paid fairly. We were not paid equitably. Now we are left feeling taken advantage of.

The LCPS vaccination POD would not have been possible without the LCPS school nurses. We didn't do it for the pay, I will be the first to concede that. We did it because it was the right thing to do. We did it because vaccinating our staff was the first step to getting our much-loved students back into the buildings. We administered over 21,000 vaccinations. We exposed ourselves to over 11,000 different people. We were not fully vaccinated when we started the project, but we showed up anyway. We risked our health and well-being every single day. Yes, we wore appropriate PPE. Yes, we maintained our distance as much as possible. But you can't give an injection from 6 feet away. You can't catch a fainting patient from 6 feet away. You can't lower a seizing patient to the floor from 6 feet away. You can't take vital signs from 6 feet away.

Per the LoudounTimes.com, Leslee King stated in the April 7, 2020 school board meeting just prior to the unanimous board vote to approve the extension of the Covid 19 Time Limited Emergency Plan (CTLEP), "Those who are on-site — the nutrition workers, the bus drivers, those people who are handing out the food and delivering the Chromebooks — they deserve two times the pay," she said. "We're asking them to do things that could be dangerous to their health."

I commend everyone who has continued to show up in person and do their jobs for LCPS despite the potential risks during this pandemic. I do not wish to discount the risks that other employees have taken while doing their jobs for LCPS. But I do wish to highlight the disparity and inequity that the nurses have faced with our work in the POD. LCPS staff working last spring to hand out Chromebooks to students, outside, while in PPE, were paid double pay per the CTLEP. Fast forward to January 2021 when Covid cases in the county were considerably higher than they were in April 2020. The nurses working the POD were paid our regular pay. In addition, the POD nurses were paid \$30/hr for any overtime hours. That means that any nurse who is a step 7 or higher was paid less than her regular hourly wage per hour for her overtime hours. In addition, we were paid our regular hourly wage for the holiday we worked, the unscheduled day we worked, and the snow day we worked. It was extremely inequitable for the nurses who worked in the POD, exposing themselves to "things that could be dangerous to their health" to be paid their regular hourly wage on a holiday or snow day. Those nurses would have made the same amount by staying home.

Susan Casale, Director of Financial Services, provided this payment guideline that was utilized for payments for working in the POD:

- All Registered Nurses working in the POD –
 - Regardless of exempt or non-exempt will earn their regular pay – during normal contracted hours
 - Working a holiday –
 - Non-exempt will earn the holiday pay per Regulation 7030
 - Exempt will receive their contracted hourly rate and the approved \$30 hourly rate for hours worked beyond the contracted hours – Health Services Element
 - i.e. – Nurse works 9 hours at POD – 7 hours at contracted rate and ONLY \$30 per hour for the 2 hours outside their contract
 - Working during weather closures –
 - Non-exempt will receive their contracted hourly rate plus extra-time or overtime depending on total hours worked during the workweek – Admin Closed Element or Admin Closed OT Element
 - Exempt will receive their contracted hourly rate and the approved \$30 hourly rate for hours worked beyond the contracted hours – Health Services Element
 - i.e. – Nurse works 9 hours at POD – 7 hours at contracted rate and ONLY \$30 per hour for the 2 hours outside their contract

I am aware of regulation 7030 and hourly banded rates, both of which were used to develop this payment guideline. However, regulation 7030 and the hourly banded rates are "business as usual" regulations. There is nothing usual or normal about this pandemic and there was nothing usual about the work we did in the POD. While the nurses worked tirelessly in the POD, often up to 9 hours or more a day, they also juggled responsibilities at their schools. They were not physically in their buildings but they still had work that had to be done. Many of us came home from working 9+hrs in the POD only to work another 1-3 hours dealing with issues from our health offices. We also often worked several hours on the weekends on school health office work just to try to keep up. None of those at-home hours could be submitted for payment.

I realize that nurses are classified exempt staff, and therefore we are not entitled to overtime pay except under the banded rates policy. Again, this expectation is under normal circumstances. Based on the

payment guidelines presented above by Susan Casale, compared to the pay nonexempt employees received in spring of 2020 under CTLEP, I feel the nurses classified exempt status was exploited and our pay was inequitable given the magnitude and importance of the vaccination POD project.

I feel that Dr. Zieglar or the school board should enact a CTLEP type of plan to appropriately pay the nurses who worked in the POD a pay more commensurate to the hazardous conditions specific to Covid. Ideally, I would like to see the nurses be paid double time for all hours worked at the POD. Given the gap between that concept and what we were actually paid, I feel the bare minimum we should be paid is:

- Regular wage for regular workday hours (7.5hrs)
- Time and a half for all hours worked on the holiday
- Time and a half for all hours worked on the snow day
- Time and a half for all non-contracted workdays
- Time and a half for all overtime hours exceeding 7.5hrs per day

Because there are some misconceptions within LCPS about school nurse pay in Loudoun County, I will be sending a second letter addressing the pay disparity between nurses and other licensed professionals within LCPS.

Thank you for your time and efforts in assisting with this matter. I look forward to a timely and comprehensive response.

Sincerely,

Rene Pettit MSN, RN, NCSN

Rene' Pettit, MSN, RN, NCSN
School Nurse, JL Simpson Middle School
490 Evergreen Mill Rd.
Leesburg, VA 20175

Rene.Pettit@LCPS.org
571-252-2841 (phone)
703-771-6643 (fax)

School nurses play a critical role in making sure children are healthy, safe, and ready to learn.

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From: Beth Barts
To: Ashley Ellis; Scott Ziegler
Subject:
Date: Tuesday, January 26, 2021 7:04:06 PM

Hello,

I was INCREDIBLY dismayed by the mis-representation provided by HRTD regarding theatre teacher funding. Here are the FACTS:

FACT: On average theatre, teachers make \$5 an hour for their AFTER school responsibilities. This is extra-curricular. Students NOT enrolled in theatre participate in these activities.

FACT: We work, on average 1000+ hours in addition to the regular school day. Some teachers work 1800+ hours. This is equivalent to an additional full-time job.

FACT: We produce 3 seasons of activities. A Fall Play, Winter Show, Spring Musical. This is separate from the classes, class productions, class tech weeks, class performances.

FACT: Through stipends, Football is funded at \$400 per student and Theatre at \$0 per student for after school activities.

FACT: Our academic programs receive \$1400 per year. These funds are reserved for in-school, classroom activities only. Our Fall Play, Spring Musical, Winter Show, and One Acts receive \$0 for funding - **ITEM #18 is a misrepresentation of funding by HRTD.**

FACT: Running Coaches are funded for 3 seasons

FACT: Physical education classes are different from Athletics. Why aren't theatre classes different from the after school theatre program where any student *notenrolled* in a class can participate?

FACT: Item 23/24 does not address the CURRENT inequities. Band teachers are compensated for their work in the following ways:

- Marching band Stipend (Fall)
- Indoor Drumline Stipend (Winter)
- Concert Band Stipend (For 2 concerts)
- Color Guard stipend - Extra staffing for Marching Band
- Winter Guard stipend - Extra staffing for Indoor Drumline Band
- 11-month contract for additional training off season
- AND they have music funding for additional staffing positions, including section leaders, choreographers and composers

FACT: This is an EQUITY AND SAFETY issue that needs to be addressed NOW. Not with Band. The band program has had an advocate in Michael Pierson for years! It is

now time to address the inequity of theatre

I urge you to contact the theatre teacher your represent and have a conversation with them about what they do. These inequities must be addressed immediately.

Sent from my iPhone

From: Karen Dawson
To: Ashley Ellis; Asia Jones; Beth Robinson; Clark Bowers; Donna Smith; Holland Yummit; Joan Sahlgren; John Lody; Kevin Lewis; Kimberly Goodlin; Lottie Spurlock; Lucia Sebastian; Mark Smith; Patricia Nelson; Scott Ziegler; Sharon Willoughby; Stephen DeVita; Superintendent's Cabinet - Executive Assistants
Subject: FW: [EXTERNAL] VDOE NEWS: State Superintendent Announces \$1 Million Grant to Research Impact of Pandemic on Schools
Date: Wednesday, March 3, 2021 12:33:58 PM

Please distribute to your department staff as appropriate. Thank you!

Karen M. Dawson
Executive Assistant
Superintendent's Office
Loudoun County Public Schools
21000 Education Court
Ashburn, Virginia 20148
571-252-1030

From: Virginia Department of Education <VDOE@public.govdelivery.com>
Sent: Wednesday, March 3, 2021 12:31 PM
To: Karen Dawson <Karen.Dawson@lcps.org>
Subject: [EXTERNAL] VDOE NEWS: State Superintendent Announces \$1 Million Grant to Research Impact of Pandemic on Schools

Having trouble viewing this email? [View it as a Web page.](#)

VDOE Office of Media Relations: News Release, Superintendent Dr. Lane, Contact Charles Pyle



For Immediate Release: March 3, 2021
Contact: [Charles B. Pyle](#), Director of Media Relations (804) 640-2117

State Superintendent Announces \$1 Million Grant to Research Impact of Pandemic on Schools

RICHMOND — Superintendent of Public Instruction James Lane announced today that the Virginia Department of Education has received a three-year, \$999,912 federal grant to study the impact of the coronavirus pandemic on the commonwealth's public schools.

The grant will support researchers from VDOE and the University of Virginia as they examine pre- and post-pandemic trends through the 2022-2023 school year in student absenteeism, grade-level retention, enrollment in advanced courses and career and technical education programs, identification of students with disabilities and English learners, student mobility, and teacher retention. Researchers will also examine the effectiveness of school reopening and recovery plans in addressing the impact of the pandemic on students and teachers.

The objective of the project, titled "Equity in Virginia's Public Education System: A Longitudinal Examination Spanning the COVID-19 Shutdown," is to provide a body of practically focused research to inform decision-making and policies at the state and local levels.

"The research funded through this grant will be critical as our schools move beyond the immediate concerns of reopening and shift their focus to addressing the short-term and long-term impacts of the pandemic and school closures on student outcomes and school operations," Lane said. "Our goal is to provide a series of evidence-based policy briefs that will provide practical and actionable information, and help shape policies that prioritize and promote equity during what will be a multiyear recovery process."

"There is a tremendous need for rigorous evidence to help students, teachers, and schools recover from the significant disruptions caused by the pandemic," said Luke C. Miller, research associate professor and the project's leader at UVA's School of Education and Human Development. "Our ongoing collaboration with VDOE will be able to address that need thanks to the support of this grant."

Data for the research will come from the Virginia Longitudinal Data System. VLDS allows researchers to connect data from several state agencies, including VDOE, the State Council of Higher Education for Virginia and the Virginia Community College System, while maintaining the privacy of students, teachers and other individuals.

The award is from the [Institute of Education Sciences'](#) Using Longitudinal Data to Support State Policymaking grant program. The institute is the research arm of the U.S. Department of Education. The competitive grant program is designed to expand the use of state longitudinal data systems by state education agencies to inform policy development.

###

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This email was sent to karen.dawson@lcps.org using GovDelivery Communications Cloud on behalf of:
Virginia Department of Education · James Monroe Building · 101 N. 14th Street · Richmond, VA 23219

From: [Beth Valdrighi](#)
To: [Beth Valdrighi](#); [Julia Minnigh](#)
Subject: [EXTERNAL] Welcome Aboard from VRS!
Date: Wednesday, March 3, 2021 1:22:19 PM
Attachments: [image003.png](#)

Good afternoon!

You were assigned a contact or role in **myVRS Navigator** within the past few months. Welcome aboard! You are likely already using the system and are familiar with our website, but I'd like to touch base about the resources available and to introduce our team.

I'm Beth Valdrighi, one of the Employer Representative assigned to support school divisions and a member of the Employer Representative Team. Julia Minnigh is the other employer representative for schools.

Please take a few minutes to [introduce yourself](#) to our VRS team! We will reach out to help you with specific questions.

Most of the resources you will need are located on our [website](#). Select the Employers tab and you will find a site designed exclusively for you, VRS employers. Please save this site to your website favorites.



Click on the Employer Hub tab and then Your VRS Contacts. You will learn about the Employer Support Team, your day-to-day contact for questions about myVRS Navigator, snapshot reconciliation/payroll reporting, VRS policies and procedures, benefit administration, VRS forms and publications. They can be reached through the website but also at employersupport@varetire.org or by calling toll-free 1-888-827-3847 and following the prompts.

Within the Employer Hub, you also will find member handbooks, employer manuals, myVRS Navigator documents and training, Employer Update back issues and other guides and publications

I urge you to use the Training tab in the Employer section of the VRS website for online and in person opportunities.

VRS has been diligently working to ensure the we are able to provide our employers with the support needed during the COVID-19 pandemic. Please see our [VRS COVID-19 Response Updates](#) page for more information.

While the website is your primary resource for information and the Employer Support Team is your go-to contact for day-to-day assistance, we can support you with site visits and employer roundtables across Virginia.

Take advantage of the resources or, give us a call and we can help you find what fits your most immediate needs.

Thank you,
Beth



Beth Valdrighi
Employer Representative
Virginia Retirement System
P.O. Box 2500, Richmond, VA 23218-2500
P: (804) 771-7765 F: (804) 786-1541
Toll Free: 1-888-827-3847, ext. 7765

EMAILS TO AND FROM VRS ARE NOT SECURE

Please do not send personal information, including full Social Security Numbers, in any email or attachment.

From: [Mikaela Coffey](#)
To: [Scott Ziegler](#)
Subject: [EXTERNAL] Do Not Miss Out on the March Hot Topic Conference
Date: Wednesday, March 3, 2021 3:03:56 PM



**VSBA March Hot Topic Conference
March 17, 2021
Virtual Conference**

Registration is now open for the 2021 VSBA March Hot Topic Conference.

Join us as we gather virtually for an informative and important conference. This conference will be focusing specifically on multiple hot topics in education. You will hear from three leaders in public education throughout the event speaking on the topics of Race and Equity, Communicating as a Team, and School Segregation within Virginia.

The day will kick off with a focus on how school boards can identify, understand, and manage the content, skills, and behavior needed to create diverse, equitable, and inclusive organizations and communities. The next session will discuss how to communicate as a team with your school board and superintendent, especially within this virtual world with online meetings and social media. The final session will cover the topic of rezoning and redistricting within Virginia and how to make sure that school board members recognize the power of how a school boundary can affect segregation. ***

We hope that you will join us for what is sure to be an informative conference!

This event earns 6 VSBA Academy Credit points. For more information on the VSBA Academy Credits and Awards please [click here](#). More information on the meeting can be found in the meeting brochure and on the VSBA website. If you have any questions, please contact Mikaela Coffey, Coordinator of Board Development, at mikaela@vsba.org.

Date: March 17, 2021

Location: Virtual Conference

Cost: \$175 per registration (multiple registrations needed if viewing from multiple devices/locations, VSBA Academy Credit Points will NOT be awarded for any individual not registered)

Brochure: [Click Here](#)

Registration: Please reach out to your school division clerk to register for this event. For affiliate members, please reach out to Mrs. Kim Hodges for registration at khodges@vsba.org. (Registration for VSBA meetings is only open to VSBA members and affiliate members.)

***Due to contractual agreements, Dr. Marks' session will not be recorded

From: Ashley Ellis
To: Scott Ziegler
Subject: FW: [EXTERNAL] DRAFT Letter
Date: Wednesday, March 3, 2021 2:57:30 PM
Attachments: [Governor Letter.docx](#)
[image001.png](#)

Are you okay with Derek signing this letter from other athletic directors/supervisors? I am supportive and thought I should run it by you because it's going to the Governor.

Ashley F. Ellis, Ed.D.
Assistant Superintendent for Instruction
Loudoun County Public Schools

From: Derek Farrey <Derek.Farrey@lcps.org>
Sent: Wednesday, March 3, 2021 2:51 PM
To: Douglas Fulton <Douglas.Fulton@lcps.org>; Ashley Ellis <Ashley.Ellis@lcps.org>
Subject: FW: [EXTERNAL] DRAFT Letter

I want to support this letter and sign with Bill. Do I have your approval? Thoughts?



Derek Farrey, CAA
LCPS Athletic Supervisor
Loudoun County Public Schools
21000 Education Ct.
Ashburn, VA 20148
Email: Derek.Farrey@lcps.org
Direct Line: 571-252-1451

From: Curran, William <WGCurran@fcps.edu>
Sent: Wednesday, March 3, 2021 1:45 PM
To: Adam Otstot <aotstot@hcps.us>; Beth Mair <bmair@sbo.hampton.k12.va.us>; Curran, William <WGCurran@fcps.edu>; Billy Haun <bhaun@vhsl.org>; Danny Knott <dknott@mcps.org>; Debbie DeFranco <deborah.defranco@apsva.us>; Derek Farrey <Derek.Farrey@lcps.org>; Doug Hartley <dhartley@ycsd.york.va.us>; F. L. Slough <flslough@rcps.info>; Greg Troxell <gtroxell@augusta.k12.va.us>; Jay Thomas <jthomas@k12albemarle.org>; James B. Long II <James.Long@VBSchools.com>; Joe Tylus <joseph_tylus@ccpsnet.net>; John Carroll <jpcarrol@henrico.k12.va.us>; Reynolds, John <JReynolds@fcps.edu>; Keith Wolfe <kwolfe@spotsylvania.k12.va.us>; Kelly Gardner <gardnekm1@pwcs.edu>; Kevin Cole <kevin.cole@cpschools.com>; Marvin Wooten <mwooten@fccps.org>; Modell, Melody R. <MRModell@fcps.edu>; Mike Justice <justicemd@staffordschools.net>; Mike Nichols <michael.nichols@nn.k12.va.us>; Ron Leigh <ronaldleigh@spsk12.net>; Stefanie Ramsey <sramsey@rvaschools.net>; Steve Barnett <sbarnett@rcps.info>; Steve Suttmillier <ssuttmil@nps.k12.va.us>; Thomas Nichols <tnichols@staffordschools.net>; Tom Dolan <tdolan@vhsl.org>; Vincent Pugh <Vincent.Pugh@pps.k12.va.us>; David E. Rhodes

(David.Rhodes@VBSchools.com) <David.Rhodes@VBSchools.com>

Subject: [EXTERNAL] DRAFT Letter

Dear Colleagues,

I was holding out hope we would have some updated information this week regarding spectators so I am a little behind on this. I have attached a DRAFT letter for your review.

I would like to send this by Friday mid-day but that may be to ambitious given approvals that will be needed. I ask that we follow this schedule:

3:00 pm Thursday please send any comments, edits and feedback

11:00 am Friday share finalize letter for review and indicate support/timing on approval.

Before the end of the day Friday I will email everyone included here with an updated timeline based on the group.

Please let me know if you have any questions and do not hesitate to share your thoughts.

Bill

Bill Curran
Director
Activities and Athletics
Fairfax County Public Schools
Office - 571-423-1260
Cell - 703-932-1958

From: [Lisa Boland](#)
To: [Scott Ziegler](#)
Cc: [Lucia Sebastian](#); [Michelle Walker](#)
Subject: Board Update - FY21 Professional & Administrative Salary Scale Restructure
Date: Wednesday, March 3, 2021 3:21:56 PM
Attachments: [ProfandAdminScaleCompReview_03.04.21.pdf](#)
[Pro_Adm_Scale_Proposed_FY21_SB.pdf](#)
[FY21_Titles_3.14.2021.pdf](#)

Good afternoon,

I have attached the FY21 Professional & Administrative Salary Scale Market Study. This includes a recommendation for a scale restructure, the addition of several new salary lanes, and the renaming of levels in preparation for the Universal Salary Scale. The proposed new scale and title list are also attached for inclusion in tomorrow's School Board update. Salary changes proposed would be effective March 14, 2021.

Please let me know if there is anything else you need at this time.

Warm regards,

Lisa Boland

Lisa Boland

Director of Human Resources and Talent Development

(Support Services, Transportation, Central Office, Classification and Compensation, Leave and Disability)

Loudoun County Public Schools

21000 Education Court

Ashburn, VA 20148

Office: 571-252-1554

Email: Lisa.Boland@lcps.org

From: Alex Braley
To: Scott Ziegler
Subject: [EXTERNAL] Quick question
Date: Thursday, March 4, 2021 5:37:42 AM
Attachments: image001.png

Hi Dr. Scott,

I see from your LinkedIn that you have good experience in Learning and Development.

In the present environment, many learning teams at companies similar to Loudoun County Public Schools have struggled to provide cost effective training to remote workers while under budget and headcount constrains.

Because of this, they have shifted towards an employee generated learning approach in order to effectively support employee skill development.

Dr. Scott, are you open for a short 10-minute talk on this topic?

Thanks,

Alex Braley
T +13477081490
Easygenerator

*Easygenerator is rated **Hottest Authoring Tool** on Capterra*



We simplify and accelerate
your elearning development.



From: [Scott Ziegler](#)
To: [Ashley Ellis](#)
Subject: FW: [EXTERNAL] SUPT'S EMAILS: March 1, 2021
Date: Thursday, March 4, 2021 4:03:00 PM

Did we participate in the climate survey?

Scott Ziegler

From: Karen Dawson
Sent: Monday, March 1, 2021 4:53 PM
To: Ashley Ellis <Ashley.Ellis@lcps.org>; Asia Jones <Asia.Jones@lcps.org>; Beth Robinson <Elizabeth.Robinson@lcps.org>; Clark Bowers <Clark.Bowers@lcps.org>; Donna Smith <Donna.Smith@lcps.org>; Holland Yummit <Holland.Yummit@lcps.org>; John Lody <John.Lody@lcps.org>; Kevin Lewis <Kevin.Lewis@lcps.org>; Kimberly Goodlin <Kimberly.Goodlin@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; Lucia Sebastian <Lucia.Sebastian@lcps.org>; Mark Smith <Mark.Smith@lcps.org>; Patricia Nelson <Patricia.D.Nelson@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>; Stephen DeVita <Stephen.DeVita@lcps.org>; Superintendent's Cabinet - Executive Assistants <Superintendent'sCabinet-ExecutiveAssistants@lcps.org>
Subject: FW: [EXTERNAL] SUPT'S EMAILS: March 1, 2021

Please distribute to your department staff as appropriate. Thank you!

Karen M. Dawson
Executive Assistant
Superintendent's Office
Loudoun County Public Schools
21000 Education Court
Ashburn, Virginia 20148
571-252-1030

From: Virginia Department of Education <VDOE@public.govdelivery.com>
Sent: Monday, March 1, 2021 4:31 PM
To: Karen Dawson <Karen.Dawson@lcps.org>
Subject: [EXTERNAL] SUPT'S EMAILS: March 1, 2021

john banner



From: Joan Sahlgren
To: Scott Ziegler
Cc: Mark Smith
Subject: Communications: Progress on two subjects of note
Date: Wednesday, March 3, 2021 5:27:11 PM

Scott,

Just wanted to update you on the two subjects you gave me for "homework"!

Budget: I have met with Sharon, and have access to files/info to review. Mark and she helped me understand the comment process, and where talking points might come out of the answers her team is tasked with providing to BOS. And, where I can be helpful with any refinements in answers. In progress.

Equity: Lottie and I got to meet in person briefly in the building, and she has provided some useful info, and I do have access to the docs to review. I have begun reading up on the full materials available. In progress. Let's talk further about what you are looking for at this early stage when we can. I noted that you expressed an immediate need for initial, general language that begins to discuss and frame this effort in its future state in a more well-rounded way, perhaps as you get questions and need to express the fuller vision?

Last: Unsure how you like to receive communications so wanted to send a quick update on this for now. Let me know what is best.

Joan Sahlgren
Director of Communications & Community Engagement
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571-252-1040
Joan.Sahlgren@lcps.org

From: Byron Cross
To: Scott Ziegler; Lottie Spurlock; Traci Townsend; Amy Wheeler
Cc: Brenda Sheridan; Atoosa Reaser; Denise Corbo; Harris Mahedavi; John Beatty; Ian Serotkin; Jeff Morse; Beth Barts
Subject: Cultural Training
Date: Thursday, March 4, 2021 11:49:29 AM
Attachments: Cultural Training.docx

Good morning,

I am contacting you as a concerned employee, citizen and soon to be parent of LCPS.

Attached is a letter of how I feel about a recent cultural training course that I just participated in this past Tuesday. I'm also respectfully challenging the trainings that LCPS staff are currently in. I hope that it resonates or generates future discussions between us. I trust that this letter stays between among this group, as it has sensitive related topics.

Thanks,
Tanner

From: [Scott Ziegler](#)
To: [Mark Smith](#)
Subject: FW: Cultural Training
Date: Thursday, March 4, 2021 1:28:00 PM
Attachments: [Cultural Training.docx](#)

Received this "my best friend is black" email from an employee – not really thinking about a response other than "If you have concerns about a training, please see your principal."

