TO: Douglass High School Commemorative Committee
FROM: Sara Howard-O’Brien and Donna Torraca
DATE: November 19, 2021
RE: BBB Document – Follow-up from November 8, 2021 Meeting

As a follow-up to the November 8th DHS CC Meeting, please find attached information from BBB that provides committee member comments and input on the various design and commemorative opportunities. More specifically, attached are copies of the BBB graphic boards with sticky notes from the 11/8/21 meeting and BBB meeting minutes from their presentation and work session. These documents will be helpful to DHS CC as the committee moves forward.

The co-Chairs spoke about creating sub-committees to work on individual components of the commemoration. Assignments will be sent via email with member contact information, and more details on the tasks for each sub-committee. It is requested that the sub-committee members reach out to each other to discuss their assignment and to be prepared to report to the full committee at the December 13, 2021, meeting.

We wish everyone a happy Thanksgiving. Please know that we are thankful for all the time, energy, ideas, and expertise you bring to the table. Do not hesitate to call or email if you have any questions.
MEETING MINUTES

- BBB and LSG thanked the committee for the excel spreadsheet of their ideas from the first meeting and noted that LCPS provided additional drawings, and ideas that the committee generated.

- The materials presented and printed on the boards were developed to show potential locations for these ideas inside and outside the building and included images of options that could be considered and commented on. The images could be considered in whole for the solution and could be considered for any part of the element shown – the materials used, the lighting, the size, etc.

- The work session was divided into three primary components, all with opportunities for comments from the Commemorative Committee Members. The presentation and boards used for the evening were all provided in hard copy to the committee members.
  - The first portion of the session was the presentation of the materials with questions and answer during the presentation.
  - The second portion of the session utilized the presentation boards on easels. The committee members were invited to add additional comments, discuss the images, and ask any questions.
  - The third portion of the session was a wrap up to revisit the questions and conversations and note that the committee would have additional time to review the packets and discuss them at their December 13 meeting.

- Gretchen Pfehler, Connie Fan, and Kirsten Nichols shared the digital presentation; taking comments and questions throughout. Following the presentation the committee members walked around the room, asked questions, and placed post-its with notes on the printed boards. The committee members regrouped after that activity for any final questions and comments that evening.

- The notes on the following pages are a collection of both the verbal and written comments from individual committee members.

NEXT STEPS

- Commemorative Committee’s sub-committees will meet prior to the Dec 13th meeting to further refine the vision and goals for the various opportunities presented by BBB and LSG.

- Commemorative Committee will discuss sub-committee work at Dec 13th meeting and provide refined feedback to BBB and LSG.

- BBB and LSG will continue to develop concepts based on the provided feedback and present progress at the Committee’s January meeting.
• There was discussion about whether the location of the basketball hoops and court lines are shown correctly in the renderings. BBB will work with contractor to carefully probe and see if there is any bracing in the walls to confirm the correct location.

• G. Pfaehler noted that the renderings showing different furniture arrangements were included so that flexibility of the space could be considered while thinking about exhibit opportunities.
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES
FREDERICK DOUGLASS DISPLAY

NOTES, COMMENTS AND QUESTIONS

• Concern that the portrait will be a distraction for events. Suggested that it should be moved or covered.
• Would like to see a famous quote on the top of the stage.
• Suggested the sides of the stage as an alternative display area (can be fully viewed at all times).
• Bust of Frederick Douglass at entry.
• Question asked about the most suitable age of Frederick Douglass for depiction (1818-1895).
• Preference shown for Images 3, 4, 5.

NOTES, COMMENTS AND QUESTIONS

• Comments made on Images 6 (too young) and Image 7 (too angry).
• Image 10 (scholarly, thoughtful).
• Preference shown for interactive displays. Would like to see a combination of moving pieces and touch screens.

• Concern for the maintenance, accessibility, and content management of the interactive displays.

• People should be able to engage with content/messaging without having to read long bits of text.

• East side of the building was suggested as a location for Images 1 and 5 (on next page).

• Image 2 could be on the West side, and Image 3 could go behind the stage.

• Preference for framed panels in the main area from Image 3.

• Proposed the ceiling as a potential display area for the mural.
NOTES, COMMENTS AND QUESTIONS

- Preference for Image 5.
- Permanent displays with printed images. No technology incorporated. (Images 7 and 11).
- Concern that the timeline or displays on the stairs will lead to accidents (trips/falls).