Also interesting that he asks us to keep his views secret.

Thoughts?

Scott Ziegler

From: Byron Cross
Sent: Thursday, March 4, 2021 11:49 AM
To: Scott Ziegler <Scott.Ziegler@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; Traci Townsend <Traci.Townsend@lcps.org>; Amy Wheeler <Amy.Wheeler@lcps.org>
Cc: Brenda Sheridan <Brenda.Sheridan@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; John Beatty <John.Beatty@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; Beth Barts <Beth.Barts@lcps.org>
Subject: Cultural Training

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Thanks,
Tanner

Subject: FW: Cultural Training
Date: Thursday, March 4, 2021 1:26:01 PM
Attachments: [Cultural Training.docx](#)

Scott Ziegler

From: Byron Cross
Sent: Thursday, March 4, 2021 11:49 AM
To: Scott Ziegler <Scott.Ziegler@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; Traci Townsend <Traci.Townsend@lcps.org>; Amy Wheeler <Amy.Wheeler@lcps.org>
Cc: Brenda Sheridan <Brenda.Sheridan@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; John Beatty <John.Beatty@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; Beth Barts <Beth.Barts@lcps.org>
Subject: Cultural Training

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Thanks,
Tanner

From: [Mark Smith](#)
To: [Scott Ziegler](#)
Subject: Re: Cultural Training
Date: Thursday, March 4, 2021 1:48:48 PM
Attachments: [Outlook-22wuyxyv.png](#)

Interesting. Talking to his principal would be best! Maybe ask Lottie to respond?

I will share more the next time we chat.

Mark J. Smith, Ed.D.
Interim Chief of Staff
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Mark.Smith@lcps.org
 @SmithMarkUVA

From: Scott Ziegler <Scott.Ziegler@lcps.org>
Sent: Thursday, March 4, 2021 1:28 PM
To: Mark Smith <Mark.Smith@lcps.org>
Subject: FW: Cultural Training

Received this "my best friend is black" email from an employee – not really thinking about a response other than "If you have concerns about a training, please see your principal."

Also interesting that he asks us to keep his views secret.

Thoughts?

Scott Ziegler

From: Byron Cross
Sent: Thursday, March 4, 2021 11:49 AM
To: Scott Ziegler <Scott.Ziegler@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; Traci Townsend <Traci.Townsend@lcps.org>; Amy Wheeler <Amy.Wheeler@lcps.org>
Cc: Brenda Sheridan <Brenda.Sheridan@lcps.org>; Atoosa Reaser <Atoosa.Reaser@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; John Beatty <John.Beatty@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; Beth Barts <Beth.Barts@lcps.org>
Subject: Cultural Training


Good morning,

I am contacting you as a concerned employee, citizen and soon to be parent of LCPS.

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Thanks,
Tanner

From: Mark Smith
To: Scott Ziegler
Subject: Fw: [EXTERNAL] Incident at my children's elementary school
Date: Thursday, March 4, 2021 2:19:53 PM
Attachments: Outlook-maa45zxc.png

Mark J. Smith, Ed.D.
Interim Chief of Staff
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Mark.Smith@lcps.org
 @SmithMarkUVA

From: Jeff Morse <Jeff.Morse@lcps.org>
Sent: Thursday, March 4, 2021 1:41 PM
To: Wayde Byard <Wayde.Byard@lcps.org>; Mark Smith <Mark.Smith@lcps.org>
Subject: Fw: [EXTERNAL] Incident at my children's elementary school

Here is my email.

Sincerely,

Jeff

Jeff Morse
Dulles District Representative
Loudoun County School Board

Please note that correspondence with an elected official in the Commonwealth of Virginia is subject to FOIA laws

From: Jeff Morse <Jeff.Morse@lcps.org>
Sent: Wednesday, March 3, 2021 12:18 PM
To: John Leffler <jleffler007@gmail.com>; Michelle H. Leffler <mherseyleffler@gmail.com>
Subject: Fw: [EXTERNAL] Incident at my children's elementary school

John/Michele...as requested.

Sincerely,

Jeff

Jeff Morse
Dulles District Representative
Loudoun County School Board

Please note that correspondence with an elected official in the Commonwealth of Virginia is subject to FOIA laws

From: Amanda Lynch <amandalynch16@gmail.com>

Sent: Thursday, February 25, 2021 9:12 AM

To: Schoolboardemail <lcsb@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>

Subject: [EXTERNAL] Incident at my children's elementary school

To whom it may concern:

My name is Amanda Lynch, and I am a parent of three boys who attend Pinebrook Elementary School. I am writing because I want to make you aware of an incident that took place this past Monday, 2/22.

I was volunteering at the school in my capacity as PTA President. I, along with two of my fellow PTA board members, was standing on school property in front of the entrance to hand out staff appreciation gifts to the staff members. During the time I was there, Michele Leffler arrived. She had one of her daughters with her and was picking up her other daughter. As I have been instructed to do by multiple people at LCPS, I did not acknowledge Ms. Leffler, who has harassed and threatened me multiple times before. She walked up to the building, collected her other child, and then started to walk away. Then, she rounded on me and my two other volunteers, yelled at us for not acknowledging her, yelled at us for blocking her way in (when we did not) and then got into her car, and nearly hit my car on the way out while making an obscene gesture at us.

This is the second time Ms. Leffler has shown violent actions with her automobile to a PTA member. The first occurred in April of 2019.

I cannot sit idly by while her actions are ignored. While I have been told over and over again that no one takes her seriously, her appointment to the Equity Committee makes me question this. I have a book full of emails that she has sent to me that contain thinly veiled threats. She has accosted me on more than one occasion in person, but this time I do have two witnesses who saw everything. I believe she is a danger to our school. She has posted on social media about her access to firearms and over the past two years she has sent me emails telling me how this or that person or organization--including LCPS, MSAAC, and former superintendent Dr. Williams-- is coming for me, and witnessing her recklessness on Monday in front of her children--in front of a building where other children were present--really shook me.

I am bringing this to your attention because I feel very strongly this should not be ignored. I realize there may not be a lot that I can do, but I do feel at this point that what I have been doing (sitting and silently watching her escalate and escalate, while all the while continuing to attack and spread lies about me) is not something I can continue. I realize there are many ways your hands are tied as well, but at the same time I'm not going to pretend like this didn't happen.

I thank you for your time and consideration.

Best wishes,
Amanda Lynch

--

I have the honor to be your obedient servant,

A. Lynch

From: Debbie Henry on behalf of Ashley Ellis
To: Scott Ziegler
Cc: Michelle Walker; Ashley Ellis
Subject: School Board Updates for March 4, 2021
Date: Thursday, March 4, 2021 2:08:11 PM
Attachments: Ziegler Update 030421 (1).pdf

Dr. Ziegler and Michelle,
Please see attached for the SB update.
Thanks!

Ashley

Ashley F. Ellis, Ed.D.
Assistant Superintendent for Instruction
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
(571) 252-1300
@ashleyfellis

Below you will find a short synopsis of four Superintendent's Emails for Monday, March 1st with the separate files attached below.

1. Reminder for the 2021 Virginia School Survey of Climate and Working

Conditions: The Virginia Department of Education (VDOE) and the Virginia Department of Criminal Justice (DCJS) recently launched the 2021 Virginia School Survey of Climate and Working Conditions, per [Superintendent's Memo 242-20](#). While we face the ongoing challenge of maintaining operations during COVID-19, data from these surveys are critical to monitor and ensure all members of our educational community learn, work, interact and grow in healthy and positive environments. Please continue to support your school principals in their efforts to administer this survey.

2. Support Program for New Special Education Teachers: The VDOE's Department of Special Education and Student Services is pleased to announce the continuation of its support to new special education teachers in Virginia. This program supports first year special education teachers by providing training, resources and networking opportunities in partnership with the Council for Exceptional Children. To participate in this program, please register no later than March 19, 2021.

3. Required CARES Act CRF Quarterly Reporting Due March 26, 2021: School divisions and state agencies serving as local education agencies (state agency LEA) that received a Coronavirus Relief Fund payment last fall from the VDOE are required to report obligations and expenditures of CARES Act Coronavirus Relief Fund (CRF) on a quarterly basis. This email includes a link to the data collection form to be used for the required CRF quarterly reporting for the period of January 1, 2021, through March 31, 2021.

4. CARES Act GEER Funds Expenditure Transfers: The VDOE announced the availability of federal Coronavirus Aid, Relief, and Economic Security (CARES) Act Governor's Emergency Education Relief Fund (GEERF) allocations to Virginia higher education institutions via Superintendent's Memorandum on October 15, 2020. Now that public higher education institutions have received their appropriation from the Department of Budget and Planning, future reimbursement requests shall be fulfilled via a cash transfer from VDOE rather than an expenditure transaction processed through OMEGA.

- [03-01-21 CARES Act GEER Funds Expenditure Transfers.pdf](#)
- [03-01-21 Required CARES Act CRF Quarterly Reporting Due March 26, 2021.pdf](#)
- [03-01-21 Reminder for the 2021 Virginia School Survey of Climate and Working Conditions.pdf](#)
- [03-01-21 Support Program for New Special Education Teachers.pdf](#)

This service is provided to you at no charge by the [Virginia Department of Education](#).

Subject: FW: [EXTERNAL] VASS State Budget and Legislative Update February 26, 2021
Date: Thursday, March 4, 2021 2:50:22 PM
Attachments: [GenEd2021Feb25.html](#)
[GenEd2021bFeb26.html](#)
[HB1800 Conference Report.pdf](#)
[K12 Budget Conference Report Individual School Division Amounts.pdf](#)
[House Conference Briefing 2-26-2021.pdf](#)
[SB 1303 Final.pdf](#)

Scott Ziegler

From: Tom Smith <t.smith@vassonline.org>
Sent: Friday, February 26, 2021 3:02 PM
To: Ben Kiser <b.kiser@vassonline.org>; Andy Stamp <a.stamp@vassonline.org>; Liza Scallet <l.scallet@vassonline.org>; Fornash, Laura Worley <LFornash@mwcllc.com>
Subject: [EXTERNAL] VASS State Budget and Legislative Update February 26, 2021

Dear Superintendents,

Last night the General Assembly Conference Committee issued its report. I have attached a summary of the education related amendments, a presentation given today to the members of the House Appropriations Committee and individual school division amounts. The major components are as follow:

1. 5.0% Pay Increase, effective July 1, 2021 - Provides \$234.5 million GF in FY 2022 to provide state share of pay increase for SOQ-recognized instructional and support staff. To access funds, school divisions must provide at least a 2.0% salary increase over the biennium. Funding is prorated for school divisions providing increases between 2.0% and 5.0%. Note that this is different language from what was reported in the media.
2. Fully funds \$443.0 million in No Loss Payments
 - Protects school divisions from 3.5% decline in ADM forecast by ensuring no division loses state aid from amounts provided in Chapter 56, Special Session budget
 - Funded in-part with \$76.0 million in gray machine revenues
 - Cost to provide No Loss is \$70.6 million less than in Introduced budget, because Conference report provides an additional:
 - \$45.7 million from net impact of sales tax reforecast
 - \$30.0 million in additional Infrastructure & Operations Lottery Per Pupil payments
 - \$2.7 million for Governor's School & VPI participation rate adjustments
3. Additional School Counselors. Provides \$26.6 million GF in FY 2022 to provide one counselor per 325 students as provided in 2020 legislation
4. Additional Specialized Student Support Positions
 - Provides \$49.5 million GF in FY 2022 to fund three positions per 1,000 students as required by SB 1257
 - Positions include school nurses, school social workers, school psychologists, and behavioral analysts
5. Student Growth Assessments. Includes \$8.8 million NGF in FY 2022 from federal ESSER II funds to begin implementing a growth assessment system in fall 2021 as directed by HB 2027. Replaces grade 3-8 End-of-Year Standards of Learning assessment
6. Infrastructure & Operations Per Pupil Payments. Includes \$30.0 million GF to increase these payments to meet the House's goal to distribute 40% of lottery proceeds through these funds.
7. Learning Loss Supplemental Payments. Provides \$40.0 million GF in FY 2021 to support local efforts to address COVID-19 learning loss. May be used for extended school year, summer school, tutoring, remediation and recovery, counseling and student supports, certain facility modifications. Payments distributed based on state share of \$156.54 per free lunch eligible

student. Permits school divisions to carryover funds from FY 2021 to FY 2022. No local match required

8. Remediation and Recovery Grants. Includes \$30 million NGF in FY 2022 from federal ESSER II state set-aside to support competitive grants to support innovative COVID-19 learning loss programs aligned with best practices

These changes should be acted upon by the General Assembly tomorrow. They will then be sent to the Governor for his consideration. I always recommend that Superintendents wait for the VDOE calculator before making any changes to their school budgets or recommended school budgets. In addition to the budget information, I thought that I would update you on General Assembly action regarding bills that we have been highlighting over the past week.

1. **SB 1303 - Dunnavant** - Local school divisions; availability of virtual and in-person learning to all students. This bill has undergone major changes in the past week. It will require schools to open in person next Fall. There are other provisions that define how you can open and if you will have to provide virtual to families upon request. The bill provides a complicated framework for how schools should proceed. Thus, I have attached a copy of the bill as it passed both the House (88-Y,9-N) and the Senate (36-Y,3-N). These requirements will not change unless the Governor were to send down any amendments before the Reconvened Session in April. Let me know if you have any questions.
2. **HB 2027/SB 1357 - Coyner/Dunnavant** - **Standards of Learning assessments; reading and mathematics; grades three through eight; individual student growth.** Requires the Board of Education to establish, in lieu of a one-time end-of-year assessment and for the purpose of providing measures of individual student growth over the course of the school year, a through-year growth assessment system, aligned with the Standards of Learning, for the administration of reading and mathematics assessments in grades three through eight. The bill requires such through-year growth assessment system to include at least one beginning-of-year, one mid-year, and one end-of-year assessment in order to provide individual student growth scores over the course of the school year, provided that the total time scheduled for taking all such assessments shall not exceed 150 percent of the time scheduled for taking a single end-of-year proficiency assessment. The bill requires the Department of Education to ensure adequate training for teachers and principals on how to interpret and use student growth data from such assessments to improve reading and mathematics instruction in grades three through eight throughout the school year. The bill provides that with such funds and content as are available for such purpose, such through-year growth assessment system shall provide accurate measurement of a student's performance, through computer adaptive technology, using test items at, below, and above the student's grade level as necessary. The bill requires full implementation of such system no later than the 2022–2023 school year and partial implementation during the 2021–2022 school year consisting of one beginning-of-year assessment and one end-of-year assessment. This bill passed both the House and Senate without opposition. It is also included in the Budget Conference report.
3. **SB 1257 - McClellan** - SOQ; school board to provide at least three specialized student support positions. The bill modifies a school personnel requirement in Standard 2 of the Standards of Quality. It requires each school board to provide at least three specialized student support positions, including school social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions, per 1,000 students. This bill passed the House (63-Y,37-N) and should pass the Senate without opposition. It is included in the Budget Conference Report. The possibility of a fourth support position being funded was not included in the Budget Conference Report.
4. **HB 1823 - Askew** - Public schools, child day programs, and certain other programs; carbon monoxide detectors required. Requires each building that was built before 2015 and that houses any public school classroom for students, licensed child day program, or other program that serves preschool-age children to be equipped with at least one carbon monoxide detector. This bill passed both the House and Senate without little to no opposition. There is no state funding provided and it is an unfunded mandate.
5. **HB 2019 - McQuinn** - Public elementary and secondary schools; administration of undesignated stock albuterol inhalers. Requires each local school board to adopt and implement policies for the possession and administration of undesignated stock albuterol inhalers and valved holding chambers in every public school in the local school division, to be

administered by any school nurse, employee of the school board, employee of a local governing body, or employee of a local health department who is authorized by the local health director and trained in the administration of albuterol inhalers and valved holding chambers for any student believed in good faith to be in need of such medication. The bill requires the Department of Health, in conjunction with the Department of Education, to develop and implement policies for the administration of stock albuterol in public schools. The bill had its final passage in the House (86-Y,12-N) and Senate (37-Y,2-N). There is \$120,000 included in the Budget Conference Report. However, that is far short of the actual implementation costs to school divisions. It also has a very short implementation schedule.

All of the bills passed during this Session now will go to the Governor's desk either to be signed or possibly sent back with changes to be addressed during the Reconvened Session in April. I will be filing my final report in the next week once all bills have been updated. I have attached an updated listing as of today February 26, 2021. **There will be no conference call this Wednesday.** Please let me know if you have any questions or need any further assistance.

Thanks,

Tom

From: [Scott Ziegler](#)
To: [Sharon Willoughby](#)
Subject: FW: [EXTERNAL] VASS State Budget and Legislative Update February 26, 2021
Date: Thursday, March 4, 2021 2:50:00 PM
Attachments: [GenEd2021Feb25.html](#)
[GenEd2021bFeb26.html](#)
[HB1800 Conference Report.pdf](#)
[K12 Budget Conference Report Individual School Division Amounts.pdf](#)
[House Conference Briefing 2-26-2021.pdf](#)
[SB 1303 Final.pdf](#)

FYI – but, you probably already have this.

Scott Ziegler

From: Tom Smith <t.smith@vassonline.org>
Sent: Friday, February 26, 2021 3:02 PM
To: Ben Kiser <b.kiser@vassonline.org>; Andy Stamp <a.stamp@vassonline.org>; Liza Scallet <l.scallet@vassonline.org>; Fornash, Laura Worley <LFornash@mwcllc.com>
Subject: [EXTERNAL] VASS State Budget and Legislative Update February 26, 2021

Dear Superintendents,

Last night the General Assembly Conference Committee issued its report. I have attached a summary of the education related amendments, a presentation given today to the members of the House Appropriations Committee and individual school division amounts. The major components are as follow:

1. 5.0% Pay Increase, effective July 1, 2021 - Provides \$234.5 million GF in FY 2022 to provide state share of pay increase for SOQ-recognized instructional and support staff. To access funds, school divisions must provide at least a 2.0% salary increase over the biennium. Funding is prorated for school divisions providing increases between 2.0% and 5.0%. Note that this is different language from what was reported in the media.
2. Fully funds \$443.0 million in No Loss Payments
 - Protects school divisions from 3.5% decline in ADM forecast by ensuring no division loses state aid from amounts provided in Chapter 56, Special Session budget
 - Funded in-part with \$76.0 million in gray machine revenues
 - Cost to provide No Loss is \$70.6 million less than in Introduced budget, because Conference report provides an additional:
 - \$45.7 million from net impact of sales tax reforecast
 - \$30.0 million in additional Infrastructure & Operations Lottery Per Pupil payments
 - \$2.7 million for Governor's School & VPI participation rate adjustments
3. Additional School Counselors. Provides \$26.6 million GF in FY 2022 to provide one counselor per 325 students as provided in 2020 legislation
4. Additional Specialized Student Support Positions
 - Provides \$49.5 million GF in FY 2022 to fund three positions per 1,000 students as required by SB 1257
 - Positions include school nurses, school social workers, school psychologists, and behavioral analysts
5. Student Growth Assessments. Includes \$8.8 million NGF in FY 2022 from federal ESSER II funds to begin implementing a growth assessment system in fall 2021 as directed by HB 2027. Replaces grade 3-8 End-of-Year Standards of Learning assessment
6. Infrastructure & Operations Per Pupil Payments. Includes \$30.0 million GF to increase these payments to meet the House's goal to distribute 40% of lottery proceeds through these funds.
7. Learning Loss Supplemental Payments. Provides \$40.0 million GF in FY 2021 to support local efforts to address COVID-19 learning loss. May be used for extended school year, summer

school, tutoring, remediation and recovery, counseling and student supports, certain facility modifications. Payments distributed based on state share of \$156.54 per free lunch eligible student. Permits school divisions to carryover funds from FY 2021 to FY 2022. No local match required

8. Remediation and Recovery Grants. Includes \$30 million NGF in FY 2022 from federal ESSER II state set-aside to support competitive grants to support innovative COVID-19 learning loss programs aligned with best practices

These changes should be acted upon by the General Assembly tomorrow. They will then be sent to the Governor for his consideration. I always recommend that Superintendents wait for the VDOE calculator before making any changes to their school budgets or recommended school budgets. In addition to the budget information, I thought that I would update you on General Assembly action regarding bills that we have been highlighting over the past week.

1. **SB 1303** - Dunnavant - Local school divisions; availability of virtual and in-person learning to all students. This bill has undergone major changes in the past week. It will require schools to open in person next Fall. There are other provisions that define how you can open and if you will have to provide virtual to families upon request. The bill provides a complicated framework for how schools should proceed. Thus, I have attached a copy of the bill as it passed both the House (88-Y,9-N) and the Senate (36-Y,3-N). These requirements will not change unless the Governor were to send down any amendments before the Reconvened Session in April. Let me know if you have any questions.
2. **HB 2027** \ **SB 1357** - Coyner \ Dunnavant - **Standards of Learning assessments; reading and mathematics; grades three through eight; individual student growth.** Requires the Board of Education to establish, in lieu of a one-time end-of-year assessment and for the purpose of providing measures of individual student growth over the course of the school year, a through-year growth assessment system, aligned with the Standards of Learning, for the administration of reading and mathematics assessments in grades three through eight. The bill requires such through-year growth assessment system to include at least one beginning-of-year, one mid-year, and one end-of-year assessment in order to provide individual student growth scores over the course of the school year, provided that the total time scheduled for taking all such assessments shall not exceed 150 percent of the time scheduled for taking a single end-of-year proficiency assessment. The bill requires the Department of Education to ensure adequate training for teachers and principals on how to interpret and use student growth data from such assessments to improve reading and mathematics instruction in grades three through eight throughout the school year. The bill provides that with such funds and content as are available for such purpose, such through-year growth assessment system shall provide accurate measurement of a student's performance, through computer adaptive technology, using test items at, below, and above the student's grade level as necessary. The bill requires full implementation of such system no later than the 2022–2023 school year and partial implementation during the 2021–2022 school year consisting of one beginning-of-year assessment and one end-of-year assessment. This bill passed both the House and Senate without opposition. It is also included in the Budget Conference report.
3. **SB 1257** - McClellan - SOQ; school board to provide at least three specialized student support positions. The bill modifies a school personnel requirement in Standard 2 of the Standards of Quality. It requires each school board to provide at least three specialized student support positions, including school social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions, per 1,000 students. This bill passed the House (63-Y,37-N) and should pass the Senate without opposition. It is included in the Budget Conference Report. The possibility of a fourth support position being funded was not included in the Budget Conference Report.
4. **HB 1823** - Askew - Public schools, child day programs, and certain other programs; carbon monoxide detectors required. Requires each building that was built before 2015 and that houses any public school classroom for students, licensed child day program, or other program that serves preschool-age children to be equipped with at least one carbon monoxide detector. This bill passed both the House and Senate without little to no opposition. There is no state funding provided and it is an unfunded mandate.
5. **HB 2019** - McQuinn - Public elementary and secondary schools; administration of undesignated stock albuterol inhalers. Requires each local school board to adopt and

implement policies for the possession and administration of undesignated stock albuterol inhalers and valved holding chambers in every public school in the local school division, to be administered by any school nurse, employee of the school board, employee of a local governing body, or employee of a local health department who is authorized by the local health director and trained in the administration of albuterol inhalers and valved holding chambers for any student believed in good faith to be in need of such medication. The bill requires the Department of Health, in conjunction with the Department of Education, to develop and implement policies for the administration of stock albuterol in public schools. The bill had its final passage in the House (86-Y,12-N) and Senate (37-Y,2-N). There is \$120,000 included in the Budget Conference Report. However, that is far short of the actual implementation costs to school divisions. It also has a very short implementation schedule.

All of the bills passed during this Session now will go to the Governor's desk either to be signed or possibly sent back with changes to be addressed during the Reconvened Session in April. I will be filing my final report in the next week once all bills have been updated. I have attached an updated listing as of today February 26, 2021. **There will be no conference call this Wednesday.** Please let me know if you have any questions or need any further assistance.

Thanks,

Tom

From: Sandy Wachter
Subject: [EXTERNAL] Nominate your Colleagues for an AASPA Award and More!
Date: Wednesday, March 3, 2021 11:23:22 AM

Just a note to let you know that we have a few very important things happening at AASPA that we need you to be a part of.

AASPA Recognitions are an important way for you to recognize and elevate the amazing work being done by your district and colleagues. Check out the awards at <https://www.aaspa.org/awards-and-recognitions-> and nominate someone today! Award applications are due by May 1st.

In addition, AASPA Nominations - Are open through April 1st. Considering a position at the national level is a great way to highlight your dedication to bettering the world of human capital leadership on a national and international level. Check out the opportunities at <https://www.aaspa.org/news/executive-board-election-information>.

Finally, you won't want to miss the Diversity Equity and Inclusion Summit taking place April 22-23, 2021 in Orlando Florida! This two-day event is developed for those individuals who are seeking to increase their knowledge in the areas of leadership, recruitment, selection and retention of diverse individuals in PK-12. Participants will be able to select from sessions specific to recruitment as well as strategic leadership in human resource practices for diversity, equity and inclusion. To register and view the line-up of amazing presentations visit <https://www.aaspa.org/aaspa-deis>.

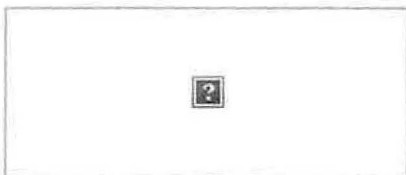
Please contact me at sandy@aaspa.org if you have questions on any of these opportunities.

Sandy Wachter, CMP

Director of Meetings and Events

American Association of School Personnel Administrators
7201 W 129th Street, Suite 220 – Overland Park, KS 66213
913.327.1222 Phone – 913.327.1223 Fax
sandy@aaspa.org – www.aaspa.org

Like us on [Facebook](#), follow us on [Twitter](#), and join our [LinkedIn](#) network!



From: [Katie Bennett](#)
To: [Scott Ziegler](#)
Subject: [EXTERNAL] Back to Work
Date: Wednesday, March 3, 2021 10:28:58 AM

Hi Scott,

After months of working from home, not working at all, or working with a splinter crew, we are being allowed to return to work. BUT, it is not going to be business as usual – at least for some time to come.

In addition to a list of suggestions for how workplaces – and people – can be made safer, we discuss the needs of the people themselves and offer some solutions as to how everyone can be made more comfortable.

This is the new normal. But, it too shall change – and managing change is one of the responsibilities of good leadership

Course Objectives:

- This course is designed to help staff and management deal with the necessary changes and emotional responses to those changes experienced by so many people.

Course Outline:

- Recognize many of the suggestions for staying safe.
- Explore local and State policies and procedures.
- Discover how elements in “change management” are required for integrating staff into the “new normal”.
- Identify the importance of being aware of and handling the emotional/psychological reactions of your staff.
- Discover that management has a huge responsibility in helping to allay these fears.
- Recognize some of the needs for working at home and managing those who work at home.

Topic: Back to Work: The New Normal

Date: 10th- March -2021, Wednesday

Time: 1 PM EST

Duration: 60 Minutes

Location: Live, interactive training on your computer

Includes helpful training materials!

REGISTER NOW

INSTRUCTOR:

Dr. ArLyne Diamond, is an internationally recognized Leadership, Management, Professional Development and O-D consultant specializing in people and processes in the workplace. Multifaceted, Dr. Diamond has extensive experience in a wide range of disciplines (business, education, management, marketing, business ownership, psychology - and some economics and law as well.)

Warm Regards

Katie Bennett

Training Manager

Tel No.: 1-888-844-8963

This email was sent by: **Greycompliance**
30 Wall Street, 8th Floor, New York, NY, 10005, USA

[Update Profile](#)

From: [CharacterStrong](#)
To: [Scott Ziegler](#)
Subject: [EXTERNAL] A Transformative Principals Conference
Date: Wednesday, March 3, 2021 9:52:52 AM

image



The Wallace Foundation recently released [results from a study](#) that stated above average principals result in almost 3 months of additional learning in Math and Science.

Too often busy administrators struggle to find time to develop and invest in their own leadership skills, but when 3 months of additional learning for our students is on the line, we have to **make and protect time** to develop and improve our leadership practices.

REGISTER NOW

Join us on March 16th & 17th

Transform your leadership practices with **low burden/high impact** strategies and a powerful leadership model that will allow you to **build influence** with your staff and students

LEARN MORE

"In the midst of challenges and stressful times, it is hard to remember to take care of yourself. This training was my first chance this year to focus on me and my leadership style. It was refreshing and healing, while making me look closely at what kind of leader I want to be. So worth it!" - Adrienne C., Principal TJHS

A Few Key Takeaways...

- A practical leadership model that drives everything you do
- Tools and strategies to navigate tough leadership situation
- Guidance on how to identify gaps and ways to close them
- Low burden & high impact tools to build influence with staff

REGISTER NOW

image



[Unsubscribe](#)

4227 South Meridian STE 694 Puyallup, Washington 98373 United States (888) 958-1396

From: Scott Ziegler
Bcc: Michelle.Walker@lcps.org
Subject: 886979a5-dc61-4080-943d-08ecfbc8affc
Date: Tuesday, March 2, 2021 5:50:25 PM

Good Afternoon Senior Staff:

The February 11, 2021 Senior Staff meeting has been rescheduled for March 11, 2021 from 10:00 to 11:30 a.m.

This will be the first session of differentiated learning modules for Senior Staff to be facilitated by VCU.

Topic: Equity and Culturally Responsive Leadership: Racial Equity: What's Race Got to Do With It? Dr. Cole and Dr. Stanley

Zoom Link: <https://vcu.zoom.us/j/97512491867?pwd=ZDE3MURPRHI2ajVrMitHR29WS2xxdz09>

Agenda

Please let me know if you have any questions.

Karen Dawson
Executive Assistant
Superintendent's Office
Loudoun County Public Schools
21000 Education Court
Ashburn, Virginia 20148
571-252-1030

From: Scott Ziegler
Bcc: Karen.Dawson@lcps.org; Annette.Slattery@lcps.org
Subject: 886979a5-dc61-4080-943d-08ecfbc8affc
Date: Tuesday, March 2, 2021 5:50:25 PM

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Agenda

Please let me know if you have any questions.

Karen Dawson
Executive Assistant
Superintendent's Office
Loudoun County Public Schools
21000 Education Court
Ashburn, Virginia 20148
571-252-1030

From: Ashley Ellis
To: Scott Ziegler
Subject: Read Across America Day has pivoted from Dr. Seuss, embraced diversity
Date: Tuesday, March 2, 2021 5:31:10 PM

We're mentioned in this article too.

<https://www.usatoday.com/story/news/education/2021/03/01/read-across-america-day-dr-seuss-diversity-racism/6878454002/>

Ashley F. Ellis, Ed.D
Assistant Superintendent for Instruction
Loudoun County Public Schools

From: Wayde Byard
To: Carter Bronson; Stephanie Knott; Denver Peschken; Scott Ziegler; LCPS-SUP-SCHOOLS
Subject: RE: [EXTERNAL] Read Across America Concern
Date: Tuesday, March 2, 2021 1:11:23 PM

Mr. Bronson,

LCPS is not "banning" or "canceling" Dr. Seuss.

Here is the statement LCPS released on Saturday:

Media Rumors Concerning LCPS and Dr. Seuss

During the past 24 hours, a media rumor is circulating that Loudoun County Public Schools (LCPS) has banned books written by Theodor Seuss Geisel (Dr. Seuss).

Dr. Seuss books have not been banned in Loudoun County Public Schools (LCPS). LCPS believes this rumor started because March 2 is "Read Across America Day." Schools in LCPS, and across the country, have historically connected Read Across America Day with Dr. Seuss' birthday. Research in recent years has revealed strong racial undertones in many books written/illustrated by Dr. Seuss. Examples include anti-Japanese American political cartoons and cartoons depicting African Americans for sale captioned with offensive language. Given this research, and LCPS' focus on equity and culturally responsive instruction, LCPS provided this guidance to schools during the past couple of years to not connect Read Across America Day exclusively with Dr. Seuss' birthday. We continue to encourage our young readers to read all types of books that are inclusive, diverse and reflective of our student community, not simply celebrate Dr. Seuss. Dr. Seuss books have not been banned and are available to students in our libraries and classrooms, however, Dr. Seuss and his books are no longer the emphasis of Read Across America Day in Loudoun County Public Schools.

Wayde B. Byard

Public Information Officer

Loudoun County Public Schools

21000 Education Court

Ashburn, VA 20148

571-252-1040

Wayde.Byard@lcps.org

From: Carter Bronson <cartercb47@gmail.com>

Sent: Tuesday, March 2, 2021 1:05 PM

To: Wayde Byard <Wayde.Byard@lcps.org>; Stephanie Knott <Stephanie.Knott@lcps.org>; Denver Peschken <Denver.Peschken@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>; LCPS-SUP-SCHOOLS <Schools@lcps.org>

Subject: [EXTERNAL] Read Across America Concern

Greetings,

This correspondence regards "Read Across America" Day. It is very concerning how LCPS has succumbed to the "cancel culture" prevalent in our society today. Read Across America Day is traditionally associated with Dr. Seuss's novels. There is nothing wrong with encouraging and celebrating diversity in novels and literature, but this action against works of this author is unwarranted. There are countless past evils and wrongdoings in the collective

history of humanity. Why are some folks obsessed with being offended by everything and everybody (Mr. Potato Head was also cancelled... Teachers and parents who were raised with and share the works of Dr. Seuss with their students and offspring are not...(the R word).

To that end, why is LCPS "banning", "discouraging", "de-emphasizing", "canceling", etc. novels of the late Dr. Seuss? Nobody should be shamed for reading, enjoying, and celebrating this author and his works.

Respectfully,

From: Carter Bronson
To: Wayde Byard; Stephanie Knott; Denver Peschken; Scott Ziegler; LCPS-SUP-SCHOOLS
Subject: [EXTERNAL] Read Across America Concern
Date: Tuesday, March 2, 2021 1:05:01 PM

Greetings,

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To that end, why is LCPS "banning", "discouraging", "de-emphasizing", "canceling", etc. novels of the late Dr. Seuss? Nobody should be shamed for reading, enjoying, and celebrating this author and his works.

Respectfully,

From: [Ashley Ellis](#)
To: [Scott Ziegler](#)
Subject: Seuss resources
Date: Tuesday, March 2, 2021 12:38:06 PM
Attachments: [Read Across America Research.docx](#)

Ashley F. Ellis, Ed.D.
Assistant Superintendent for Instruction
Loudoun County Public Schools

From: Rae Mitchell <Rae.Mitchell@lcps.org>
Sent: Monday, March 1, 2021 5:23 PM
To: Ashley Ellis <Ashley.Ellis@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>
Cc: Wayde Byard <Wayde.Byard@lcps.org>
Subject: RE: [EXTERNAL] [GovQA] Activity Assignment on Request R000261-030121 - 704

Good Afternoon-

Wayde, Lottie and I connected again and I have added a couple of additional links as well as excerpts from some of the articles regarding the racial undertones of Dr. Seuss' work. I have re-attached the Word document with those updates.

I hope this helps.

Thanks,

Rae H. Mitchell
Director of Elementary Education
[Loudoun County Public Schools](#)
21000 Education Court
Ashburn, VA 20148

From: Scott Ziegler
To: Michelle Walker
Subject: Advisory Group 1 and 2
Date: Tuesday, March 2, 2021 12:14:00 PM
Attachments: Group 1 Poll answers .msg
gROUP 2.msg

I'll call you about these emails.

From: [Ashley Ellis](#)
To: [Scott Ziegler](#)
Subject: RE: [EXTERNAL] SUPT'S EMAILS: March 1, 2021
Date: Friday, March 5, 2021 8:54:01 AM

Yes, we participate in this survey each year it is administered. The Research Office takes the lead. Speaking of, prior to COVID, we had administered a division leadership survey to all of central office staff and principals to gather feedback on each department. We didn't do it last year, and Ryan was wondering if we should do it this spring. I'm certainly open to it if you are.

Ashley F. Ellis, Ed.D.
Assistant Superintendent for Instruction
Loudoun County Public Schools

From: Scott Ziegler <Scott.Ziegler@lcps.org>
Sent: Thursday, March 4, 2021 4:03 PM
To: Ashley Ellis <Ashley.Ellis@lcps.org>
Subject: FW: [EXTERNAL] SUPT'S EMAILS: March 1, 2021

Did we participate in the climate survey?

Scott Ziegler

From: Karen Dawson
Sent: Monday, March 1, 2021 4:53 PM
To: Ashley Ellis <Ashley.Ellis@lcps.org>; Asia Jones <Asia.Jones@lcps.org>; Beth Robinson <Elizabeth.Robinson@lcps.org>; Clark Bowers <Clark.Bowers@lcps.org>; Donna Smith <Donna.Smith@lcps.org>; Holland Yummit <Holland.Yummit@lcps.org>; John Lody <John.Lody@lcps.org>; Kevin Lewis <Kevin.Lewis@lcps.org>; Kimberly Goodlin <Kimberly.Goodlin@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; Lucia Sebastian <Lucia.Sebastian@lcps.org>; Mark Smith <Mark.Smith@lcps.org>; Patricia Nelson <Patricia.D.Nelson@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>; Stephen DeVita <Stephen.DeVita@lcps.org>; Superintendent's Cabinet - Executive Assistants <Superintendent'sCabinet-ExecutiveAssistants@lcps.org>
Subject: FW: [EXTERNAL] SUPT'S EMAILS: March 1, 2021

Please distribute to your department staff as appropriate. Thank you!

Karen M. Dawson
Executive Assistant
Superintendent's Office
Loudoun County Public Schools
21000 Education Court
Ashburn, Virginia 20148
571-252-1030

From: Virginia Department of Education <VDOE@public.govdelivery.com>

Sent: Monday, March 1, 2021 4:31 PM

To: Karen Dawson <Karen.Dawson@lcps.org>

Subject: [EXTERNAL] SUPT'S EMAILS: March 1, 2021

john banner



Below you will find a short synopsis of four Superintendent's Emails for Monday, March 1st with the separate files attached below.

1. Reminder for the 2021 Virginia School Survey of Climate and Working

Conditions: The Virginia Department of Education (VDOE) and the Virginia Department of Criminal Justice (DCJS) recently launched the 2021 Virginia School Survey of Climate and Working Conditions, per [Superintendent's Memo 242-20](#). While we face the ongoing challenge of maintaining operations during COVID-19, data from these surveys are critical to monitor and ensure all members of our educational community learn, work, interact and grow in healthy and positive environments. Please continue to support your school principals in their efforts to administer this survey.

2. Support Program for New Special Education Teachers: The VDOE's Department of Special Education and Student Services is pleased to announce the continuation of its support to new special education teachers in Virginia. This program supports first year special education teachers by providing training, resources and networking opportunities in partnership with the Council for Exceptional Children. To participate in this program, please register no later than March 19, 2021.

3. Required CARES Act CRF Quarterly Reporting Due March 26, 2021: School divisions and state agencies serving as local education agencies (state agency LEA) that received a Coronavirus Relief Fund payment last fall from the VDOE are required to report obligations and expenditures of CARES Act Coronavirus Relief Fund (CRF) on a quarterly basis. This email includes a link to the data collection form to be used for the required CRF quarterly reporting for the period of January 1, 2021, through March 31, 2021.

4. CARES Act GEER Funds Expenditure Transfers: The VDOE announced the availability of federal Coronavirus Aid, Relief, and Economic Security (CARES) Act Governor's Emergency Education Relief Fund (GEERF) allocations to Virginia higher education institutions via Superintendent's Memorandum on October 15, 2020. Now that public higher education institutions have received their appropriation from the Department of Budget and Planning, future reimbursement requests shall be fulfilled via a cash transfer from VDOE rather than an expenditure transaction processed through OMEGA.

- [03-01-21 CARES Act GEER Funds Expenditure Transfers.pdf](#)
- [03-01-21 Required CARES Act CRF Quarterly Reporting Due March 26, 2021.pdf](#)
- [03-01-21 Reminder for the 2021 Virginia School Survey of Climate and Working Conditions.pdf](#)

- 03-01-21 Support Program for New Special Education Teachers.pdf
-

This service is provided to you at no charge by the Virginia Department of Education.

This email was sent to karen.dawson@lcps.org using GovDelivery Communications Cloud on behalf of: Virginia Department of Education • James Monroe Building • 101 N. 14th Street • Richmond, VA 23219

From: Jonno White
To: Scott Ziegler
Subject: [EXTERNAL] Re: Interview on Leadership
Date: Friday, March 5, 2021 2:32:54 AM

Hi Scott,

Following up to see when you think you'll be able to get the 7 questions for CEOs and executives of large enterprises back to me?

<https://www.surveymonkey.com/r/7questionsceosexecslargeenterprises>

Cheers!

Jonno

On Saturday, February 20, 2021 at 8:08 AM, Jonno White <jonno@consultclarity.org> wrote:
Hi Scott,

Thanks so much for being involved in this interview about leading a large enterprise. Once I turn your answers into a blog, it will be posted on the CEOs and Executives of Large Enterprises LinkedIn group. Please feel free to join if you haven't already done so.

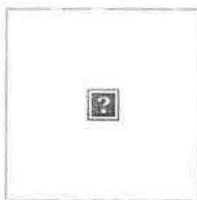
Here's an example of what the interview will look like - Nzinga Shaw, Global Chief Inclusion & Diversity Officer at Starbucks Coffee Company in Seattle.

Here's the link to the 7 questions for you to fill out.

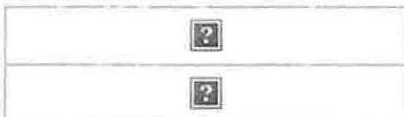
Feel free to let me know if you have any questions!

Cheers,

Jonno



Jonno White
Founder and Principal Consultant
+61481 829 906



Building leadership capacity in large enterprises

Safe space | Deep work | Transformation

- Leadership coaching
- Offsites for boards and executive teams
- Keynotes and workshops for conferences and staff teams

- *Employee wellbeing and customer satisfaction surveys*



From: [John Leffler](#)
To: [Paul Thiessen](#); [Scott Ziegler](#)
Cc: [Mark Smith](#); [Wayde Byard](#); [Michelle H. Leffler](#)
Subject: [EXTERNAL] Concerns regarding leadership within Pinebrook Elementary School
Date: Thursday, March 4, 2021 10:36:11 PM
Attachments: [Pinebrook PTA president email.docx](#)
[2530 Board-Staff Communications.pdf](#)

Good evening Mr. Thiessen, Dr. Ziegler

I was appalled when I read the attached email sent by the Pinebrook Elementary School PTA president Amanda Lynch. The email was sent to every school board member and yourself Dr. Ziegler, by Ms. Lynch identifying herself as the PTA President acting in her capacity as the President when this perceived "incident" occurred on school grounds. I personally find the email offensive, defamatory, full of false accusations, statements, and events.

Mr. Thiessen, during our meeting Wednesday morning (prior to me seeing the attached email) you seemed to allude that as a citizen Ms. Lynch has a right to contact the school board. I wholeheartedly agree that every citizen has the right to contact the school board. I would assume there is also an expectation that as a school volunteer she follows the same policies and procedures that apply to staff regarding board-staff communications when representing herself in the capacity as PTA President. I would also assume that as the leader of the PTA of Pinebrook, the school would expect her to follow LCPS established policies and procedures regarding professional conduct, incident reporting, and chain of command. When unenforced it certainly appears as if a parent volunteer is overseeing the school.

As a citizen of Loudoun County for 17 years with two children in Pinebrook Elementary School I expect a much higher standard of professionalism from leadership within the school. I do not see how LCPS and Pinebrook school leadership can condone, or deem acceptable, this type of behavior from a person with a senior volunteer leadership position representing Pinebrook. As I stated to you back in October 2019, there is an extremely passive aggressive and retaliatory culture within the PTA leadership starting with Ms. Lynch. It has only become worse leading up to this email she sent to the entire school board.

I would like to know how this perceived incident was reported by Ms. Lynch to administration and what type of investigation was done by Loudoun County Schools and Pinebrook prior to her sending the email dated 2/25/21 to the school board. I suspect there was none. I also expect accountability. The email Ms. Lynch sent is the breaking point of my tolerance of this culture at Pinebrook, so therefore it is my expectation an immediate suspension of Ms. Lynch's roles and responsibilities as the PTA president representing Pinebrook Elementary School be implemented. There is obviously a systemic issue when Michele continues to state that she is intimidated to go to Pinebrook Elementary School, my children's elementary school, because of the retaliatory culture stemming from PTA leadership.

In addition, I do request as mandated by FOIA a copy of the security footage from the camera located at the school main entrance between the hours of 12 and 2:30 p.m. on February 22, 2021. I understand the security footage is retained for a limited time (30 days) so if there is a more formal process please advise. I will also follow up with a formal complaint in the LCPS website as required by LCPS protocol.

I can typically be reached at my home number (703) 327-5330 to further discuss my concerns.

Regards,

John Leffler

From: [Workflow Mailer](#)
To: [Scott Ziegler](#)
Subject: Action Required: Invoice NOV-JAN 1of2 from THE EQUITY COLLABORATIVE LLC requires your approval for GL date 02/01/2021
Date: Friday, March 5, 2021 10:44:32 AM
Attachments: [Notification Detail.html](#)
[The Equity Collaborative Invoice 1 of 1 1.27.21.pdf](#)

From ☐ Walker, Michelle Supplier Name ☐ THE EQUITY COLLABORATIVE LLC
 To ☐ Ziegler, Scott Invoice Number ☐ NOV-JAN 1of2
 Sent ☐ 03/05/2021 10:39:52 Invoice Date ☐ 01/27/2021 00:00:00
 Due ☐ 03/10/2021 10:39:52 Invoice Description ☐ Equity Leadership Cohort Meetings
 ID ☐ 15831214 Invoice Total ☐ 26000

Amount Summary

Line Type	Amount
Item	26,000.00


Invoice Lines

Description	PO Number	Quantity Invoiced	UOM	Unit Price	Amount
Equity Leadership Cohort Meetings					26,000.00

Action History

Num	Action Date	Action	From	To	Details
1	03/05/2021 10:39:52	Submit	Walker, Michelle	Ziegler, Scott	

Related Applications

 [View Additional Invoice Details](#)

Please click on one of the following choices to automatically generate an E-mail response. Before sending the E-mail response to close this notification, ensure all response prompts include a desired response value within quotes.

RESULT

RESULT: [Approve](#) [Reject](#) [Request Information](#)

Warning: Do not forward this email

From: Scott Ziegler
Bcc: Michelle.Walker@lcps.org
Subject: 886979a5-dc61-4080-943d-08ecfbc8affc
Date: Friday, March 5, 2021 10:19:09 AM

Good Afternoon Senior Staff:

The February 11, 2021 Senior Staff meeting has been rescheduled for March 11, 2021 from 10:00 to 11:30 a.m.

This will be the first session of differentiated learning modules for Senior Staff to be facilitated by VCU.

Topic: Equity and Culturally Responsive Leadership: Racial Equity: What's Race Got to Do With It? Dr. Cole and Dr. Stanley

Zoom Link: <https://vcu.zoom.us/j/97512491867?pwd=ZDE3MURPRHI2ajVrMitHR29WS2xxdz09>

Agenda

Please let me know if you have any questions.

Karen Dawson
Executive Assistant
Superintendent's Office
Loudoun County Public Schools
21000 Education Court
Ashburn, Virginia 20148
571-252-1030

From: Scott Ziegler
Bcc: Karen.Dawson@lcps.org; Annette.Slattery@lcps.org
Subject: 886979a5-dc61-4080-943d-08ecfbc8affc
Date: Friday, March 5, 2021 10:19:09 AM

Good Afternoon Senior Staff:

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Zoom Link: <https://vcu.zoom.us/j/97512491867?pwd=ZDE3MURPRHI2ajVrMitHR29WS2xxdz09>

Agenda

Please let me know if you have any questions.

Karen Dawson
Executive Assistant
Superintendent's Office
Loudoun County Public Schools
21000 Education Court
Ashburn, Virginia 20148
571-252-1030

From: Katie Rediger
To: Kelly Freiheit
Cc: ACramp@mcpsva.org; Ashley Ellis; brian.stockton@apsva.us; bridget.loft@apsva.us; McDade, Bruce; Carrie.Dorsey@fairfaxva.gov; ciarocam@pwcs.edu; cynthia.johnson@apsva.us; Lynmara Colon; Wilson, Diego; Elizabeth Hoover; Eric Williams; francisco.duran@apsva.us; Rita E. Goss; Gregory C. Hutchings Jr.; jcrites@acps.k12.va.us; Allen, Jeannette; Jennifer.braswell@mpark.net; jennifer.kiernan@mpark.net; Platenberg, Jeffrey; Julia A. Burgos; Kevin Lewis; KKeegan@mcpsva.org; kmichael@fccps.org; KNewman@mcpsva.org; Saunders, Melissa; Neil Slevin; patricia.waldron@acps.k12.va.us; Pajardo, Phyllis; Peter Noonan; Baenig, Rebecca G; Rebecca Sharp; sandra.hardeman@acps.k12.va.us; Scott Ziegler; Presidio, Sloan; Brabrand, Scott S; Stephen M. Wilkins; Terri Mozingo; WALTSSL@pwcs.edu; wbates@fccps.org; Anthony Kim; Megan Huneck; Natalie Hall; Ben Politzer; Natalie Woods; King, Nardos E
Subject: [EXTERNAL] Re: See you at the Northern Virginia Collaborative today!
Date: Friday, March 5, 2021 3:31:32 PM
Attachments: Screen Shot 2021-01-22 at 7.32.12 PM.png
Screen Shot 2021-02-17 at 8.48.51 PM.png

Happy Friday!