- Would like to see quotes from Frederick Douglass as well as other figures that change periodically.
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES

MOVABLE DISPLAY OPTIONS

View C: 3D view outlining movable display opportunity areas

Transparent partitions with floor anchors

Display attached to vertical rail

Display attached to horizontal rail

NOTES, COMMENTS AND QUESTIONS

- The movable displays should be easy to move, store and maintain. They can be placed on the sides of the space or on the stage instead of the middle.
- The displays might be hard to move.
- Maroon curtains vs. green/gold. The school colors are green and gold but the curtains were always maroon.
- Image 1 was proposed as a potential display for past teachers and principals. The stage area was the suggested location for this display.

NOTES, COMMENTS AND QUESTIONS

- Image 14 was chosen as a potential display opportunity for the tables in the breakrooms.
NOTES, COMMENTS AND QUESTIONS

- Suggested locations for Images 2 (on the stage) and 3 (rooms)

- Preference for Image 7. Out of the way and could be permanent.

- The cabinets should not impinge on auditorium space. Images 13 and 15 will be best for showing the Douglass timeline (years leading up until closing) to incorporate work of Countywide league, Houston, NAACP.
• Overview of the site layout was provided by LSG. Opportunities for commemorative display and interpretation were shown throughout the site with example images.

• A question was asked about the number of parking spots as there will be several programs on site and a concern was expressed if sufficient parking would be available as shown in the plan. The team noted that they considered the full range of users from the school and the parks and rec functions. (Follow up note: Prior site layout had 90 paved spots, plus two unmarked gravel parking areas. Current plan has 111 paved spots plus an additional 14 new spots along Sycolin.)

• The Maya Lin piece (fountain and wall) is very modern, not sure in keeping with the context.

• The fountain idea was mentioned as an idea, but less important than a sculpture. It was well understood that water might not always be on, and if a fountain is placed it would be desirable for it to be part of a sculptural element that would still be meaningful when water is not running.

• Any seating in the front entry plaza should have meaning – through engraving, naming, symbolism, etc.

• Consider a low (seat) wall separating East Market from the school on either side of the entry path leading to the front entry. This could be engraved with inspirational messages- words or quotes.

• Another level of greenery would be appreciated. It is understood that the botanic images previously given by the committee may be more detailed than maintenance will be able to care for, but another layer of planting, such as flowering shrubs and grasses (something besides just grass and trees) would be appreciated.
• The entry garden is seen as a place for a focal point. Circulation, seating, and gathering could happen around it. It is suggested that this area have class year marking and pavers with student/alumni names on them.

• Please consider lighting on any such entry focal point (sculpture and/or fountain) so that it could be visible from the road.

• Further conversation on pavers with names considered that adding context (e.g., “Jane Smith” vs “Jane Smith, English teacher 19xx-19xx”) greatly enhances the meaning of the space to visitors over time. Consider adding in larger paving stones with more detailed information/descriptions.

• Circular space in NE front corner of site is seen a place where historic panels could be located.

• Committee members expressed a strong interest in a figurative sculpture. The building entry was largely seen as the best place for this.

• The sculpture of a boy reading on a boulder was noted as not portraying the right kind of sentiment – preference was given for subject illustrating an upward struggle, perhaps indicated by children walking uphill. It is understood the ultimate design and details of a sculptural element would be determined with an artist; however, the point of a more serious subject was still important to convey.

• Bench with Frederick Douglass sculpture was suggested to be located at the bench seating shown on either side of the building’s front entry door.

• Is this a location where the Ram could be shown? Need to find a place/ way to incorporate somewhere.

• Discussion about the preservation of the historic flagpole. How will it be incorporated into the overall concept/design?

• The location of the Ram mascot is to be determined (interior or exterior). How will it be integrated into the design ex. sculpture etc.? 
NOTES, COMMENTS AND QUESTIONS

- Wants shop photo display here with historic interpretation of building history. Multiple comments affirming this.
- Like the idea of a peaceful courtyard. Space feels cozy.
- Would like to see more planters here to add detail.
- Is it possible to engrave tables in this area? Answer, yes.

NOTES, COMMENTS AND QUESTIONS

- Positive comments on the design and scale of the amphitheater area.
- Amphitheater seems to be a prime location for a naming opportunity. Consider naming after the Countywide League. (Note, that is the initial group of citizens who went around raising money for the construction of the school.) It is Extremely important to the committee that the Countywide League is recognized. Unfortunately, at this time there are no known photographs of the League so graphic historic interpretation is challenging. They would like illustrations/descriptions/etc. acknowledging the work and sacrifice of the League but are unsure how to proceed without information.
NOTES, COMMENTS AND QUESTIONS

• Positive feedback on paving inlays – timeline idea along pathway.
• Positive feedback on the seat wall images, both the single words and the quotation engravings.
• The mission buzzwords can be used for the seat wall images.
• Seems to be a place where display panels could be incorporated. Question on how they would be lit.