Thank you again for letting me join yesterday's conversation, I very much enjoyed it! I was reminded today of an upcoming webinar around redesigning the hiring process to reflect the impact of Covid and remote learning, as well as the need for it to become more inclusive and equitable. I thought of ya'll and our discussion from yesterday about facilitating hiring conversations with your teams that go "beyond the numbers" to ensure we are hiring teachers for their unique talents and perspectives and not to fill a quota, so wanted to pass along the details in case it was of interest.

Have a wonderful weekend!

Katie
Katie Rediger, MPH
Partner
kaitlyn@edelements.com | 571-970-7585

On Thu, Mar 4, 2021 at 8:06 AM Kelly Freiheit <kelly@edelements.com> wrote:
Good morning Northern Virginia leaders,

It's almost been a whole month since we last connected due to the snow storm we all experienced two weeks ago. Our team is looking forward to reconnecting, sharing and sparking new ideas around reimagining what a data culture could look like within your district. The EE marketing team must have heard our "call to action" because they just released our new data culture guide, *For Good Measure: A Guide for Building Strong Data Culture in Schools* this past week. We encourage you to check it out!

Resources for today:

- [Agenda](#) (where we will take notes)
- [Slides](#)
- [Zoom link](#)

Look forward to seeing each of you today at 4 PM!

Kelly, Katie, Megan, and Natalie (... in spirit)

P.S. Baby Amelia has been spending the sunny days this week at the park with her grandma. Look at those giggles! :)



Kelly Freiheit | Partner
Education Elements, Inc.
kelly@edelements.com | 703.963.8112



Register for the series by [clicking here!](#)

On Thu, Feb 18, 2021 at 7:02 AM Kelly Freiheit <kelly@edelements.com> wrote:
Good morning Northern Virginia leaders,

Our team is looking forward to the discussion later today during our Northern Virginia Collaborative time starting at 4:00 PM. In conversations with districts over the last week, we're noticing a trend of leaders discussing how to consider reimagining what a data culture can look like within their district. We wanted to share a few trends we're seeing nationally and allow this to be a space where we can share practices. In addition, we'd love to leave the space open to any other discussion points you and your team would like to

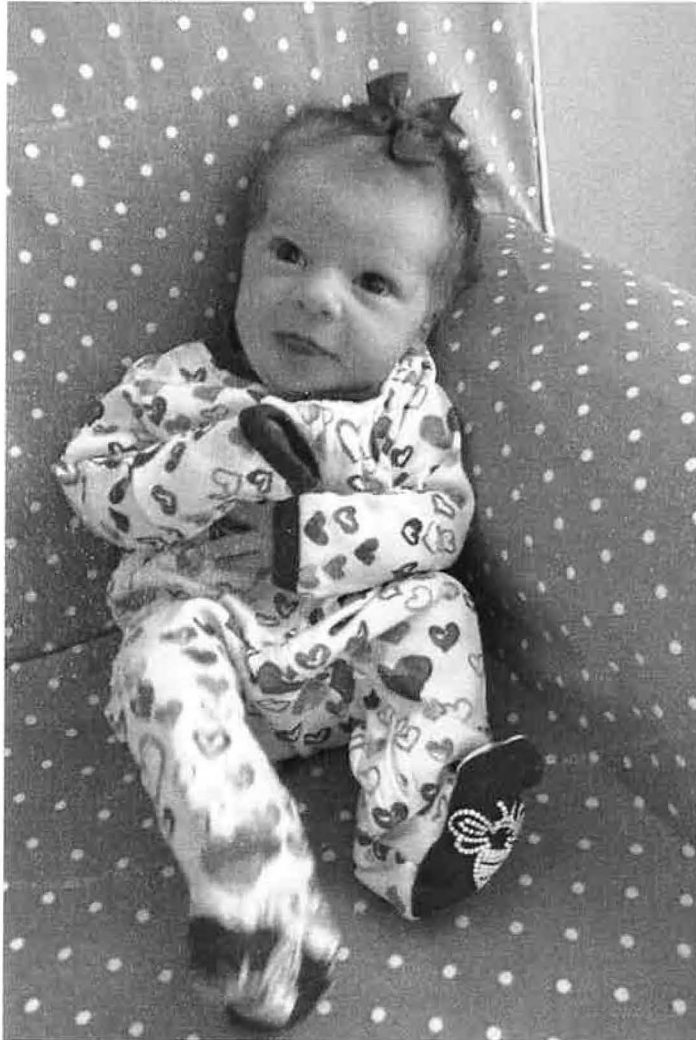
bring to the table.

Resources for today:

- [Agenda](#) (where we will take notes)
- [Slides](#)
- [Zoom link](#)

We look forward to seeing you at 4:00 PM. If you are unable to attend but want to send someone in your place, just let us know. As always, join if you can, and we will send a follow up sharing what we discussed.

P.S. We wanted to share this week's edition of Natalie's baby girl, Amelia, who is all dressed up for Valentine's Day.



Kelly Freiheit | Partner
Education Elements, Inc.
kelly@edelements.com | 703.963.8112



Register for the series by [clicking here!](#)

On Thu, Feb 4, 2021 at 6:07 AM Kelly Freiheit <kelly@edelements.com> wrote:

Good morning,

We are looking forward to reconnecting with each of you this afternoon. As a follow-up from our conversation on January 21st, we decided we wanted to spend more time discussing how we might collectively work together to address recruiting teachers to the region and addressing components of recruitment and retention. Our team has put together a process to begin to prioritize efforts. In addition, we will open the space up to discuss whatever is on your leadership mind right now. We recognize there's a lot going on within the community currently.

Resources for today:

- [Agenda](#) (where we will take notes)
- [Slides](#)
- [Zoom link](#)

Talk soon,

Kelly, Jason, Megan and Natalie (... in spirit)

Kelly Freiheit | Partner
Education Elements, Inc.
kelly@edelements.com | 703.963.8112



Register for the series by [clicking here!](#)

On Fri, Jan 22, 2021 at 7:33 PM Kelly Freiheit <kelly@edelements.com> wrote:

Happy Friday, Northern Virginia Collaborative!

We're excited to share that Natalie Woods officially had her baby girl, Amelia Marie Woods, yesterday! Our team shared the good news on the call yesterday. Everyone is healthy and happy!

Those that were able to join the conversation yesterday, we discussed the headlines we are seeing nationally around the fear and anxiety that's impacting our teachers. Through our time together, we were

able to share concrete strategies that are working for districts to address this need. As a collective group, we decided we wanted to spend more time next time discussing how we might collectively work together to address recruiting teachers to the region and addressing components of recruitment and retention.

If you and/or other teammates are interested in learning more about the ways districts are approaching their strategic plans after this past year -- we encourage you to sign-up for the [free mini-conference](#) happening next week **on January 28th**. We'd highly recommend you registering so you can receive the recordings afterwards -- even if you can only join for a portion of it.

Talk soon!

Kelly, Megan, Jason, and Natalie (... in spirit)



Kelly Freiheit | Partner
Education Elements, Inc.
kelly@edelements.com | 703.963.8112



Register for the series by [clicking here!](#)

On Thu, Jan 21, 2021 at 9:28 AM Kelly Freiheit <kelly@edelements.com> wrote:
Good morning NOVA Collab,

We are looking forward to reconnecting with each of you this afternoon. As a follow-up from our conversation on January 7th, our team has reviewed the needs you shared with our team last time around discussing how we communicate and support teachers when fear and anxiety is high. The Education Elements team wanted to respond to this need and we've put together some resources to spark conversation today. As always, we want to give you the space to share and then move onto any other topic that makes the most sense to discuss based on what's top of mind for you and your leaders.

Resources for today:

- [Agenda](#) (where we will take notes)
- [Slides](#)
- [Zoom link](#)

Talk soon,
Kelly, Megan, and Natalie (... in spirit on maternity leave)

Kelly Freiheit | Partner
Education Elements, Inc.
kelly@edelements.com | 703.963.8112



Register for the series by [clicking here!](#)

On Fri, Jan 8, 2021 at 7:53 AM Kelly Freiheit <kelly@edelements.com> wrote:
Good morning Northern Virginia Collaborative,

Our team continues to think about each of you after this week's events in DC. Natalie shared a bank of resources in the email yesterday that we'd encourage you to check out: bit.ly/EducatorCrisisResources.

Thank you for your resilience and for showing up for your community each and every day! Natalie, Megan, and I believe we made the right choice in keeping the collaborative chat yesterday based on the reactions from those that were able to attend. We hope to continue to create a space where you can show up as your whole self and provide insight and seek support/guidance from others. If you weren't able to join the conversation yesterday, we'd encourage you to check out the [slides](#). Those leaders who were able to attend shared in the check out question that they'd be bringing back the idea of:

- Leveraging a check-in question to address how people are showing up to a meeting right now and then at the end of the meeting checking back in
- Co-facilitating focus groups alongside of School Board members, community members so that they could build a stronger understanding of what's going on + the perception of being partners in the work
- Importance of loud voices being "healthy voices" to the conversation

Lastly, our team wanted to share an upcoming opportunity that will be taking place at the end of the month. We will be hosting a free, virtual [Strategic Planning Mini Conference](#) which is not your traditional all day virtual conference. During this learning experience, leaders will have a series of

short, focused learning opportunities to explore the different stages of Strategic Planning. Most importantly, the leaders who sign-up will be able to choose a pathway based on their needs and interests. Sign-up!

We will be coming back together next on January 21st at 4:00 PM.

Take care of yourself and have a restful weekend,

Kelly, Natalie, Megan and the EE Team

Kelly Freiheit | Partner
Education Elements, Inc.
kelly@edelements.com | 703.963.8112



Register for the series by [clicking here!](#)

On Thu, Jan 7, 2021 at 1:55 PM Natalie Woods <natalie@edelements.com> wrote:
Good Afternoon NOVA Collab,

We have been thinking of you all today as we are navigating the recent events at the Capitol. We are still going to hold our collaborative chat this afternoon and we will start off with asking you all what you need most today. We thought we could share how our team responded both internally and externally, give you all space to share and then move onto our topic of communicating with stakeholders, if that feels right. If you have not seen this resource yet, our team compiled resources that may be helpful for leaders and teachers in your district: bit.ly/EducatorCrisisResources. Feel free to share with anyone you believe would benefit.

Resources for today:

- [Agenda](#) - where we will capture notes
- [Slides](#)
- [Zoom Link](#)

We look forward to seeing you at 4:00 PM. If you are unable to attend but want to send someone in your place, just let us know. As always, join if you can, and we will send a follow up sharing what we discussed.

Natalie and Kelly

Natalie Woods | Associate Partner
Education Elements, Inc.
natalie@edelements.com | [@NatalieWoodsEE](#) | 314.494.2811



From: Scott Ziegler
Bcc: Karen.Dawson@lcps.org; Annette.Slattery@lcps.org
Subject: 886979a5-dc61-4080-943d-08ecfbc8affc
Date: Friday, March 5, 2021 4:22:56 PM

Good Afternoon Senior Staff:

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Topic: Equity and Culturally Responsive Leadership: Racial Equity: What's Race Got to Do With It? Dr. Cole and Dr. Stanley

Zoom Link: <https://vcu.zoom.us/j/97512491867?pwd=ZDE3MURPRHI2ajVrMitHR29WS2xxdz09>

Agenda

Please let me know if you have any questions.

Karen Dawson
Executive Assistant
Superintendent's Office
Loudoun County Public Schools
21000 Education Court
Ashburn, Virginia 20148
571-252-1030

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Bcc: Michelle.Walker@lcps.org
Subject: 886979a5-dc61-4080-943d-08ecfbc8affc
Date: Friday, March 5, 2021 4:22:56 PM

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Agenda

Please let me know if you have any questions.

Karen Dawson
Executive Assistant
Superintendent's Office
Loudoun County Public Schools
21000 Education Court
Ashburn, Virginia 20148
571-252-1030

From: LCPS-PER-JOB POSTINGS
To: ALL LCPS STAFF
Subject: LCPS Administrative Vacancies
Date: Friday, March 5, 2021 4:30:35 PM

The Administrative Vacancies below are currently advertised.

A message to internal applicants: LCPS employees who wish to apply to a current vacancy must use the internal job board to submit an application. To access the internal job board, click [here](#) and log in to your Oracle employee account. Click on the "LCPS IRC Employee Candidate" link, then click on "Employee Candidate" option to access the Recruitment home page.

Principal, Alternative School
Department of Instruction
IRC29619

Supervisor, Safety & Security (Training)
Safety & Security
IRC29625

Recruiter (Anticipated)
Department of Human Resources and Talent Development
IRC29610

Department of Human Resources and Talent Development
21000 Education Court
Ashburn, VA 20148
571-252-1100
571-252-1663 (Fax)

Loudoun County Public Schools
Human Resources and Talent Development
21000 Education Court
Ashburn, VA 20148
Tel: (571) 252-1557 | Fax: (571) 252-1663
www.lcps.org

From: [Loree Winslow](#)
To: [Asia Jones](#); [Kelly Briner](#); [Andrea Philyaw](#)
Cc: [Patricia Nelson](#); [Sharon Willoughby](#); [Donna Smith](#); [Scott Ziegler](#); [Rachel Johnson](#)
Subject: RE: [EXTERNAL] RE: PCG AGREEMENT
Date: Tuesday, March 2, 2021 8:47:46 AM
Attachments: [21 VDOE-LCSB MOA NC-PR9310250-2021 for Virginia IEP services provided by PCG \(003\).pdf](#)
[21-1 PCG LCPS Master Agreement Add On VDOE IEP v.3.pdf](#)
[21-3 PCG Virginia School Data Privacy Agreement \(DPA\) FINAL 7-2-20 v3.pdf](#)
[LOUDOUN COUNTY VA Add-On Services- Agreement - Cohort V - 2021 February - v3.pdf](#)

Signatures attached.

Loree

From: Asia Jones <Asia.Jones@lcps.org>
Sent: Tuesday, March 2, 2021 8:22 AM
To: Loree Winslow <Loree.Winslow@lcps.org>; Kelly Briner <Kelly.Briner@lcps.org>; Andrea Philyaw <Andrea.Philyaw@lcps.org>
Cc: Patricia Nelson <Patricia.D.Nelson@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>; Donna Smith <Donna.Smith@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>; Rachel Johnson <Rachel.Johnson@lcps.org>
Subject: FW: [EXTERNAL] RE: PCG AGREEMENT

Good morning Andrea and Kelly,
We appreciate your work and time on ensuring the LCPS DPA was sufficiently completed by PCG.
I've copied Loree so that she may secure my signature and return to all copied on this email.

Loree, please also include the MOA from yesterday (LCPS and VDOE). Pat can then send them to the VDOE. Thank you.

Asia R. Jones, Ed.D.
Assistant Superintendent
Department of Pupil Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1022

From: Andrea Philyaw <Andrea.Philyaw@lcps.org>
Sent: Monday, March 1, 2021 9:29 PM
To: Asia Jones <Asia.Jones@lcps.org>; Loree Winslow <Loree.Winslow@lcps.org>
Cc: Patricia Nelson <Patricia.D.Nelson@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>; Kelly Briner <Kelly.Briner@lcps.org>
Subject: RE: [EXTERNAL] RE: PCG AGREEMENT

Good Morning,

I have signed the DPA. The Master Agreement and Add-On Services agreement are ready for Dr. Jones signature. Upon signature, these three documents along with the MOA may be sent to VDOE. Please ensure Procurement receives a copy of all countersigned documents. Thank you.

Andrea Philyaw, CPPO, CPPB, PMP
Director, Procurement and Risk Management
Loudoun County Public Schools
Procurement and Risk Management Services
21000 Education Court
Ashburn, VA 20148
P) 571-252-1270
F) 571-252-1431

From: Asia Jones <Asia.Jones@lcps.org>
Sent: Monday, March 1, 2021 1:30 PM
To: Loree Winslow <Loree.Winslow@lcps.org>
Cc: Patricia Nelson <Patricia.D.Nelson@lcps.org>; Andrea Philyaw <Andrea.Philyaw@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>
Subject: FW: [EXTERNAL] RE: PCG AGREEMENT
Importance: High

Loree,
Please affix my signature and return. I believe we are waiting for the PCG MOA and DPA before we send it to the VDOE. Thank you.

Asia R. Jones, Ed.D.
Assistant Superintendent
Department of Pupil Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1022

From: Andrea Philyaw <Andrea.Philyaw@lcps.org>
Sent: Monday, March 1, 2021 1:00 PM
To: Patricia Nelson <Patricia.D.Nelson@lcps.org>; Kelly Briner <Kelly.Briner@lcps.org>
Cc: Donna Smith <Donna.Smith@lcps.org>; Asia Jones <Asia.Jones@lcps.org>; Rachel Johnson <Rachel.Johnson@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>
Subject: RE: [EXTERNAL] RE: PCG AGREEMENT
Importance: High

Yes, Kelly did send on on 2/23/21, but I have attached an updated document for Dr. Jones' signature. Thank you.

Andrea Philyaw, CPPO, CPPB, PMP
Director, Procurement and Risk Management
Loudoun County Public Schools
Procurement and Risk Management Services
21000 Education Court
Ashburn, VA 20148
P) 571-252-1270
F) 571-252-1431

From: Patricia Nelson <Patricia.D.Nelson@lcps.org>
Sent: Monday, March 1, 2021 10:33 AM
To: Andrea Philyaw <Andrea.Philyaw@lcps.org>; Kelly Briner <Kelly.Briner@lcps.org>
Cc: Donna Smith <Donna.Smith@lcps.org>; Asia Jones <Asia.Jones@lcps.org>; Rachel Johnson <Rachel.Johnson@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>
Subject: RE: [EXTERNAL] RE: PCG AGREEMENT
Importance: High

Do I have the signed MOA to move forward to Virginias?

Dr. Patricia D. Nelson
Director of Special Education, Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Tele: 571 252-1067

From: Andrea Philyaw <Andrea.Philyaw@lcps.org>
Sent: Saturday, February 27, 2021 4:10 PM
To: Patricia Nelson <Patricia.D.Nelson@lcps.org>; Kelly Briner <Kelly.Briner@lcps.org>
Cc: Donna Smith <Donna.Smith@lcps.org>; Asia Jones <Asia.Jones@lcps.org>; Rachel Johnson <Rachel.Johnson@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>
Subject: RE: [EXTERNAL] RE: PCG AGREEMENT

Pat,

Thank you for the clarification. The MOA is effective with the signing of the agreement, and the PCG agreement is active from the go-live date of July 1, 2021. You may move forward with Asia signing the MOA. As mentioned previously, the PCG agreement will be signed once funding is secured. Thank you.

Andrea Philyaw, CPPO, CPPB, PMP
Director, Procurement and Risk Management
Loudoun County Public Schools
Procurement and Risk Management Services

21000 Education Court
Ashburn, VA 20148
P) 571-252-1270
F) 571-252-1431

From: Patricia Nelson <Patricia.D.Nelson@lcps.org>
Sent: Friday, February 26, 2021 3:16 PM
To: Andrea Philyaw <Andrea.Philyaw@lcps.org>; Kelly Briner <Kelly.Briner@lcps.org>
Cc: Donna Smith <Donna.Smith@lcps.org>; Asia Jones <Asia.Jones@lcps.org>; Rachel Johnson <Rachel.Johnson@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>
Subject: RE: [EXTERNAL] RE: PCG AGREEMENT

The GO LIVE date is July 1, 2021 however, the behind the scenes work and the training that needs to be done will start when the contracts are signed.

Dr. Patricia D. Nelson
Director of Special Education, Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Tele: 571 252-1067

From: Andrea Philyaw <Andrea.Philyaw@lcps.org>
Sent: Friday, February 26, 2021 1:37 PM
To: Kelly Briner <Kelly.Briner@lcps.org>
Cc: Patricia Nelson <Patricia.D.Nelson@lcps.org>; Donna Smith <Donna.Smith@lcps.org>; Asia Jones <Asia.Jones@lcps.org>; Rachel Johnson <Rachel.Johnson@lcps.org>; Sharon Willoughby <Sharon.Willoughby@lcps.org>
Subject: RE: [EXTERNAL] RE: PCG AGREEMENT
Importance: High

Asia and Pat,

One additional question before any agreements are signed, both agreements state effective 7/1/21. Isn't work scheduled to begin before 7/1/21? If not, we will be unable to use FY21 funds for the purchase. Also, we cannot sign the PCG agreement until approval of using FY21 funds, but we are able to proceed with MOA for free services. Thank you.

Andrea Philyaw, CPPO, CPPB, PMP
Director, Procurement and Risk Management
Loudoun County Public Schools
Procurement and Risk Management Services
21000 Education Court
Ashburn, VA 20148

P) 571-252-1270

F) 571-252-1431

From: Andrea Philyaw

Sent: Friday, February 26, 2021 12:59 PM

To: Bell, Brooke <BBell@pcgus.com>; Kelly Briner <Kelly.Briner@lcps.org>

Cc: Patricia Nelson <Patricia.D.Nelson@lcps.org>; Donna Smith <Donna.Smith@lcps.org>; Asia Jones <Asia.Jones@lcps.org>; Rachel Johnson <Rachel.Johnson@lcps.org>

Subject: RE: [EXTERNAL] RE: PCG AGREEMENT

Brooke,

Thank you. We will get the documents signed and returned to you today or Monday.

Andrea Philyaw, CPPO, CPPB, PMP
Director, Procurement and Risk Management
Loudoun County Public Schools
Procurement and Risk Management Services
21000 Education Court
Ashburn, VA 20148
P) 571-252-1270
F) 571-252-1431

From: Bell, Brooke <BBell@pcgus.com>

Sent: Friday, February 26, 2021 12:56 PM

To: Andrea Philyaw <Andrea.Philyaw@lcps.org>; Kelly Briner <Kelly.Briner@lcps.org>

Cc: Patricia Nelson <Patricia.D.Nelson@lcps.org>; Donna Smith <Donna.Smith@lcps.org>; Asia Jones <Asia.Jones@lcps.org>; Rachel Johnson <Rachel.Johnson@lcps.org>

Subject: RE: [EXTERNAL] RE: PCG AGREEMENT

Hi Andrea,

It's highlighted in the attached and in the illustration below:

From: Scott Ziegler
To: Mark Smith
Subject: FW: CRT
Date: Tuesday, March 2, 2021 10:14:00 AM
Attachments: Image2.png

Scott Ziegler

From: Beth Barts
Sent: Monday, March 1, 2021 10:18 PM
To: Scott Ziegler <Scott.Ziegler@lcps.org>
Cc: School Board Confidential <SchoolBoardConfidential@lcps.org>
Subject: CRT

We have a growing group of community members who believe that our equity resolutions foundation is CRT. Wonder why?

See attached.

Message:

I'm sorry but, if you folks can not figure out Dr. Seuss, why are we trusting you with one of the biggest budgets in the nation and the education of any child? Seriously? What a clown show. Your priority is the proper well rounded education of children. Not indoctrination in to CRT or gender studies, or One Fish, Two Fish, Red Fish, Blue Fish. Drop the silliness, focus on one single priority and do only that. By not providing a quality education for this past year and not providing all of the other services, I think about all of the money you have saved through cost avoidance during the past year. Now you can start applying your efforts to quality education! Figure it out! Richard Corns

Hi



Thank you, Mr. Beatty, my Catoctin school board member. He alone has the courage to tell the truth.

★ Like

Log in to Reply

10:06



loudounnow.com



John Beatty is absolutely right: Critical Race Theory does underpin this resolution, evidenced by use of the term "anti-racist" and lack of the term "equality."

No longer will students and staff be treated based on merit regardless of race. Instead, people will be racially categorized and then

treated based on what the categories mean according to Critical Race Theory (oppressor vs oppressed, privileged vs victim, etc.) The goal is for racial groups to have "equitable" outcomes. Inevitably, Asian applicants to the Academies of Loudoun and Thomas Jefferson in Fairfax will be discriminated against in order to reduce their current overrepresentation at those schools.

Children categorized as white will be taught that they have inherent racial privilege and power and that they must work to undo that privilege and give up that power. Children categorized as other races will be taught that they are oppressed, powerless, and less capable of success without white people "doing the work" to fix things. It truly is neurotic and cringe-worthy stuff.

Get the book *Cynical Theories: How Activist
Scholarship Made Everything About Race

11:13





Sharon Supp

Friday

To: Sharon Cc: Schoolboardemail >

[EXTERNAL] Thank you, Mr. Beatty.

Mr. Beatty,

I wanted to send a personal note of thanks and encouragement for the wisdom, discernment and courage you recently displayed in being the lone voice of reason in opposition to LCPS' attempt to continue to divide and categorize students according to the color of their skin and other identifiers.

I agree that we are ONE race...HUMAN! And, by God's glorious design, we humans are covered with different skins which are all equally unique and equally beautiful. And they are all an expression of God's majesty and creativity. The Proclamation which recently passed will indeed ensure that our students will remain divided and categorized by identities, rather than united and aligned with a common goal of making this world a better place for ALL humans.

You are being ridiculed and scorned for standing for what is true and just, and for exercising your right to freely express your

~~personal convictions and beliefs. Please know~~






From: Megan Calel via ATIXA
To: ATIXA
Subject: [EXTERNAL] [ATIXA] Notices on Transcripts for Sexual Misconduct
Date: Tuesday, March 2, 2021 10:06:45 AM
Attachments: image550272.png
image550273.png
image550278.png

Member Anonymous Question for a Public University:

For students who have been found guilty of sexual misconduct through a Title IX investigation, is the institution required to either withhold the student's transcript or make a note on the student's transcript based on Title IX regs?

Regards,
MegC



Megan Calel
Assistant Executive Director, ATIXA
megan.calel@atixa.org
phone (610) 993 0229 x1003 | fax (610) 993 0228
www.atixa.org | www.tbiconsulting.com | www.nabifa.org
475 Allendale Rd, Suite 200 | King of Prussia, PA 19406
  

ATIXA is pleased to offer new ways to demonstrate members' professional development, learning, and commitment through verified digital badges for all active members. [Learn more.](#)

To send an anonymous message, email your message to info@atixa.org. Do **NOT** send it directly to atixa@gaggle.email. To update your settings or to unsubscribe from the ATIXA Listserv click [My Details](#)



From: [Megan Calel via ATIXA](#)
To: ATIXA
Subject: [EXTERNAL] [ATIXA] Preferred Name & Pronoun
Date: Tuesday, March 2, 2021 9:54:33 AM
Attachments: [image167262.png](#)
[image968127.png](#)
[image520897.png](#)

Member Anonymous Question from a Community College:

I have recently encountered a preferred name and pronoun issue. I would appreciate any feedback on how the preferred name is handled and what policies are in place to help deal with faculty that refuse to use a students preferred name and pronoun.

Regards,
MegC



Megan Calel
Assistant Executive Director, ATIXA
megan.calel@atixa.org
phone (610) 993.0229 x1003 | fax (610) 993.0228
www.atixa.org | www.tngconsulting.com | www.mahite.org
475 Allendale Rd, Suite 200 | King of Prussia, PA 19406



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From: Jackie Wornat via ATIXA
To: ATIXA
Subject: [EXTERNAL] [ATIXA] Re: Question About Statutory Rape
Date: Tuesday, March 2, 2021 9:46:29 AM
Attachments: [image217460.png](#)
[image219213.png](#)
[image254228.png](#)

Neither student has had sex with someone 18 or older, correct? I'm not sure if I'm missing something but this doesn't seem like a Title IX or sexual misconduct issue to me. Perhaps there is some other rule violation since it happened at school?

On Mar 2, 2021, at 8:30 AM, Megan Calej via ATIXA <atixa+megan.calej_at_atixa.org@gaggle.email> wrote:

Member Anonymous Response:

In my state, the statutory rape code specifies that statutory rape occurs when:

1. Someone under the age of 16 has sex with someone 18 or older; or
2. When someone who is 16 or 17 has sex with someone who is at least 3 years older

Suppose there is a situation where two 14-year-old students have sex at a high school and there is no force involved. Because both parties seem to be under the legal age of consent, are there any statutory rape implications under Title IX?

Regards,
MegC



Megan Calej

Assistant Executive Director, ATIXA

megan.calej@atixa.org

phone (610) 293.0229 x1003 | fax (610) 993 0228

www.atixa.org | www.inqconsulting.com | www.mcofpa.org

475 Allendale Rd, Suite 200 | King of Prussia, PA 19406

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From: [Asia Jones](#)
To: [Vince Scheivert](#)
Cc: [Scott Ziegler](#)
Subject: FW: [EXTERNAL] Virginia IEP - Meeting Follow-up
Date: Thursday, January 28, 2021 1:08:56 PM
Attachments: [Virginia IEP Cohort V Presentation - Loudoun 2021 January 28.pdf](#)

Hello Vince,

Your team may have already forwarded this email to you as an FYI today. This PPT was used by the VDOE rep. and PCG vendor to provide additional information to the DDI and SPED reps. Specific nuts/bolts questions were asked by our teams and PCG was able to respond. I look forward to hearing your feedback after you've had an opportunity to speak with your team who were in attendance today (Rachel, Joanna, and Kara). Thank you.

Asia R. Jones, Ed.D.
Assistant Superintendent
Department of Pupil Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1022

From: Bell, Brooke <BBell@pcgus.com>
Sent: Thursday, January 28, 2021 12:50 PM
To: Donna Smith <Donna.Smith@lcps.org>; Thomas Chelgren <Thomas.Chelgren@lcps.org>; Patricia Nelson <Patricia.D.Nelson@lcps.org>; Patricia Nelson <Patricia.D.Nelson@lcps.org>; Rachel Johnson <Rachel.Johnson@lcps.org>; Kara Bane <Kara.Bane@lcps.org>; Joanna Kaylor <Joanna.Kaylor@lcps.org>; Asia Jones <Asia.Jones@lcps.org>
Cc: Farley, Calin <cfarley@pcgus.com>; Greenidge, Andrew (DOE) <andrew.greenidge@doe.virginia.gov>
Subject: [EXTERNAL] Virginia IEP - Meeting Follow-up

Good afternoon,

Thank you for taking the time to meet with us this morning. I have attached the slide deck from today's presentation. As we mentioned, we review the data information in more detail in a separate Data Meeting to support the division IT staff with the transition. Please let us know if you have any other questions.

I will send additional sandbox log-ins to Tom in a different email (to avoid confusion with distribution of credentials).

Regards,
Brooke

Brooke Bell

804-665-2168 desk
804-513-2736 cell
publicconsultinggroup.com

```

function f(x,y,z) = 2*x^2 + 3*y^2 + 4*z^2;
x = 1; y = 2; z = 3;
f(x,y,z)

```


From: LCPS-PER-JOB POSTINGS
To: ALL LCPS STAFF
Subject: LCPS Classified Vacancy
Date: Thursday, January 28, 2021 12:38:59 PM

The Classified Vacancy below is currently advertised.

A message to internal applicants: LCPS employees who wish to apply to a current vacancy must use the internal job board to submit an application. To access the internal job board, click [here](#) and log in to your Oracle employee account. Click on the "LCPS IRC Employee Candidate" link, then click on "Employee Candidate" option to access the Recruitment home page.

Executive Assistant
Office of the Superintendent (Equity Office)
IRC28884

Digital Experience Specialist
Department of Digital Innovation
IRC28890

Digital Experience Lead
Department of Digital Innovation
IRC28888

Digital Experience Specialist
Department of Digital Innovation
IRC28886

Loudoun County Public Schools
Human Resources and Talent Development
21000 Education Court
Ashburn, VA 20148
Tel: (571) 252-1557 | Fax: (571) 252-1663
www.lcps.org

From: Lisa Boland
To: Sharon Willoughby; Scott Ziegler; Lucia Sebastian; Kevin Lewis
Cc: Kimberly Klees
Subject: RE: Budget motions
Date: Thursday, January 28, 2021 10:42:46 AM
Attachments: image001.png

GM,

Of course, I still have tremendous concerns about reclassifying positions through the budget process without an updated market review or substantial justification. I think this puts us at risk. Aside from that, this is my initial reaction to the below.

Field Trip Specialists will be thrilled that they will be on the same level as bus drivers. That has been a source of contention for the last two years.

Dispatchers and Bus Drivers are already on the same level, so moving them up together makes sense.

Many Bus Driver Leads came forward last year and felt that the trainer positions should not be on the same level, as the trainers work in the field and report to the leads when they are not in training. Typically this is when they are short-handed, but it is a cause for concern if they remain on the same level.

Nothing is mentioned below regarding the bus attendants. I think there should be a consideration for the attendants to move up from level 8 as they are a part of this Job Family.

I believe we can justify drivers being on a level above the refuse drivers based on the added responsibility of getting the school bus endorsement and transporting students.

I am excited about the pay increase but am equally worried about the snowball effect of everyone moving up and some positions remaining at the same level. I am not sure what the Outreach attempt looks like, but please let me know if there is something additional needed, please let me know.

I hope this helps!

Lisa Boland

Lisa Boland
Director of Human Resources and Talent Development
(Support Services, Transportation, Central Office, Classification and Compensation, Leave and Disability)
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148

Office: 571-252-1554

Email: Lisa.Boland@lcps.org

From: Sharon Willoughby <Sharon.Willoughby@lcps.org>

Sent: Thursday, January 28, 2021 9:47 AM

To: Scott Ziegler <Scott.Ziegler@lcps.org>; Lucia Sebastian <Lucia.Sebastian@lcps.org>; Kevin Lewis <Kevin.Lewis@lcps.org>

Cc: Lisa Boland <Lisa.Boland@lcps.org>; Kimberly Klees <Kimberly.Klees@lcps.org>

Subject: FW: Budget motions

Do we want to try any outreach again regarding these motions for the Bus Driver and related positions below? Is there concern that Bus Drivers, Field Trip Specialists and Dispatchers are now on the same level? Or that Refuse Operators are 'separated' from Bus Drivers?

Sharon Willoughby

Assistant Superintendent of Business and Financial Services

Loudoun County Public Schools

21000 Education Court

Ashburn, VA 20148

Telephone: 571-252-1400

From: Ian Serotkin <Ian.Serotkin@lcps.org>

Sent: Wednesday, January 27, 2021 1:09 PM

To: Sharon Willoughby <Sharon.Willoughby@lcps.org>

Subject: Budget motions

Sharon,

Here are my budget motions to cost out & word - I included my cost estimates from previously provided answers to budget questions:

- Reduce projected FY22 enrollment by 2%, to 85,867 - \$6.4M budget reduction
- Reduce Elaine Thompson custodians from 5 FTEs to prorated custodian plan (2 FTEs starting 1/1/22 and 3 FTEs starting 4/1/22) - \$107,496 budget reduction
- Bus Driver & related position reclassifications
 - Reclassify Bus Drivers from Level 12 to Level 15 - \$5,917,062
 - Reclassify Bus Driver Instructors from Level 13 to Level 16 - \$184,846
 - Reclassify Lead Bus Drivers from Level 15 to Level 16 - \$171,220
 - Reclassify Field Trip Specialists from Level 11 to level 15 - ???
 - Reclassify Dispatchers from Level 12 to level 15 - ???

- Reclassify Refuse Operators from Level 12 to Level 14 - \$76,305
- Reclassify Specialized Transport Drivers from Level 10 to Level 13 - \$37,634
- Reclassify Couriers from Level 9 to Level 12 - \$63,420



Ian Serotkin | Loudoun County School Board

Blue Ridge District Representative

Chair, Curriculum & Instruction Committee

email: ian.serotkin@lcps.org


mobile: (571) 420-1628

he/him/his

Please be aware that correspondence with an elected official in the Commonwealth of Virginia is subject to Freedom of Information Act (FOIA) disclosure laws.

From: [Mark Smith](#)
To: [Scott Ziegler](#)
Subject: Re: Student Equity Ambassador
Date: Thursday, January 28, 2021 8:46:00 AM
Attachments: [Outlook-bva5ip2z.png](#)

Will do. Sounds like he wants to check the diversity make-up of our ambassadors.

Mark J. Smith, Ed.D.
Interim Chief of Staff
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Mark.Smith@lcps.org
 [@SmithMarkUVA](#)

From: Scott Ziegler <Scott.Ziegler@lcps.org>
Sent: Wednesday, January 27, 2021 8:25 PM
To: Mark Smith <Mark.Smith@lcps.org>
Subject: FW: Student Equity Ambassador

Would you follow-up with him on this? I'm not sure what he's getting at.

Scott Ziegler

From: Harris Mahedavi
Sent: Wednesday, January 27, 2021 7:55 PM
To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Mark Smith <Mark.Smith@lcps.org>; Traci Townsend <Traci.Townsend@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>
Subject: Re: Student Equity Ambassador

Hi Lottie,

I am circling back to this email.

I was not asking to publicly share the names, but we as board members being aware of who are participating. I am interested in ensuring that the student Ambassadors are made of the three groups shared on every slide of this initiative.

Thanks
Harris

From: Nyah Hamlett <Nyah.Hamlett@lcps.org>
Sent: Wednesday, December 2, 2020, 10:32 AM
To: Harris Mahedavi; Lottie Spurlock
Subject: RE: Student Equity Ambassador

Good morning Harris,

Attached is the BoardDocs packet from the November 4 Board meeting (reconvened from October 27). Here is a [link](#) to the slide deck for that item in case you want additional detail.

Lottie is in the process of researching to see if schools post student names publicly regarding student representatives of specific groups and checking with Steve on this topic. We have publicly posted the Equity Leads, which are adults/employees but we are hesitant to publicly share or post student names, especially for such a seemingly controversial and difficult topic.

Please let us know if you have additional questions.

Thank you,

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
571.252.1030 (office) | 571.209.7787 (cell)

From: Harris Mahedavi
Sent: Wednesday, December 2, 2020 9:21 AM
To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>
Subject: Student Equity Ambassador

GM Lottie,

What is the process to become or get selected to be a student Equity Ambassador from a school, I know you must have shared this before perhaps you can remind me?

Secondly can we get access to this list?

Thanks
Harris

From: Monica O'Meara
To: John Beatty; Scott Ziegler
Subject: [EXTERNAL] Formal complaint regarding Ms. Sheridan
Date: Wednesday, January 27, 2021 8:59:22 PM

Hello. I would like to know what can be done to Brenda for silencing the father who was there to play an Audio clip of his non verbal autistic son? I reached out to him after I watched the public comment today (I always miss watching that part because we are driving home after our public comment). In the past my 5 year old has been too shy to read her statement and I have read hers after I have spoken during her slotted time. I was not once interrupted nor was I told it was against the rules. Taking away the right of Upens child to have his time to express his feelings is disgusting and far from equitable. Some sort of discipline needs to happen. Who do we contact to initiate that? I am also upset that the rest of the board hasn't been more vocal about their distaste for what she did. Board members threw you under the bus for a comment made at the equity meeting last year. They knew exactly what point you were trying to make and instead of listening and having a discussion they picked apart your wording while completely disregarding your message. I am emotionally worn out tonight. It's been a hard day to digest just how disgusting and disrespectful a majority of this board is. You are also the only one who answered my email. So thank you for that! Please let me know what can be done or who to contact to log a formal complaint about Brenda.

Sent from my iPhone

From: [Scott Ziegler](#)
To: [Mark Smith](#)
Subject: FW: Student Equity Ambassador
Date: Wednesday, January 27, 2021 8:25:00 PM

Would you follow-up with him on this? I'm not sure what he's getting at.

Scott Ziegler

From: Harris Mahedavi
Sent: Wednesday, January 27, 2021 7:55 PM
To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Mark Smith <Mark.Smith@lcps.org>; Traci Townsend <Traci.Townsend@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>
Subject: Re: Student Equity Ambassador

Hi Lottie,

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Thanks
Harris

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Sent: Wednesday, December 2, 2020, 10:32 AM
To: Harris Mahedavi; Lottie Spurlock
Subject: RE: Student Equity Ambassador

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Lottie is in the process of researching to see if schools post student names publicly regarding student representatives of specific groups and checking with Steve on this topic. We have publicly posted the Equity Leads, which are adults/employees but we are hesitant to publicly share or post student names, especially for such a seemingly controversial and difficult topic.

Please let us know if you have additional questions.

Thank you,

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
571.252.1030 (office) | 571.209.7787 (cell)

From: Harris Mahedavi

Sent: Wednesday, December 2, 2020 9:21 AM

To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>

Subject: Student Equity Ambassador

GM Lottie,

What is the process to become or get selected to be a student Equity Ambassador from a school, I know you must have share ed this before perhaps you can remind me?

Secondly can we get access to this list?

Thanks

Harris

From: [Lottie Spurlock](#)
To: [Mark Smith](#)
Cc: [Scott Ziegler](#)
Subject: FW: Student Equity Ambassador
Date: Wednesday, January 27, 2021 8:15:28 PM

Just FYI based on previous email.

I only replied directly since I had been in previous email dialogue (including Dr. Hamlett) with him on this.

In the future, I will follow the regular protocol of deferring to you Mark for direct communication with board members.

Let me know if you have questions.

Thanks,

Lottie

From: Lottie Spurlock
Sent: Thursday, December 3, 2020 11:38 AM
To: Harris Mahedavi <Harris.Mahedavi@lcps.org>
Subject: RE: Student Equity Ambassador

My number is 571.291.5204

From: Harris Mahedavi <Harris.Mahedavi@lcps.org>
Sent: Wednesday, December 2, 2020 9:04 PM
To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>
Cc: Stephen DeVita <Stephen.DeVita@lcps.org>
Subject: Re: Student Equity Ambassador

Lottie, thank you for a thorough follow up. However I would like to speak with you behind my reasons over phone, perhaps tomorrow morning?

Steve, this list can be treated similar to how we handle personell matter with the advice that this information cannot be shared outside the 9 board members. I certainly was not looking to that.

If we still cannot get the list, in that case I will be reaching out to my school principals in getting that information.

Thanks

Harris

From: Lottie Spurlock <Lottie.Spurlock@lcps.org>
Sent: Wednesday, December 2, 2020 8:29:30 PM
To: Nyah Hamlett <Nyah.Hamlett@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>
Cc: Stephen DeVita <Stephen.DeVita@lcps.org>
Subject: RE: Student Equity Ambassador

Good evening, Mr. Mahedavi,

Thank you for your interest in the launch of the Student Equity Ambassadors. As you know, I reached out to Steve DeVita to talk this through so we maximize the chance for success for this new effort. I am sharing this update on what we discussed and he advises at this point:

Typically, each school handles the disclosure of various student body representatives because they are the most familiar with the level of disclosure that families have authorized. Some parents may have opted out the release of such directory information and/or may not have signed the media release provided to parents at the beginning of the year. That's why we let schools handle these student-centered issues directly rather than creating a division-wide roster of student body representatives. For example, some parents may not like their child's name being spread throughout a community larger than the school itself. As a reiteration of this, we will be following up with principals with a routine reminder to confirm the media and directory information release permissions for every student when seeking to post students and student information in any way.

From a management/supervision perspective, however, we need to ask ourselves: is providing a list of Student Equity Ambassadors productive when that list could end up on various social media pages without advising parents? While we could contact parents to let them know about a possible larger dissemination than the school, we would like to see this initiative get beyond its infancy stage and become established before we take a larger leap. Thank you for asking about the Student Equity Ambassadors.. Ultimately, while we are endeavoring to utilize this student opportunity (as part of the Share, Speak Up, Speak Out sessions) to provide a safe sharing space for students, we will need to ensure we are operating in the best possible manner to ensure student protections and privacy.

If you have additional questions, you are welcome to reach out directly to Steve or me.

Thank you,
Lottie

Lottie M. Spurlock

Director of Equity

Office of the Superintendent

Loudoun County Public Schools

21000 Education Court

Ashburn, VA 20148

571.252.1210

Twitter: @LottieSpurlock

“As we work together to restore hope for the future, we need to include a new and strange ally — our willingness to be disturbed.” ~Margaret Wheatley

From: Nyah Hamlett <Nyah.Hamlett@lcps.org>
Sent: Wednesday, December 2, 2020 3:12 PM
To: Harris Mahedavi <Harris.Mahedavi@lcps.org>
Cc: Lottie Spurlock <Lottie.Spurlock@lcps.org>
Subject: Re: Student Equity Ambassador

No problem. Once Lottie confirms with Steve that it's okay for the school division to publicly release student info, we will be sure to share the list with the Board. I'm also curious to know if schools obtained parent permission to do so. We will find out for you and provide you with an update ASAP.

Nyah D. Hamlett, Ed.D.
Chief of Staff
Loudoun County Public Schools

Sent from my iPhone - please excuse brevity and/or typos

On Dec 2, 2020, at 1:29 PM, Harris Mahedavi <Harris.Mahedavi@lcps.org> wrote:

Thank you Nyah for sharing the slide. This is very helpful.

I have seen few tweets with the students names posted on twitter already, which is fine with me as it encourages. I would be interested in getting that list when Lottie sorts it out.

Thanks

From: Nyah Hamlett <Nyah.Hamlett@lcps.org>
Sent: Wednesday, December 2, 2020 10:32:32 AM
To: Harris Mahedavi <Harris.Mahedavi@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>
Subject: RE: Student Equity Ambassador

Good morning Harris,

Attached is the BoardDocs packet from the November 4 Board meeting (reconvened from October 27). Here is a [link](#) to the slide deck for that item in case you want additional detail.

Lottie is in the process of researching to see if schools post student names publicly regarding student representatives of specific groups and checking with Steve on this topic. We have publicly posted the Equity Leads, which are adults/employees but we are hesitant to publicly share or post student names, especially for such a seemingly controversial and difficult topic.

Please let us know if you have additional questions.

Thank you,

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
571.252.1030 (office) | 571.209.7787 (cell)

From: Harris Mahedavi

Sent: Wednesday, December 2, 2020 9:21 AM

To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Nyah Hamlett
<Nyah.Hamlett@lcps.org>

Subject: Student Equity Ambassador

GM Lottie,

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Secondly can we get access to this list?

Thanks
Harris

From: Wayde Byard
To: Wayde Byard; Scott Ziegler
Subject: Wayde Byard sent you a message in Skype for Business
Date: Thursday, January 28, 2021 4:33:53 PM

Wayde Byard 5:41 PM:

Dr. Ziegler, Loudoun County High School is planning on sending out the following message regarding an incident in a virtual meeting today:

Wayde Byard 5:41 PM:

Good evening,

This is Michelle Luttrell, Principal at Loudoun County High School.

During our Senior Class meeting this afternoon, an incident occurred in which someone unmuted in the virtual Zoom meeting and used a racial slur and profanity. The individual was quickly removed from the meeting by a LCHS staff member. My administrative team and I are investigating and, along with our Unified Mental Health Team, will address this issue in accordance with School Board Policies and the Student Rights and Responsibilities practices. I share this with you because as I have shared with you in the past, we take matters that involve our students' safety, both physical and emotional, seriously. We reject and condemn the use of racial slurs; it does not reflect our values at Loudoun County High School. I am sorry to have to share this with you, but I thought it was important that you hear from me. Please let us know if you or your student need anything regarding this incident.

Wayde Byard 5:43 PM:

The School Board representatives are Mrs. Barts, Mr. Beatty, Mr. Serotkin and Mrs. Corbo.

Wayde Byard 10:39 AM:

Dr. Ziegler, Stephanie Knott and I are not going to respond to Mrs. Corbo's email without direction from you or Dr. Smith.

Wayde Byard 10:40 AM:

Note on today's Times-Mirror phone interview. I have long suspected them of secretly taping interviews, which is legal in Virginia.

Wayde Byard 10:40 AM:

I bring this up only because sometimes off-hand remarks given to the Times-Mirror end up in print.

Wayde Byard 10:41 AM:

I would be careful, because there is no "off the record" with them.

10:43 AM Connected to Wayde Byard (wbyard@lcps.org).

10:47 AM Call with Wayde Byard (wbyard@lcps.org) has ended. Duration: 0:04:10

Scott Ziegler 2:04 PM:

Are you all having the meals message translated?

Wayde Byard 2:05 PM:

Yes. They are being sent in English and Spanish.

Scott Ziegler 2:10 PM:

ty

Wayde Byard 4:31 PM:

Dr. Ziegler, Stone Bridge is sending out a message on inappropriate social media postings by a student.

Wayde Byard 4:32 PM:

Dear Stone Bridge Families:

Loudoun County Public Schools has been made aware that a Stone Bridge High School student

recently posted insensitive and racist comments on social media regarding several racial and ethnic groups in the Loudoun County community. Racism in any form is not acceptable in the Stone Bridge community and we denounce the behavior of this student. Their comments do not reflect the values of our community. This matter is being investigated by the Stone Bridge High School administration, and it will be addressed according to LCPS policy.

Wayde Byard 4:32 PM:

Loudoun County Public Schools is dedicated to creating a safe learning environment for all students, as expressed in the division's Statement on Equity. We take matters that involve our students' safety, both physical and emotional, seriously, and if any students would like to talk about this incident, they can contact the Stone Bridge High School Unified Mental Health Team or their counselor for support.

Sincerely,

Mr. Timothy J. Flynn

Principal

Wayde Byard 4:33 PM:

School Board members for Stone Bridge are Harris Mahedavi, Ian Serotkin and Leslee King.

From: [Debbie Rose](#)
To: [Schoolboardemail](#); [Scott Ziegler](#)
Subject: [EXTERNAL] Fw: COVID-19 Vaccine Distribution
Date: Thursday, January 28, 2021 3:28:23 PM

Dear School Board and Dr. Zeigler-

It should be embarrassing to you that our county Chair of the Board of Supervisors was able to find, read and acknowledge more scientific data about the safety of re-opening schools than you have in any of your board meetings- with the exception of Mr. Morse and Mr. Serotkin who do regularly try to focus the board's decisions on data, science and fact.

Couple quick points:

1. Shame on you for spending more time reflecting on and worrying about offending people added to the Equity committee due to improper labels or not understanding what is a religion verses an ethnicity than the emails about the hardships of DL. Dr. Ziegler you asked for patience and grace. The fact that there is hardly a mention of the extreme hardship, grief, pain and loss being experienced by students and families impacted by the school closure is totally unacceptable. And yet, you implore the public to give you and staff more grace. It would likely go a long way if anyone of you could acknowledge that education is faltering, student mental health needs are not being met (otherwise getting a counseling appointment in Loudoun wouldn't be nearly impossible), and parents are being burdened with additional financial and emotional issues. You made the wrong call in September, October, November, December, and now January. Own the failure.
2. The time spent discussing who will clean the plexiglass was appalling. Every 7-11, taxi driver, and Subway installed protective barriers as soon as possible- months ago- to ensure that they could continue doing business safely. So great job getting that installed and working out the kinks of who might clean it almost 1 year into this. And, making light of it from the dais was certainly tone deaf to the parents and students who are hurting while being excluded from in-person school.
3. To the extent you did discuss "data", you got it wrong. The focus on the new guidance on metrics as somehow being the magic answer you have needed all along to consider operating a hybrid for everyone is flat out wrong. You didn't need it. The CDC and VA guidance in place since August would have allowed hybrid. If it didn't, every private and public school in VA offering 100% in or hybrid would have been out of compliance since August of 2020. And, Dr. Zeigler's response to the question of "can't we assume that with more students there will be more cases" failed to acknowledge the facts and science. Facts are that LCPS has been operating MATA and CASA and daycare in school buildings since September. You have data from thousands of students and staff in buildings for 5 MONTHS. And, you have the data from the pilot programs. So no, the question focused just on the 2 weeks of a few elementary grades in hybrid followed by the move to all DL would not lead to the conclusion stated by Dr. Zeigler that yes of course we can assume that there will be more cases. And can anyone please acknowledge in some form that the CDC and VA guidance urges school districts to get students into school in-person? Someone show where in-person education is prioritized or discussed as important in any of the LCPS return to school materials?? Seriously.
4. There is no federal or state guidance that states vaccinations as a criteria necessary to reopen schools. It is extreme hyperbole to make the claim that it is a "life or death" decision for a teacher to work in-person at this point. It isn't.

Debbie and Randy Rose

----- Forwarded Message -----

From: Chair Phyllis Randall <phyllis.randall@loudoun.gov>
To: "debbie@debbierose.org" <debbie@debbierose.org>
Sent: Thursday, January 28, 2021, 02:06:25 PM EST
Subject: COVID-19 Vaccine Distribution



Hello, Loudoun

Over the past month, I have received questions about vaccine distribution in Loudoun. As I've said many times, the only limiting factor to Loudoun County Government putting shots in arms is vaccine availability. Vaccine received by Loudoun County Government is being used. No vaccine is going unused or tossed out. For Loudoun County Government, we have two vaccine point of dispensing (POD) sites to vaccinate up to 7,500 citizens a day, when we get vaccine.

Vaccine is shipped not only to Loudoun County Government but also to hospitals, private facilities with congregate care living, employer-based clinics, etc. So when you look at numbers of vaccine shipped to Loudoun, a good deal of that is not in the hands of County Government. While County Government is using all supply and not holding any back for second doses, that may not be true for other facilities receiving vaccine in the County.

Loudoun County's vaccine supply comes from the Virginia Department of Health (VDH), which allocates doses to local health districts based on each district's population. This week, a **letter** was sent to Governor Northam asking for a streamline of vaccine to come directly to Northern Virginia.

Below is a table of the COVID-19 vaccinations by Northern Virginia Health District and the Commonwealth reported on Monday, January 25th. You can keep track of doses administered to Loudoun residents through the VDH **COVID-19 Vaccine Summary Dashboard**, which is updated daily.



COVID-19 Vaccination Registration Update

Residents May Continue to Submit a COVID-19 Pre-Screening Survey Online

If you are eligible for vaccine in the Phase 1a or Phase 1b priority groups and you have not already been contacted by your employer, or you have not already submitted the **online pre-screening survey**, you may submit the survey to obtain an appointment for

vaccination with the Health Department. Employers can sign up using this same survey by selecting "organization" when prompted. Please note that going forward many employers of essential workers in the Phase 1a and Phase 1b groups will have the opportunity to facilitate vaccination at employer-based clinics. You are encouraged to contact your employer about vaccination if you have not already done so. ([Learn more about who is currently eligible for vaccination in the Phase 1a and Phase 1b priority groups.](#))

- **Submit an online pre-screening survey.** The fastest and most efficient method to obtain an appointment for a COVID-19 vaccine is to submit the online form. This form verifies your eligibility and provides your contact information. Please submit one form and use one unique e-mail address for each individual who needs a vaccine (do not use the same e-mail address for multiple people). You will not receive a confirmation email after submitting the survey; however, you will be registered in our system. After submitting the form, it may be several weeks before you receive a response because vaccine supplies are limited. Please be patient; once you submit an online pre-screening survey, there is no need to call the Health Department as survey status cannot be verified by phone. Eventually, you will be contacted by e-mail to schedule an appointment.
- If you do not have access to the internet, you may call Loudoun County's COVID-19 information line at **703-737-8300** between 9:00 am and 5:00 pm. Due to significant call volume, there may be a delay in reaching an operator.

What You Need to Know if You Already Submitted Your Information

If you have already submitted your pre-screening survey, you do not need to contact the Health Department again to verify whether you are on our list. The survey does not provide a confirmation e-mail indicating you are registered; however, submitting your contact information online or by phone completes the first step for getting a vaccination appointment.

After submitting your information to the Health Department, you must be patient. At this time, it will likely be several weeks before you are contacted by the Health Department for a vaccination appointment. There is no need to resubmit your information through the pre-screening survey or to call the Health Department to verify whether you are registered. The Health Department is unable to verify that a survey has been completed by phone. When more vaccine arrives, more appointments will become available, and the Health Department will contact you. If you submitted an e-mail address, you will be contacted by e-mail. If you submitted only a phone number, you will be contacted by phone to schedule an appointment.

Time for Your Second Dose?

If you already received your first dose of COVID-19 vaccine and you are approaching the time for your second dose, you should seek vaccine appointments from the same source of your first dose. If you made your own appointment through the Vaccine Administration Management System (VAMS), you should log in to VAMS and make your second appointment. You do not need to submit additional information to the Health Department. If you made an appointment by phone, the Health Department will contact you regarding an appointment for your second dose.

New Vaccination Site

At the January 19th Board business meeting, we approved a [lease arrangement](#) to operate a full-scale COVID-19 vaccination point of dispensing (POD) at a large site in the eastern portion of the County. As of today, this site is not stood up or open to the public.

Appointments will still be required via the process outlined above and indicate the site's address once it is operational. The site will have the capacity to facilitate approximately 4,800 doses a day; however, the Health Department's ability to administer vaccine will still be dependent on doses received.

Reopening Schools

We have received numerous e-mails from residents about reopening schools. Throughout the entire time that we have been dealing with the COVID-19 virus, I have relied on science and data to guide my decisions. When I made the decision to ask the Governor not to move Northern Virginia to Phase 1 back in May, it was because science and data supported that position.

My position on reopening schools is also supported by science and data. There is no scientific evidence that indicates that a school setting is a high transmission risk.

In fact, the data indicates that some students experience more harmful effects NOT being in a school setting. I do not believe that any parent should be required to send their child to school if they do not think that is the right choice for their family. However, I do believe – and the science supports this – that parents should have that option provided that all CDC and VDH guidelines are strictly followed. I will either believe in science or I will not, I choose to believe the data.

Having said that, the decision to reopen Loudoun County Public Schools (LCPS) is one that lies exclusively with LCPS and the School Board. I have shared my thoughts, but I respect the fact that it is their decision to make.

Below are several articles and studies that speak to this issue.

1. The article "**Three studies highlight low COVID risk of in-person school**" demonstrates low risk of COVID-19 infection and spread in schools.

- The first study in this article took place in North Carolina. **Article Summary:** In the first 9 weeks of in-person instruction in North Carolina schools, we found extremely limited within-school secondary transmission of COVID-19, determined by contact tracing. **What This Study Adds:** We examined 11 school districts with nearly 100,000 students/staff open for 9 weeks of in-person instruction, tracking secondary transmission of COVID-19; within-school infections were extremely rare. Each case was independently adjudicated for community or within-school acquisition by local health departments. Full PDF for this study: **Incidence and Secondary Transmission of SARS-CoV-2**.
- The second study took place in Sweden. **Article Summary:** Despite Sweden's having kept schools and preschools open, we found a low incidence of severe COVID-19 among schoolchildren and children of preschool age during the pandemic. Full PDF for this study: **Open Schools, COVID-19, and Child and Teacher Morbidity**.
- The third study took place in Norway. **Article Summary:** Systematic tracing and testing of school contacts of pediatric COVID-19 cases showed minimal child-to-child and child-to-adult transmission in primary schools with implemented IPC measures. The results obtained during low to medium community transmission

demonstrate the limited role of children in transmission of SARS-CoV-2 in school settings. This is an important finding in view of the ongoing discussions on school closures and use of quarantine for a large number of children. Strengthening of IPC measures in schools when community transmission levels increase could be an option. Full PDF for this study: [Minimal transmission of SARS-CoV-2 from pediatric COVID-19 cases in primary schools, Norway, August to November 2020.](#)

2. [CDC Morbidity and Mortality Weekly Report \(Jan 13, 2021\).](#) Article Summary:

What is already known about this topic? Studies have consistently shown that children, adolescents, and young adults are susceptible to SARS-CoV-2 infections. Children and adolescents have had lower incidence and fewer severe COVID-19 outcomes than adults. What are the implications for public health practice? To enable safer in-person learning, schools and communities should fully implement and strictly adhere to multiple mitigation strategies, especially universal and proper mask wearing, to reduce both school and community COVID-19 incidence and help protect students, teachers, and staff members. Full PDF for this study: [COVID-19 Trends Among Persons Aged 0–24 Years — United States.](#)

3. [WHO report on COVID-19 in schools \(October, 2020\).](#) Article Summary: Children and schools are unlikely to be the main drivers of COVID-19 transmission, when community transmission is low and when appropriate mitigation measures are applied. Link for PowerPoint: [What we know about COVID-19 transmission in schools.](#)

4. [Association of American Medical Colleges AAMC:](#) The virus spreads in schools but schools are rarely super spreaders. Early data from K-12 schools do not confirm fears that bringing students together in classrooms inevitably creates COVID-19 petri dishes — although the absence of a standardized national database of school cases makes it impossible to know for sure. University researchers have partly filled the void with a plethora of data analyses from selected schools and grades. Link for article: [Kids, school, and COVID-19: What we know — and what we don't.](#)

Broadband

The County has installed a new outdoor Wi-Fi hot spot for residents in western Loudoun at the Loudoun Valley Community Center in Purcellville. The signal is available to access in the parking lot of the community center at 320 W. School Street in Purcellville. The name of the network is ParksRec-Public. No password is required. The service is available 24 hours a day, seven days a week. Residents are asked to stay in their vehicles in order to maintain the physical distancing needed to mitigate the spread of COVID-19. Users of the service who are not in vehicles are also asked to maintain a distance of approximately 6 feet from others.

The installation of the free hot spot, which was accomplished with funds from the Coronavirus Aid, Relief and Economic Security Act, is intended to help residents who have no reliable internet service to access information about COVID-19 and complete any other type of essential online business, such as ordering groceries or other household supplies.

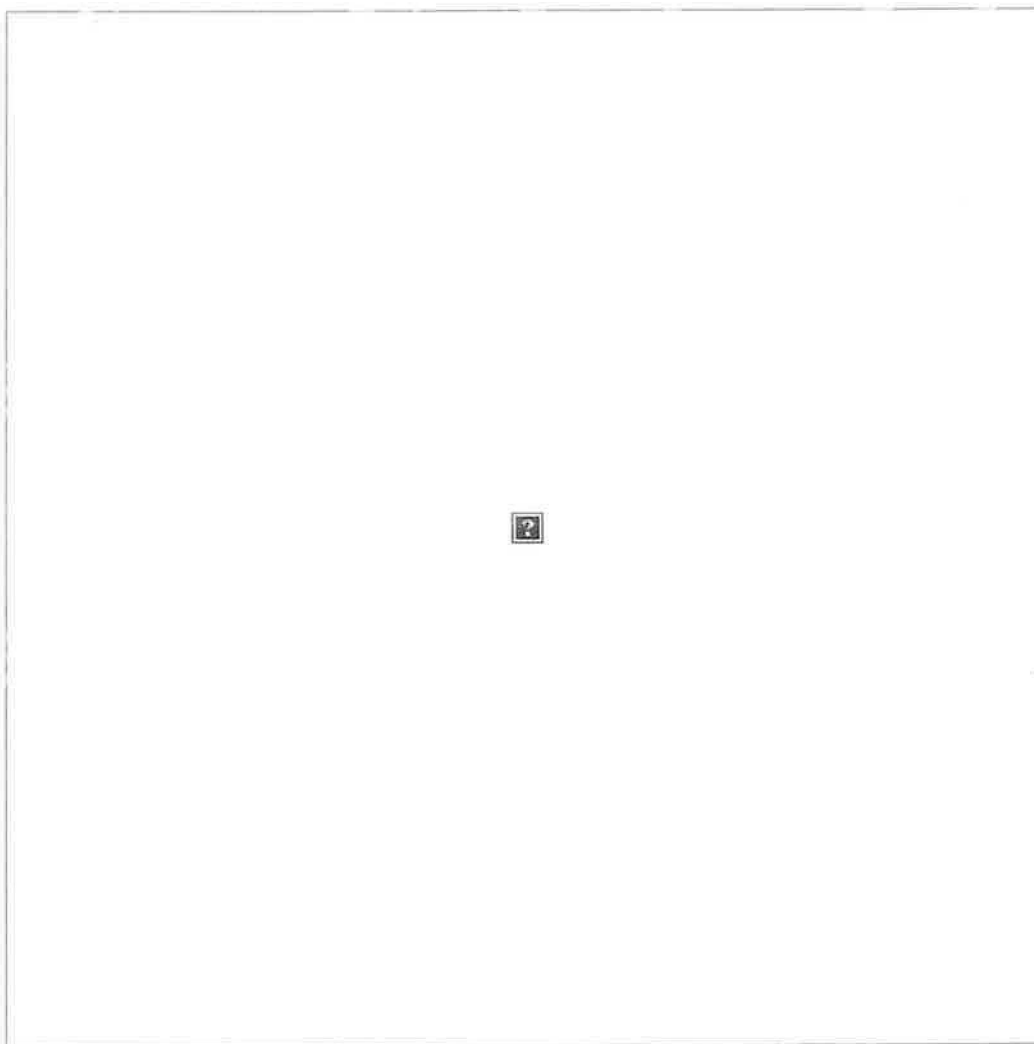
COVID-19 Testing

The County will hold twice-weekly, free drive-thru [COVID-19 testing events](#) at multiple locations beginning in February. Please note, these are not mass testing events; a limited number of tests will be available based on the capacity of each location. To help reduce

wait times, people who plan to attend the testing event are strongly encouraged to complete a **registration form** for each person who will be receiving a test prior to arriving at the testing site. **No COVID-19 vaccine will be available at these events.**

The events will be on Tuesdays and Thursdays from 10:00 am – 2:00 pm.

- February 2 and 4: Franklin Park, 17501 Franklin Park Drive, Purcellville
- February 9 and 11: Philip A. Bolen Memorial Park, 42405 Claudia Drive, Leesburg (Enter the park on Crosstrail Boulevard from Sycolin Road)
- February 16 and 18: Cascades Library, 21030 Whitfield Place, Potomac Falls
- (Access the testing location in the back parking lot, near the senior center)
- February 23 and 25: Dulles South Recreation & Community Center, 24950 Riding Center Drive, South Riding



Thank you. I will continue to keep you informed about vaccine availability.

Sincerely,
Phyllis Randall
Chair, Loudoun County Board of Supervisors
phyllis.randall@loudoun.gov

Jeanine H. Arnett
Chief of Staff
jeanine.arnett@loudoun.gov

Laura TeKrony
Legislative Aide
laura.tekrony@loudoun.gov

Sarah Tuggle
Legislative Aide for Behavior and Community Health
sarah.tuggle@loudoun.gov

Elizabeth Bennis
Executive Assistant
elizabeth.bennis@loudoun.gov

Board Business

FY 2022 Budget: Tim Hemstreet, County Administrator, will present the proposed FY 2022 budget to the Board on Wednesday, February 10th at 5:00 pm. Two budget public hearings have been scheduled on Tuesday, February 23rd at 3:00 pm and 6:00 pm and Saturday, February 27th at 9:00 am. Members of the public who would like to provide comments to the Board are encouraged to do so remotely until further notice to help prevent the spread of COVID-19. Details on how to provide comments remotely are available [here](#).

At the January 5th Board business meeting, we provided **final budget guidance** to the County Administrator to prepare the FY 2022 proposed budget at one cent above the overall equalized tax rate and provide options to either increase 1 cent or decrease 1 cent from the proposed budget.

Strategic Workplan: At the January 19th Board business meeting, we approved Loudoun County's vision statement and directed staff to develop a workplan to implement priority initiatives from our strategic focus areas. You can see a an overview of the workplan including the status of initiatives already underway or completed in the [item](#).

The following is our approved vision statement:

While appreciating and acknowledging our rich history, Loudoun County strives to be a prosperous, inclusive, equitable and sustainable community where residents feel free to live, work, learn and play.

Conveyance of Aldie Assemblage: At the January 13th public hearing, I moved that the Board forward the item to the February 9th Finance, Government Operations, and Economic Development Committee meeting for discussion. My job is to listen to the public and I heard your concerns about the process being rushed. Moving the item to the Finance Committee will give us more time to discuss the good points raised in the public hearing.

Prohibition of Firearms on County Property: The public hearing for the draft ordinance

is scheduled on February 10th.

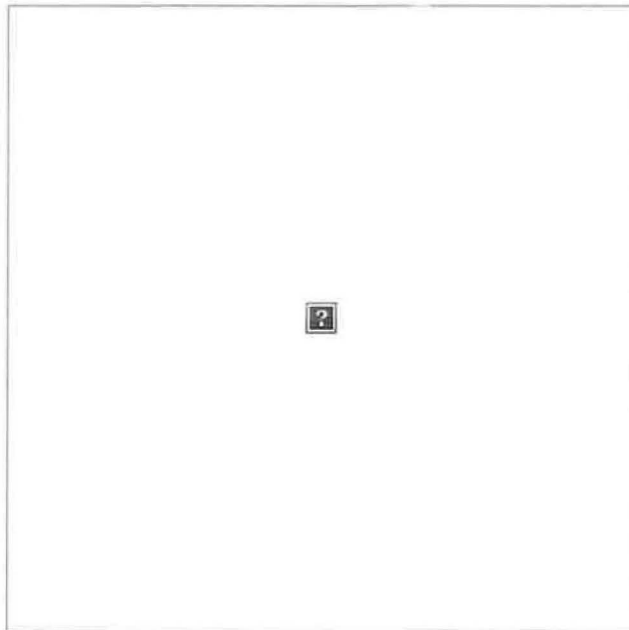
Community Information

Online Community Survey: The online version of the survey allows all residents to provide their feedback. Loudoun County surveys its residents periodically to get their feedback on government services, the county's quality of life and priorities for government initiatives. Residents may take the survey online through February 1st.

Loudoun is one of many communities across the United States that use this tool to help improve governmental performance, guide policy decisions, strengthen communications with community stakeholders and identify clear priorities for use in goal and budget setting. Results of the survey are expected to be presented to the Board later this year. For more information on the 2021 Loudoun County survey, call 703-777-0539 or e-mail budget@loudoun.gov.

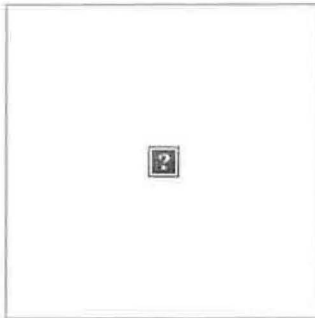
Loudoun Restaurant Campaign: Have you heard about the #LoveLoudounFood restaurant campaign? Show your support for Loudoun restaurants by posting a picture of your meal on Facebook or Instagram, tag the restaurant and use the hashtag #LoveLoudounFood. Every post you make enters you to win a dinner for six for Super Bowl Sunday, a Valentine's Day dinner for two or a St. Patrick's Day dinner for six. It's an easy (and tasty) way to support our restaurants this winter.

Complete campaign information can be found on the [**Loudoun Is Ready Restaurant campaign website**](#).



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Sent by phyllis.randall@loudoun.gov powered by



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From: [Nancy Kramer](#) on behalf of [Kevin Lewis](#)
To: [Scott Ziegler](#)
Cc: [Mark Smith](#); [Michelle Walker](#); [Kevin Lewis](#); [Nancy Kramer](#)
Subject: Support Services Update
Date: Thursday, January 28, 2021 3:26:15 PM
Attachments: [1-28-21 Response Clarification on mitigation slides.pdf](#)

Dr. Ziegler,

Please find information related to Support Services that may be of interest to the School Board.

Response Regarding Health Mitigation Metrics

Please see the attached response to an email sent to School Board members requesting clarification on the mitigation slides that were presented at the 1/26 School Board meeting.

SSO and SRO Training to Recognize Students in Mental Distress

Safety & Security has coordinated with Diagnostic Services to offer all SSOs and SROs virtual training on recognizing students in mental distress, with a goal that training will be completed before the return of students. Research has shown that most acts of targeted violence within schools occur after extended breaks, and with that awareness, we are focused on supporting students and staff as we prepare to return to hybrid instruction.

Turkey Vulture Damage Management - Hillside ES

Under a contract with LCPS and in communication with the Hillside HOA, the USDA will perform some non-lethal harassment on a vulture roost on HOA property adjacent to Hillside ES. The vultures (approximately 75 adults) pose a human health and safety concern associated with feces found around and on the playground equipment and surrounding area. In addition, they are destroying the roof of the school, and efforts to keep them away over the past few years have not been successful. The next step in the escalation process is non-lethal harassment using lasers and pyrotechnics. The cost is \$5,500 total (\$2,600 for FDA and \$2,900 for inhouse work on the roof at Hillside ES). It will involve lights and minor explosions in the area near the school each evening for a couple of weeks. The process is safe and legal for all involved. The USDA will be coordinating the activities with the neighbors in the community. The roof repairs for the school could exceed \$20,000 after dispersal of the roost.

Dulles South Elementary School Attendance Zone Changes – ‘Grandfathering’ Survey Process

On February 2, Planning staff will open the survey process for families of identified rising grade five students who will be zoned to a different Dulles South area elementary school next fall - with the opening of Hovatter Elementary School.

As outlined by [Policy 8160](#), the survey is intended to determine whether the families would prefer their child complete grade five at his/her current 2020-2021 elementary school rather than transition to the elementary school that will serve their residence beginning next school year (2021-2022 year).

The online survey link will be mailed (USPS) and emailed to the identified families for review and action based on the school of preference for their current grade four student. The online survey will remain open through Sunday, February 21.

Survey responses will be reported to the School Board on March 9; Board action on the 'grandfathering' requests will be anticipated for March 23.

Residential Development Referrals

Referral comments offered to County staff on reviewed residential development applications are provided. The communications were offered during the second quarter of FY 2021.

And as a reminder, should School Board members be approached by a developer and/or representative for a developer, please direct all communications to Mr. Lewis, Assistant Superintendent for Support Services.

Flashing School Zone Lights in Operation

To ensure the safety of our walking students, flashing School Zone signs have been turned on effective 1/25/21, because a select groups of students began returning to schools for testing. Every LCPS school will have students reporting for testing at various times throughout the day, and most of the schools have walkers within this subset of students reporting for testing. The signs at all schools will flash at their normal morning and afternoon times. In addition, because testing times vary, some students are arriving and departing schools at lunch time. Therefore, we have established additional flashing times for each level:

ES will flash from 11AM – 12N

MS will flash from 1130AM – 1230PM

HS will flash from 12N – 1PM

Transportation Concern Registry Update

Of the 231 registered complaints, 231 or 100% of the total registered complaints, have been closed following review and response. Of the 123 registered bus stop related complaints, 123 or 100% of the total registered bus stop related complaints, have been closed following review and response.

Kevin L. Lewis PE, CEM, GBE
Assistant Superintendent for Support Services
<https://www.lcps.org/support>
Loudoun County Public Schools
21000 Education Ct
Ashburn, VA 20148
571 252 1385

From: [Beth Barts](#)
To: [Scott Ziegler](#)
Cc: [School Board Confidential](#)
Subject: Fwd: COVID-19 Vaccination Update
Date: Thursday, January 28, 2021 1:57:53 PM

My district's newsletter. Lots of good stuff in here. I appreciate Supervisor Umstattd giving me space each month. It gets sent to many residents in and outside the town. Just sharing for outreach!

Sent from my iPhone

Begin forwarded message:

From: Leesburg District <kristen.umstattd@loudoun.gov>
Date: January 28, 2021 at 1:51:40 PM EST
To: Beth Barts <Beth.Barts@lcps.org>
Subject: COVID-19 Vaccination Update
Reply-To: valerie.suzdak@loudoun.gov



Dear Leesburg Resident,

Happy New Year! At our first Board business meeting of the year, we set our meeting schedule for 2021 and reelected Sterling District Supervisor Koran Saines as Vice Chairman. Our monthly schedule of business meetings and public hearings will remain the same as last year:

- Business meetings on the first and third Tuesday of the month at 5:00 pm.
- Public hearing on the Wednesday of the week following the first business meeting of the month at 6:00 pm.
- Details about the Board's meeting dates are posted on our [online calendar](#).

Members of the public may provide input to the Board during business meetings and public hearings by [signing up in advance](#) at 703-777-0200 by noon on the day of the meeting.

- Public input at the Board's business meetings will begin as early as 6:00 pm.
- At the second business meeting of the month, an additional time of public input will be included at the beginning of the agenda at 5:00 pm. The number of speakers is limited and speakers must sign up in advance.
- Comments at public hearings are limited to the items on the agenda.

Members of the public who would like to provide comments to the Board of Supervisors are encouraged to do so remotely until further notice to help prevent the spread of COVID-19. Details on how to provide comments remotely are available [here](#).

In 2021, I will continue to serve as the Co-Chair for the Joint Board and School Board Committee. At the regional level, I will serve on the Chesapeake Bay and Water Resources Policy Committee and the National Capital Region Transportation Planning Board.

Board's Strategic Workplan

At the January 19th Board business meeting, we approved the vision statement and directed staff to develop a workplan to achieve our desired outcomes by December 31, 2023, which is the end of this Board's term. We will receive biannual updates on the initiatives to select projects to be prioritized and implemented. An overview of our workplan can be found in the [item](#). Our approved vision statement is the following:

While appreciating and acknowledging our rich history, Loudoun County strives to be a prosperous, inclusive, equitable and sustainable community where residents feel free to live, work, learn and play.

FY 2022 Budget

At the January 5th Board business meeting, we provided [final budget guidance](#) to the County Administrator to prepare the FY 2022 proposed budget at one cent above the overall equalized tax rate and provide options to either increase 1 cent or decrease 1 cent from the proposed budget (please see table below). The current real property tax rate is \$1.035 and the overall equalized tax rate is \$1.015.

Tim Hemstreet, County Administrator, will present the proposed FY 2022 budget to the Board on Wednesday, February 10th at 5:00 pm. Two budget public hearings have been scheduled on Tuesday, February 23rd at 3:00 pm and 6:00 pm and Saturday, February 27th at 9:00 am. Members of the public who would like to provide comments to the Board are encouraged to do so remotely. In-person comments are permitted and you can sign-up in advance at 703-777-0200 or at the meeting.

Online Community Survey

An online version of the Loudoun County 2021 Community Survey is now open to all Loudoun County residents through February 1st. Loudoun County surveys its residents periodically to get their feedback on government services, the county's quality of life and priorities for government initiatives. Responses are anonymous and will be analyzed to provide a full picture of the Loudoun County community.

Loudoun is one of many communities across the United States that use this tool to help improve governmental performance, guide policy decisions, strengthen communications with community stakeholders and identify clear priorities for use in goal and budget setting. Results of the survey are expected to be presented to the Board later this year. For more information on the 2021 Loudoun County survey, call 703-777-0539 or e-mail budget@loudoun.gov. Thank you for your feedback.

Tax Relief for the Elderly & Disabled

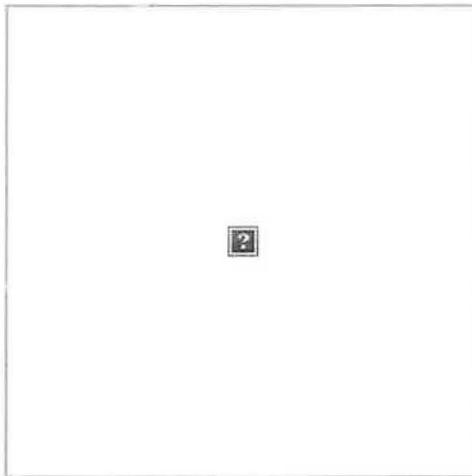
2021 tax relief forms will be available by March 1st. Please click [here](#) to e-mail and request a form be mailed to you when they are available. Please include your full name and address in the e-mail.

Based on constituent feedback, Supervisor Turner and I sponsored an initiative on December 15th to review the household income criteria for the Tax Relief Program for the Elderly and Disabled for Real Property. Any change would require an ordinance amendment and would not become effective until tax year 2022. We expect an update from staff in March.

Loudoun Restaurant Campaign

I support Loudoun restaurants and know that you do, too. Show your favorite Loudoun restaurant some love by participating in the #LoveLoudounFood campaign—dine in or carryout, it's up to you. Simply post a picture of your meal on Instagram or Facebook, tag the restaurant and use the hashtag #LoveLoudounFood. Every post enters you to win a dinner for 6 for Super Bowl Sunday, a dinner for 2 for Valentine's Day or a St. Patrick's Day dinner for 6.

Complete campaign information can be found on the [Loudoun Is Ready Restaurant campaign](#) website.



COVID-19 Vaccination Registration Update

The Loudoun County Health Department has received more than 50,000 inquiries regarding appointments for vaccination. At this time, all currently available vaccine doses in Loudoun are allocated to individuals who are included in the Phase 1a or Phase 1b priority groups, and vaccination continues on a daily basis. As a result, there will be a delay in making additional appointments for those who have completed the [online pre-screening survey](#) until more vaccine arrives in Loudoun.

At today's Virginia Association of Counties and Virginia Municipal League conference, Dr. Danny Avula, an expert in local public health, gave an overview of vaccine availability in Virginia: The federal government is currently delivering only 105,000 doses per week to the state. The state's total population in the 1a and 1b groups, which include individuals 65 and over, is about 4.3 million - about 50% of the state's total population. At the rate of 105,000 doses/week, it will take about 38 weeks or over 9 months, to vaccinate everyone

in the 1a and 1b groups. I am hopeful that, with more vaccine purchases announced by the federal government, Virginia will be able to vaccinate more individuals than current projections would suggest. Dr. Avula also made the point that all localities throughout the state are ramped up to increase vaccinations as more doses become available.

If you are eligible to be vaccinated and your employer has not made arrangements for vaccination, you are encouraged to submit an [online pre-screening survey](#) to the Health Department. Employers can sign up using this same survey by selecting "organization" when prompted.

What You Need to Know if You Already Submitted Your Information

If you have already submitted your pre-screening survey, you do not need to contact the Health Department again to verify whether you are on our list. The survey does not provide a confirmation e-mail indicating you are registered; however, submitting your contact information online or by phone completes the first step for getting a vaccination appointment.

After submitting your information to the Health Department, please be patient. I know how difficult this is for everyone. Like many of my colleagues, I, personally, will eventually get vaccinated, but I am going to wait until vaccines are widely available to everyone in Leesburg who wants one before I sign up, probably in June.

Time for Your Second Dose?

If you already received your first dose of COVID-19 vaccine and you are approaching the time for your second dose, you should seek vaccine appointments from the same source of your first dose. If you made your own appointment through the Vaccine Administration Management System (VAMS), you should log in to VAMS and make your second appointment. You do not need to submit additional information to the Health Department. If you made an appointment by phone, the Health Department will contact you regarding an appointment for your second dose.

VDH Vaccination Dashboard

Loudoun County's vaccine supply comes from the Virginia Department of Health (VDH), which allocates doses to local health districts, such as Loudoun, based on each district's population. Virginia, like all states, gets vaccine doses from the federal government. You can keep track of doses administered to Loudoun residents through the [VDH COVID-19 Vaccine Summary Dashboard](#), which is updated daily.

New Vaccination Site

At the January 19th Board business meeting, we voted to [execute a lease](#) for a Loudoun County full scale vaccination point of dispensing (POD) at the Dulles Town Center.

Currently, the County operates a COVID-19 vaccination POD out of a warehouse on Relocation Drive in Sterling. This POD location was ideal for the initial start-up of the vaccination process; however, it is not scalable and limits vaccinations to approximately 550-600 per day. In order to accelerate the vaccination rate for the Loudoun County population, a new facility needs to be secured with sufficient space to accommodate multiple POD functions and operations. As of today, this site is not open to the public. Appointments will still be required via the online pre-screening survey. The site will have the capacity to facilitate approximately 4,800 doses a day; however, the Health Department's ability to administer vaccine will still be dependent on doses received.

COVID-19 Testing

The County will hold twice-weekly, free drive-thru COVID-19 testing events at multiple locations beginning in February. Please note, these are not mass testing events; a limited number of tests will be available based on the capacity of each location. To help reduce wait times, people who plan to attend the testing event are strongly encouraged to complete a registration form for each person who will be receiving a test prior to arriving at the testing site. **No COVID-19 vaccine will be available at these events.**

The events will be on Tuesdays and Thursdays from 10:00 am – 2:00 pm.

- February 2 and 4: Franklin Park, 17501 Franklin Park Drive, Purcellville
- February 9 and 11: Philip A. Bolen Memorial Park, 42405 Claudia Drive, Leesburg (Enter the park on Crosstrail Boulevard from Sycolin Road)
- February 16 and 18: Cascades Library, 21030 Whitfield Place, Potomac Falls (Access the testing location in the back parking lot, near the senior center)
- February 23 and 25: Dulles South Recreation & Community Center, 24950 Riding Center Drive, South Riding



Warm Regards,

Kristen C. Umstatt
Leesburg District
Loudoun County Board of Supervisors

kristen.umstattd@loudoun.gov
703-777-0203

Valerie Suzdak
Chief Legislative Aide
Supervisor Kristen Umstattd, Leesburg District
valerie.suzdak@loudoun.gov

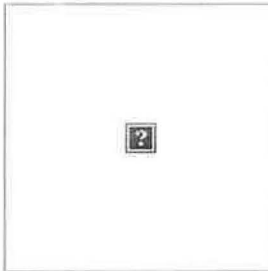
Laura TeKrony
Legislative Aide
Supervisor Kristen Umstattd
laura.tekrony@loudoun.gov

Business of the Month

Five Stones Healing & Wellness Center

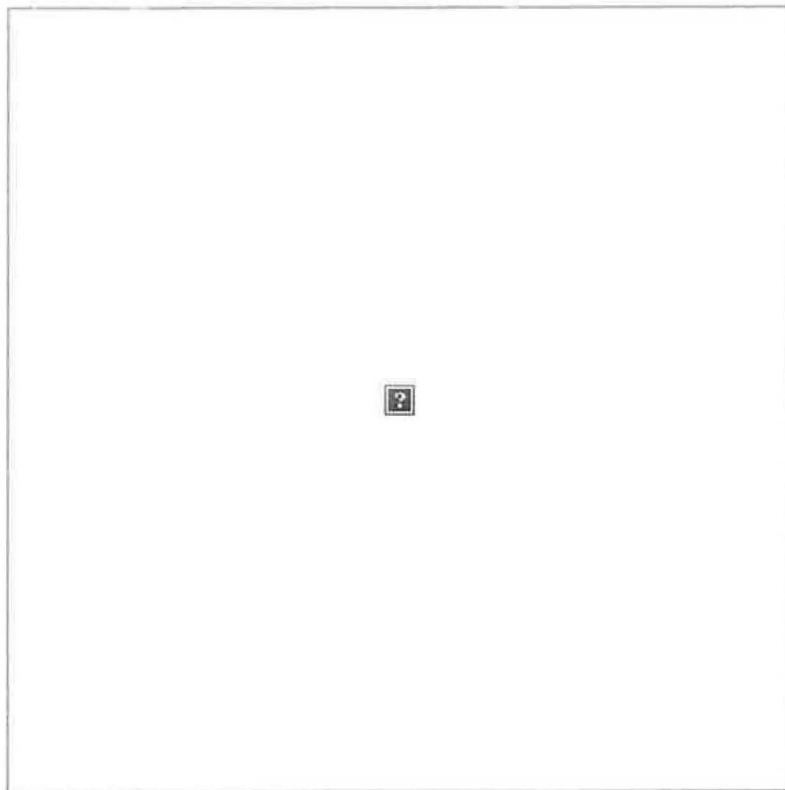
Is stress affecting your health? Take our [Quiz](#) to find out.

Located in Leesburg, this practice centers on the Five Stones of optimal health: Healthful Eating, Balanced Movement, Integrative and Functional Medicine, Mindful Stress Management, and Interconnected Living. The physicians and the medical team help patients achieve the essential balance of healing and lifestyle in mind, body, and spirit. We are open and able to see patients in the office or remotely during this difficult time.

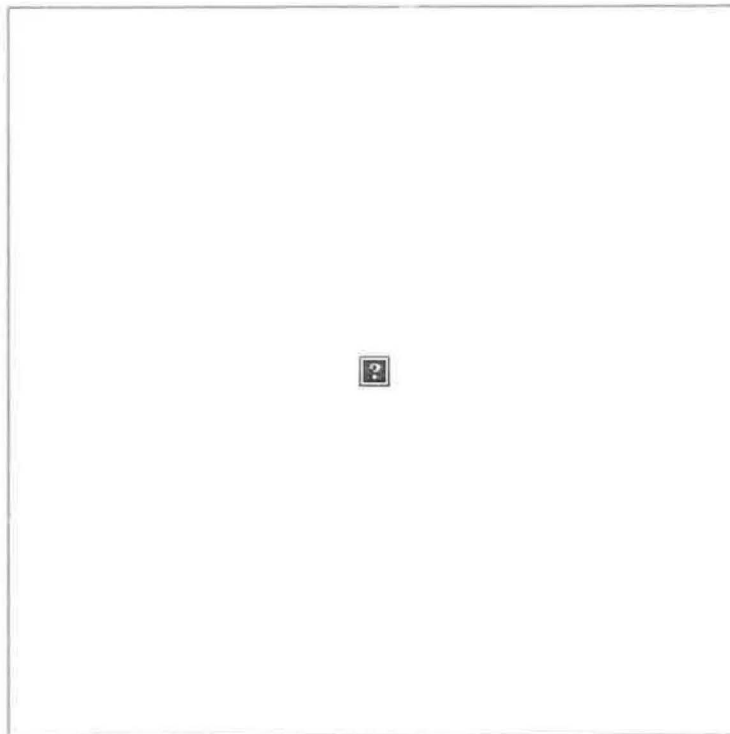


Mayor Kelly Burk's Corner

Business News: On Saturday, January 23rd, downtown Leesburg experienced a devastating fire on Market Street. Presently, it appears there was a kitchen fire in one of the establishments that impacted both the Yummy Pig BBQ and the Wild Geese Irish Pub. Both business will be closed at that location while major repairs are undertaken. Thanks to the Leesburg Fire Company for their quick response and to all the additional fire companies that join in for support. This is a terrible blow to Leesburg's downtown economic recovery. Both of these businesses were integral to the diversity of dining options downtown and their departure from the dining scene will be strongly missed.



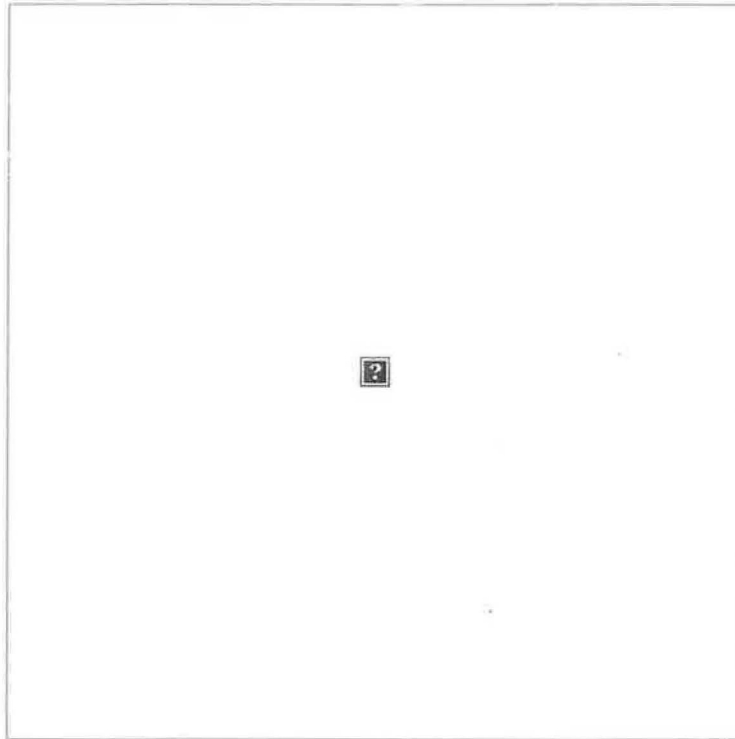
Council News: Newly-elected Council Members Ara Bagdasarian, Zack Cummings, and Kari Nancy officially took their seats on the Leesburg Town Council on January 1st. All three bring a wealth of experience and knowledge to the Council and I look forward to working with them.



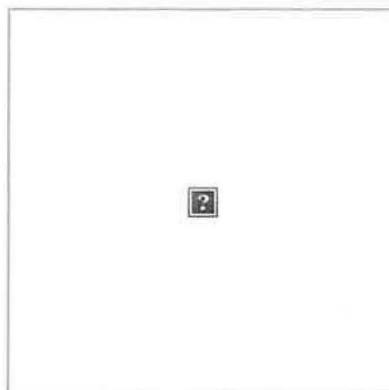
Development News: A number of development projects continue to make progress including the Route 7/Battlefield Parkway Interchange. In early December, bridge beam

installation began and utility relocation work continues. Daily lane closures will continue as needed and speed limits have been reduced from 55 MPH to 45 MPH between River Creek Pkwy and Cardinal Park. The entire project is on schedule to be completed by this fall. You can find updates [here](#).

A little closer to home, a new 2,500 square-foot Starbucks, located in the Leesburg Plaza Shopping Center, off East Market Street, is open! The café replaces the old M&T Bank building and presents a significant redevelopment opportunity as a catalyst for future redevelopment of the Leesburg Plaza site. The new location offers a drive-thru and outdoor seating for customers. The Bellewood Commons location has closed. To see a full list of development projects, visit the town's [website](#).



Town Plan: Legacy Leesburg provides important policy guidance for growth and development in Leesburg. It is also required by state code. Town staff is working on a series of videos that outline the process and content of the Legacy Leesburg document so that anyone can get up to speed from the comfort of their home. You can view these videos on the [Town's YouTube Channel](#), or by visiting the [Legacy Leesburg website](#).



Update from Beth Barts

We are fortunate in Loudoun to be well on the way to vaccinating our staff. I cannot express how grateful I am that we have this opportunity to provide protection to our frontline workers. Our vaccination point of dispensing (POD) at Brambleton Middle School has given out 6,178 first doses of the Moderna vaccine.

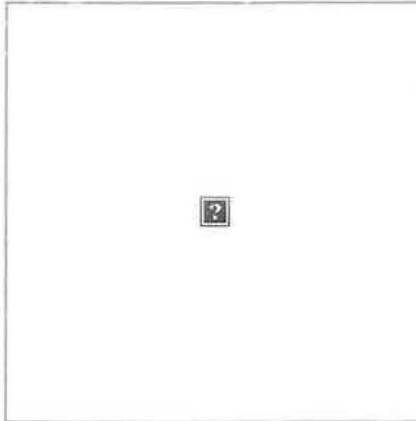
Safety First: We have created a "tipline" for staff to share concerns about safety protocols being followed as we transition back into hybrid. We received many e-mails from staff sharing gaps in safety and mitigation strategies from our prior hybrid modality in the fall. To address some of these concerns, we are installing plexiglass in classrooms as well as thermal imaging scanners for temperature checks. We have approved additional leave for staff who may have symptoms of COVID-19, but end up with negative results. We are also providing stipends for all full-time staff who must work in-person.

Community Care: Beginning Monday, January 25th, the secondary schools' walk-up meal service time will be extended to 2:30 pm. Beginning Monday, February 1st, meals for the week will be delivered to the designated bus stops on Mondays. Breakfast, lunch, snack, and supper for Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday will be distributed only on Mondays. Families may find their nearest bus stop and associated time for delivery via the [interactive map](#) on the LCPS website. Schools will continue to offer daily walk up meal service Monday through Friday. These meals are free and available for all students.

Returning to In-Person Instruction: VDOE has issued new guiding principles for returning to in-person instruction (please see guidelines below). The decision to go back into the hybrid modality will be based on these indicators at the School Board meeting on February 2nd.



Community Information



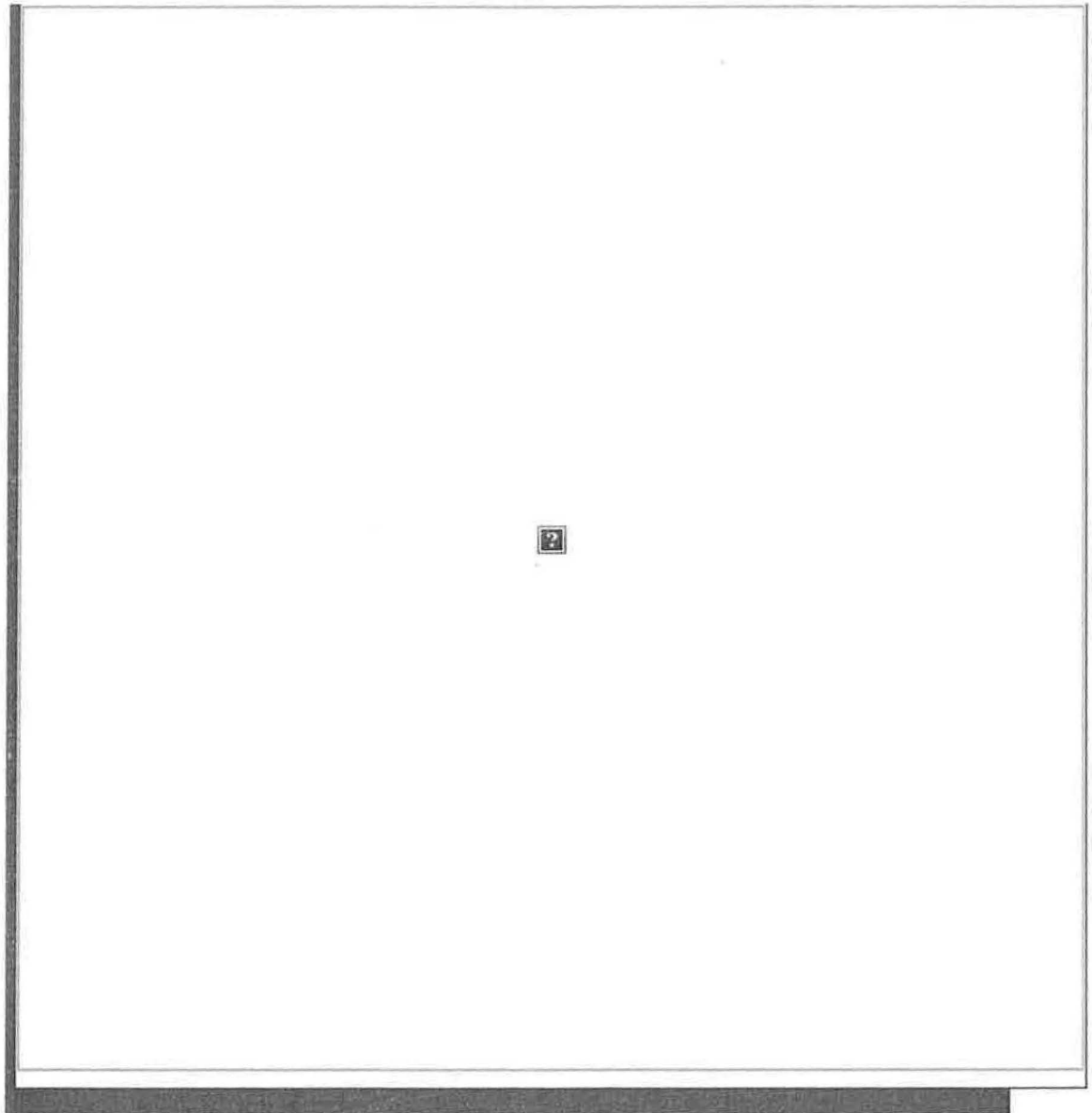
Academic Paper Competition: The Metropolitan Washington Council of Government's (COG) Chesapeake Bay and Water Resources Policy Committee is seeking to learn from high school, college and graduate students about emerging best practices and policies to address real-world sustainability and water resources issues. Below is a list of topics that would be most relevant to COG's elected officials.

- Diversity, equity, and inclusion in water quality decision-making, outreach, and recreation.
- Tree canopy and forest conservation.
- Mitigating and adapting to climate change, including flood resiliency.
- Agricultural Best Management Practices protective of water quality.
- Tackling fresh-water salinization (winter salts).
- Stream restoration projects.
- Water reuse.

To apply students should send an e-mail expressing interest to: Heidi Bonnaffon at hbonnaffon@mwkog.org by February 28th. The e-mail should include the following:

- Student's name, contact information, school, department, teacher/professor, and course.
- 2 to 4 sentence description of their chosen research topic.

The 2021 research competition is capped at the first twenty submissions. Students are asked to submit completed papers to COG by April 16th. The top submission will receive a \$500 award.



Leesburg District | 1 Harrison St, S.E., 5th Floor, Leesburg, VA 20175

[Unsubscribe beth.barts@lcps.org](mailto:beth.barts@lcps.org)

[Update Profile](#) | [About our service provider](#)

Sent by kristen.umstattd@loudoun.gov powered by



Try email marketing for free today!

To: Mark Smith
Subject: FW: Student Equity Ambassador
Date: Wednesday, January 27, 2021 8:12:12 PM

Scott Ziegler

From: Harris Mahedavi
Sent: Wednesday, January 27, 2021 7:55 PM
To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Mark Smith <Mark.Smith@lcps.org>; Traci Townsend <Traci.Townsend@lcps.org>; Scott Ziegler <Scott.Ziegler@lcps.org>
Subject: Re: Student Equity Ambassador

Hi Lottie,

I am circling back to this email.

I was not asking to publicly share the names, but we as board members being aware of who are participating. I am interested in ensuring that the student Ambassadors are made of the three groups shared on every slide of this initiative.

Thanks
Harris

From: Nyah Hamlett <Nyah.Hamlett@lcps.org>
Sent: Wednesday, December 2, 2020, 10:32 AM
To: Harris Mahedavi; Lottie Spurlock
Subject: RE: Student Equity Ambassador

Good morning Harris,

Attached is the BoardDocs packet from the November 4 Board meeting (reconvened from October 27). Here is a [link](#) to the slide deck for that item in case you want additional detail.

Lottie is in the process of researching to see if schools post student names publicly regarding student representatives of specific groups and checking with Steve on this topic. We have publicly posted the Equity Leads, which are adults/employees but we are hesitant to publicly share or post student names, especially for such a seemingly controversial and difficult topic.

Please let us know if you have additional questions.

Thank you,

Nyah D. Hamlett, Ed.D. | Chief of Staff
Loudoun County Public Schools
571.252.1030 (office) | 571.209.7787 (cell)

From: Harris Mahedavi

Sent: Wednesday, December 2, 2020 9:21 AM

To: Lottie Spurlock <Lottie.Spurlock@lcps.org>; Nyah Hamlett <Nyah.Hamlett@lcps.org>

Subject: Student Equity Ambassador

GM Lottie,

What is the process to become or get selected to be a student Equity Ambassador from a school, I know you must have share ed this before perhaps you can remind me?

Secondly can we get access to this list?

Thanks

Harris

From: Lottie Spurlock
To: Harris Mahedavi; Mark Smith; Traci Townsend; Scott Ziegler
Subject: RE: Student Equity Ambassador
Date: Wednesday, January 27, 2021 8:09:13 PM

Good evening, Mr. Mahedavi,

Thank you for your email and your interest in the Student Equity Ambassadors.

Yes, I recall your inquiry (and our email exchange) on this initiative regarding our students. Based on our last email we were planning to talk on December 3, 2020.

If you are still interested in talking through any details or questions you may still have, I am quite happy to do so.

Please let me know if a call between 8:30 and 9:00 on Thursday (tomorrow) or Friday morning works for you.

Many thanks,
Lottie Spurlock

Lottie M. Spurlock
Director of Equity
Office of the Superintendent
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571.252.1210
Twitter: @LottieSpurlock

“As we work together to restore hope for the future, we need to include a new and strange ally — our willingness to be disturbed.” ~Margaret Wheatley

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Harris

From: Zack Orchant
To: Beth Barts; Denise Corbo; John Beatty; Atoosa Reaser; Harris Mahedavi; Ian Serotkin; Leslee King; Jeff Morse; Scott Ziegler
Cc: Jennifer Haggerty; Daniel Lani; Nicole Orchant
Subject: [EXTERNAL] 321 Days - Still No Clear Path Forward
Date: Wednesday, January 27, 2021 3:55:34 PM

Good Afternoon School Board Members and Dr. Ziegler,

I am writing you this morning representing a variety of roles within Loudoun County - first and foremost, I am a parent of a 1st grader at Evergreen Elementary School who greatly misses learning the way a first grader should be, he misses his friends, interacting with teachers and staff and experiencing the excitement and pride young students take in their school community. I'm also representing myself as a Community Leader, I am the president of the Ashburn Youth Basketball League, who this season supports an outlet for recreational sports in the community for nearly 1200 children, many of whom are LCPS students. Lastly, I am also a Varsity Assistant Basketball Coach here in Loudoun County at Briar Woods High School.

Let me start the with the easiest one - over the last 321 days I have said goodbye to high school players from a distance. Players that I supported, encouraged and watch grow into the adults they are today. Players that didn't get to experience a true graduation, a true recognition in front of their friends, their families and peers the way a hard working student in Loudoun County anticipates from the moment they enter their freshman year. The class of 2020 had a number of life events, ones you never get to experience again taken from them without their ability to control or influence. Yes, there was a risk that swept the country and our community by storm last Spring and hard decisions had to be made in that moment. This year's graduating class should not have to experience those same losses; graduating from high school, to me falls into the category of birthdays, weddings and the birth of a child. It is a life event that should be celebrated and recognized for the great achievement that it is through proper planning and reasonable approach to mitigate any risks that you have the ability to control and influence. The continued inability to make decisions, seek information, use science and fact from national organization and government agencies is not only putting this years senior class at risk of missing out on a life event that they have work tremendously hard to achieve; that same inability is going to deprive this years graduating class from ever experiencing what it feels like to walk the halls of their high school as a proud senior. It has been 321 days since our high school students have attended classes in person; we owe it to them to do better and give the education that deserve, that same education that I experienced as a graduate of Broad Run High School.

As the President of Ashburn Youth Basketball League, an organization that utilizes LCPS gyms allocated by our Parks and Rec organization. While we have certainly seen our share of occurrences and cases among those in the community that participate in our league where action needed to be taken; we have yet to see a player/coach hospitalized as a result fo them contracting the virus through league activities. We have yet to see a massive outbreak through community spread. What we have seen is that nearly all exposure is through their adult parents and their activities, employment and social gatherings - the players that have tested positive have been as a result of decisions they did not make and choices they did not make for themselves. Through reasonable approaches to mitigation, we have yet to see player to player transmission - all of our players wear a mask in practice and games, we social distance, we clean commonly used surfaces, use hand sanitizer — all of which are things that can be done

within our schools.

In a population of 1200 players, 350 coaches and many more when you account for a players family members there have been 48 cases of either (a) the player/coach testing positive, (b) someone in their home testing positive and (c) being exposed to a positive case outside of league activities. In a population of over 1500 players and coaches, there are 48 incidents that resulted in some action taken to mitigate further risk, 48 cases playing a contact sport.

Design a plan, take reasonable steps to mitigate risks that you can control and let's get these kids back in school! Be prepared to take action when necessary, not if necessary.

If kids can play sports at both the High School and Recreational level in our schools, kids can certainly learn within them safely!

Lastly, I'm want to speak to you as the parent of a 1st grader desperately wanting to experience things any normal first grader should. As we rapidly approach 365 days since ALL students were last in a "normal" learning environment I urge you not to let that date get any closer than it already is. The current "hybrid" environment is no longer sustainable, learning 1st grade from a computer is no longer acceptable based on the statistics and science related to this virus. Learning from home doesn't build good learning habits, teach accountability and provide an environment for students like my son to excel further than they already are. There is a high percentage of students who do not have the same support system as my son nor do they have parents who can work from home and assist with their school work.

For 321 days you have forced many families like mine to choose between our children's education. For 321 days you have forced my child to be isolated from his class peers, barred him from forming meaningful and long last relationships with his teachers and establishing habits that will prepare him for greater future success. For 321 days, you as elected officials focused on the greater good for our children have failed to do what is right for our kids. You have failed to focus on the real task at hand which is putting our kids back in the classroom safely - we've spent countless hours on combating racism, changing the mascot of Loudoun County HS, transportation needs, charter schools, operating budgets, black history month, equity committee statuses and other topics that while are important are not more important that developing and executing a plan to return students to their intended learning environment. For 321 days the adults in the room have failed to make adult decisions, decision you were hired and elected to do. For 321 days you have put the mental health of our children at risk. The 2019 Loudoun County Community Health Assessment by Inova cites the #1 Health Issue in our community are related to Mental Health - 3,475 responses were attributed to depression, anxiety, stress and suicide.

<https://www.loudoun.gov/DocumentCenter/View/117368/Loudoun-Community-Health-Assessment---2019?bidId=>

For 321 days you have focused on the fear of your teachers and staff and catering to the adults not the needs of the students you serve. For 321 days I have witnessed your teachers and staff cases rise to almost 450 cases since September 8th alone. Why is it that your teachers and staff can continue to make decisions outside of work that impact my child's ability to go to school without consequence? Why is it that a friend of mine who went to get her nails done witnessed 4 teachers in the waiting area not wearing a mask and bragging about their roles as LCPS employees? Actions have consequences - Ms. Corbo proposed teachers submitting a daily report about a students mask violations as a method to show its "unsafe;" does that proposal

also allow the public to do the same for your teachers and staff outside of school?

While a vaccine is a choice, so is continued employment - either teachers and staff (a) accept the risk of being in the classroom doing the job they were all hired to do, (b) get vaccinated to mitigate risk or (c) find new employment. Whatever each individual decides for their own situation - that solution cannot be at the expense of the student any longer. The conditions have certainly changed for teachers and staff, but we have been taught through our education to adapt to change. It is time for the adults in leadership positions to adapt and change so that our kids can return to the classroom; so that our kids get the great education LCPS is known for; so that our kids, my son, get to experience the same thing and be challenged in the same ways that I was many years prior as a student here in Loudoun.

321 days have passed and after last night's school board meeting, myself and a large population of LCPS parents fear that we will surpass 365 days since students at ALL LEVELS will be back in the classroom. I urge you to table any other agenda item, put everything else on the back burner, save for a later date....put everything else on the school board's agenda aside until all of our kids are back in the classroom receiving their education as they should be. 321 days is far too long, we cannot wait for someone to dictate the solution to us - schools in other states, including those in New York, Philadelphia and other major metropolitan areas are open with students in the classroom 5 days a week.

If the solution is the School Board and School Administration Leadership need outside resources or folks in the community to support the development of protocols and procedures to mitigate controllable risks just ask - myself and others in the community are willing to devote our time to help get kids back in the classroom.

It's time to take action, formulate a plan and implement it swiftly!! March 12th, 2021 will be here before you know it!!

Thank you,

Zack Orchant
703-928-8739
zackorchant@yahoo.com

From: [Jessica Blythe](#)
To: [Scott Ziegler](#)
Subject: [EXTERNAL] Reminder- February is School Board Appreciation Month!
Date: Tuesday, January 26, 2021 1:32:50 PM
Attachments: [SBAM 2021Guide.pdf](#)

Good Afternoon,

February is VSBA School Board Appreciation Month. In preparation for this month, we have shared the attached kit to help your division plan a way to recognize and show appreciation for your School Board. This is a great opportunity to thank your school board members for their hard work, especially as we look back on a year full of unique obstacles. The kit has been updated this year to include ideas on how to celebrate your board despite a virtual setting.

In addition to distributing the attached guide, President Turner-Giles has released a [PSA](#), and the Governor has signed a proclamation ([available here](#)). The VSBA has also sent certificates for your board members to your school board clerk's attention. If you have not received these please reach out to Dorothy Vidano (dorothy@vsba.org).

As you celebrate and recognize your board members this month, be sure to share with us on social media as well as send picture to Samantha Bosserman (samantha@vsba.org) that we can feature on the VSBA website.

Thank you for participating in this initiative.

Sincerely,

Jessica Blythe
Director of Membership Services
Virginia School Boards Association
200 Hansen Road, Suite 2
Charlottesville, VA 22911
800-446-8722 or 434-295-8722 Office
434-295-8785 Fax
jessica@vsba.org, www.vsba.org

From: [Asia Jones](#)
To: [Scott Ziegler](#)
Cc: [Lisa Boland](#); [Jeannie Kloman](#)
Subject: RE: Community Notices--13 Schools and One Work Location
Date: Tuesday, January 26, 2021 2:34:59 PM

Good afternoon,

Listed below is what has been reported to me today.

- Blue Ridge Middle School, regarding two positive staff members, three close contacts. (Transmission event) The individuals ate lunch together in a large conference room. Reportedly, believed they were seated 6-feet apart.
- Mountain View Elementary School, regarding one positive staff member, one close contact.
 - COVID-19 positive staff member did not know they were positive at the time. The staff member was working closely with a preschool child to conduct an instructional assessment.
- Rock Ridge High School, regarding two positive staff members, four close contacts. (Transmission event) Reportedly, moving boxes without maintain physical distance of 6 feet. DPS is reviewing with other departments for additional review and training needs.

Asia R. Jones, Ed.D.
Assistant Superintendent
Department of Pupil Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1022

From: Scott Ziegler <Scott.Ziegler@lcps.org>
Sent: Friday, January 22, 2021 5:21 PM
To: Jeannie Kloman <Jeannie.Kloman@lcps.org>; Jeannie Kloman <Jeannie.Kloman@lcps.org>
Cc: Asia Jones <Asia.Jones@lcps.org>; Lisa Boland <Lisa.Boland@lcps.org>
Subject: FW: Community Notices--13 Schools and One Work Location

See the questions copied below and let me know if your can provide the requested information.

Scott Ziegler

From: Jeff Morse
Sent: Friday, January 22, 2021 11:06 AM
To: Scott Ziegler <Scott.Ziegler@lcps.org>
Cc: Asia Jones <Asia.Jones@lcps.org>

Subject: Fw: Community Notices--13 Schools and One Work Location

Scott....would be interested in more detail about the Rock Ridge and Blue Ridge cases, specifically details of the circumstances that may have led to close contacts. Were the close contacts occurring in the school environment? Were there holes in our protocols? By definition, there should be no close contacts occurring in our schools given no in-class school going on.

Another question is, of all of the close contacts identified in LCPS to date, how many came down with the virus within their 14 day quarantine period?

This is vital info as we look toward reopening classrooms and maintaining protocols...thanks!

From: Stephanie Knott <Stephanie.Knott@lcps.org>

Sent: Thursday, January 21, 2021 3:21 PM

To: Atoosa Reaser <Atoosa.Reaser@lcps.org>; Brenda Sheridan <Brenda.Sheridan@lcps.org>; Denise Corbo <Denise.Corbo@lcps.org>; John Beatty <John.Beatty@lcps.org>; Leslee King <Leslee.King@lcps.org>; Ian Serotkin <Ian.Serotkin@lcps.org>; Jeff Morse <Jeff.Morse@lcps.org>; Harris Mahedavi <Harris.Mahedavi@lcps.org>; Beth Barts <Beth.Barts@lcps.org>

Cc: Wayde Byard <Wayde.Byard@lcps.org>; Mark Smith <Mark.Smith@lcps.org>

Subject: Community Notices--13 Schools and One Work Location

Good afternoon,

The following COVID notices will be sent to their respective communities at approximately 4:30 p.m. today:

- Blue Ridge Middle School, regarding two positive staff members, three close contacts.
- Brambleton Middle School, regarding one positive staff member, no close contacts.
- Cardinal Ridge Elementary School, regarding one positive staff member, no close contacts.
- Goshen Post Elementary School, regarding one positive staff member, no close contacts.
- Heritage High School, regarding one positive staff member, no close contacts.
- Liberty Elementary School, regarding one positive staff member, no close contacts.
- Lightridge High School, regarding one positive staff member, no close contacts.
- Mill Run Elementary School, regarding one positive staff member, no close contacts.
- Mountain View Elementary School, regarding one positive staff member, one close contact.

- River Bend Middle School, regarding two positive staff members, no close contacts.
- Rock Ridge High School, regarding two positive staff members, four close contacts.
- Safety and Security Department, regarding one positive staff member, no close contacts.
- Sully Elementary School, regarding one positive staff member, no close contacts.
- John W. Tolbert Elementary School, regarding one positive staff member, no close contacts.

Stephanie Knott

Public Information Coordinator
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
571.252.1040

From: Sharon Willoughby
To: Schoolboardemail
Cc: Mark Smith; Scott Ziegler; Kimberly Klees
Subject: SB Budget Question
Date: Tuesday, January 26, 2021 4:01:47 PM
Attachments: Restoration list for SB.xlsx

Good evening,

In the budget Q&A packet this evening, a response was provided for question 37. It was also requested to have this information in excel format and that report is attached.

Thank you.

Sharon Willoughby
Assistant Superintendent of Business and Financial Services
Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148
Telephone: 571-252-1400

From: [Lottie Spurlock](#)
To: [Administrative Leadership Team](#)
Subject: Office of Equity Newsletter and Updates
Date: Wednesday, January 27, 2021 7:16:52 AM

Greetings Administrative Leadership Team,

This email serves as notification of updates from the division-wide Office of Equity within the Office of the Superintendent.

Please note the following links with information regarding our journey toward excellence in equity here in LCPS.

- [Office of Equity Winter Newsletter](#)
- [LCPS Equity Webpage](#) (updated)
- [Virginia Department of Education \(VDOE\) EDEquity Newsletter](#)
- Please follow us on **Twitter: @EquityinLCPS**

Thank you for your individual and collective commitment to our ongoing division-wide work, ensuring Diversity, Equity, Inclusion, Justice, and Anti-racism (DEIJA) are an intentional focus in our work *for* and *with* our students here in LCPS. We are grateful to you as leaders in this work within our schools and central office.

If you have questions, please do not hesitate to contact us in the Office of Equity: Lottie Spurlock, Director of Equity (Lottie.Spurlock@lcps.org) or Dr. Traci Townsend, Supervisor of Equity (Traci.townsend@lcps.org).

Together along this journey,

Lottie M. Spurlock

Director of Equity

Office of the Superintendent

Loudoun County Public Schools

21000 Education Court

Ashburn, VA 20148

571.252.1210

Twitter: @LottieSpurlock

"If not US, then WHO? If not NOW, then WHEN?" ~ John Lewis

From: [Beth Barts](#)
To: [Ashley Ellis](#); [Scott Ziegler](#)
Subject: Fwd: [EXTERNAL] Equity concern: Please support the Arts and Theater Directors in the 2021-2022 budget process
Date: Tuesday, January 26, 2021 8:54:43 PM

Sent from my iPhone

Begin forwarded message:

From: Maria Hughston <maria.hughston@gmail.com>
Date: January 26, 2021 at 8:22:04 PM EST
To: Beth Barts <Beth.Barts@lcps.org>
Subject: [EXTERNAL] Equity concern: Please support the Arts and Theater Directors in the 2021-2022 budget process

Good Evening,

As a parent of a Loudoun County high school student, I would like to call your attention to the inequity of the stipend for Theatre Directors in the county. It's my understanding that Theatre Directors currently receive 1 stipend for the entire year. This stipend is now smaller than the football head coaches (who receive the stipend for 1 season or 3 months).

For the reasons set forth below, I believe that the stipend for Theatre Directors should be increased to reflect the extracurricular work they provide throughout the entire school year, all three seasons. A Fall, Winter, and Spring season, with the opportunity for an 11 month contract to be offered for the work the theatre teachers do throughout the summer. This same contract is currently offered to Band Teachers.

As you hopefully know by now, the theatre teacher's responsibilities go far beyond the classroom. They are responsible for the following duties throughout the entire year (not just academic).

1. Managing the Auditorium Space for facility use
2. Maintaining equipment in the auditorium. Including cleaning and

- repairing all of the equipment and spaces within the auditorium.
3. Providing support for any activities not affiliated with the theatre program who use the auditorium, including throughout the summer.
4. Functioning as the Executive Director of a Booster Program.
5. Fundraising for the entire program's needs. Currently, only \$1400 is given to the program. On average, a Musical costs between \$15,000 - \$80,000 to produce.
6. Assisting with and managing the space for all fine arts related events, including concerts associated with music.
7. Auditioning, Organizing, and Managing a cast and crew of students in musicals that can be as large as 75+ students, with NO additional stipend support for assistant directors, choreographers, or music directors.
8. Facilitating and teaching technical theatre on Saturdays and Sundays outside of the scheduled contract time in order to complete all areas of design for the productions.
9. Functioning as both the Director and Technical Director for the school.
10. Supporting events in the auditorium including induction ceremonies, graduation ceremonies, talent shows, dance recitals, and more. . .
11. Directing 3 - 5 Productions a year.
12. Competing in VHSL.
13. Traveling to Virginia Theatre Association, Virginia Thespian Festival, New York City, and the International Thespian Festival throughout each year.
14. On average, a production takes 10 - 12 weeks to produce with an average of 250+ hours being put into planning, designing, implementing, and striking of that production.

In Texas, some school districts offer their theatre teachers a \$15,000 stipend for the work they do. As the richest county in the US it is abysmal that we offer just \$5,300 to the theatre teacher with no additional support. Meanwhile, a Football coach is offered close to \$8,000, and has several additional coaching stipends.

In order to keep experienced and dedicated Theatre Directors in Loudoun County, the School Board must vote to ensure they are appropriately compensated for their year-long extracurricular commitment.

Sincerely,

Maria Hughston

Cell 804-212-4031

From: Beth Barts
To: Scott Ziegler; Ashley Ellis
Subject: Fwd: Facts about Theatre URGENT
Date: Tuesday, January 26, 2021 7:24:08 PM

Thank you helping clarify all this.

Sent from my iPhone

Begin forwarded message:

From: Addie Schafer <Addie.Schafer@lcps.org>
Date: January 26, 2021 at 7:05:19 PM EST
To: Schoolboardemail <lcsb@lcps.org>
Subject: Facts about Theatre URGENT

Hi all,

Some documents posted misrepresented our jobs, stipends, details about our programs, etc. Please see some facts below to clarify. You may have seen a similar list from colleagues. This is urgent to read and understand our jobs.

We would love an opportunity to meet with you all if you can give us the chance before making this decision. This is an important equity issue.

FACT: On average theatre, teachers make \$5 an hour (or less) for their AFTER school responsibilities. This is extra-curricular. Students NOT enrolled in theatre participate in these activities too.

FACT: We work, on average 1000+ hours in addition to the regular school day. Some teachers work 1800+ hours. This is equivalent to an additional full-time job.

FACT: We produce 3 seasons of activities. A Fall Play, Winter Show, Spring Musical. This is separate from the classes, class productions, class tech weeks, class performances.

FACT: Through stipends, Football is funded at \$400 per student and Theatre at \$0 per student for after school activities.

FACT: Our academic programs receive \$1400 per year. These funds are reserved for in-school, classroom activities only. Our Fall Play, Spring Musical, Winter Show, and One Acts receive \$0 for funding - **ITEM #18 is a**