NOTES, COMMENTS AND QUESTIONS

• Want to make sure there is open space for dancing. New paved areas were explained in more detail.
• Decorative fence image (face in chain link) received much positive feedback. Question, if possible, to do something similar highlighting a Black basketball player or Frederick Douglass.
• It was noted in conversation that decorative fencing could happen on either east or west side of court. Transparency and openness are important site issues as well.
• Question that there was adequate seating for people watching basketball. Seating areas were pointed out more clearly. (Side benches were left off of the rendering inadvertently.)
• Some participants expressed a strong preference for using the south wall of the gym for a mural—something big and bold that could be visible from the trail.

• Some participants preferred the court-surface art opportunity. Others did not.

• Positive feedback on a mist arbor structure. Understood the location will need to be worked out to fit in with play structures and the picnic shelter uses.
DOUGLASS HIGH SCHOOL- COMMEMORATIVE OPPORTUNITIES
FREDERICK DOUGLASS DISPLAY

View A: 3D view outlining display area for Frederick Douglass portrait or other commemorative opportunities.

On top of stage add famous quote.

Bust of Douglass when you enter.

What is most suitable age of Frederick Douglass for depiction (1818-1895)?

Can’t be a distraction for events. Move/Cover up.

2 sides better space. View 100% of time.

Frederick Douglass Images; 3, 4, or 5.

Portraits of Frederick Douglass.

View A: 3D view outlining display area for Frederick Douglass portrait or other commemorative opportunities.
too young

No too angry

Thoughtful, scholarly, my favorite
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES
LARGE WALL MOUNTED DISPLAYS

Who will manage content of interactive/digital displays?

I like the idea of 1 or 5 on the east side of building 2 on the west side and 3 behind stage.

Interactive displays with moving pieces and touch screens

Permanent display. None that require technology

Interactive displays (maintenance, accessibility issues my only concern)

Memorabilia display

Diorama

View B: 3D view outlining large wall display opportunity areas

Multi-screen interactive wall

Interactive display panels

View 4: Diorama
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES
WALL MOUNTED PANEL DISPLAYS

1. Wall panel display
2. Pin-up panels
3. Framed panels
4. Wall mounted panels

View B: 3D view outlining wall mounted panel display opportunity areas

Mural on ceiling
I like #5
People should be able to engage with content/messaging without having to read long bits of text.

Timeline or display on stairs. Trips or falls?

I prefer 7, 11
More permanent display of images on wall.
DOUGLASS HIGH SCHOOL- COMMEMORATIVE OPPORTUNITIES
LARGE WALL MOUNTED DISPLAYS

Most quotes from Frederick Douglass but some from others too
I like 1 for the stage.

Transparent partitions with floor anchors

Display attached to vertical rails

Teachers/ Principals

Might be hard to move

Maroon curtains vs. green/gold

Easy/low maintenance

Easy to move and store. Put on the side of space instead of the middle.

View C: 3D view outlining movable display opportunity areas

Transparent partitions with floor and ceiling anchors

Display attached to horizontal rail
Quotes tables in breakroom?
2 on stage, 3 in rooms

I like 3, 10

Display cabinets

Display cases attached to information boards

Free standing display cases

Pull out displays
I like #7
- out of the way
- could be permanent

Table:
<table>
<thead>
<tr>
<th>Display Case</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>None that impinge on auditorium space</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
DOUGLASS HIGH SCHOOL- COMMENORATIVE OPPORTUNITIES
FRONT PLAZA AREA DISPLAY OPTIONS

this is very modern

Central element with seating around it

Fountain

Would like to see Frederick Douglass at benches flanking front doors of building

Seating

Prefer permanent non-moveable outside seating/benches.

Can be seen from the road? (re. entry feature)

Entry benches/seating should have meaning (engraving)

-Water can be low - important to have sculpture for year-round interest
DOUGLASS HIGH SCHOOL- COMMEMORATIVE OPPORTUNITIES
FRONT PLAZA AREA DISPLAY OPTIONS

Low Wall along E. Market St. Incorporate inspirational words/quotes. Plants with greenery.

- Committee very much wants pavers with names. Try to add more content so strangers get meaning/context from the names.

Pavers - front walkway with class years 1941-1968 (no class of 1949) could individual names be added at a later time.

Low Wall

Names of students and teachers

Pavers
Strong preference for figurative sculpture

Sculpture

Slope with 2 kids walking upwards signifying struggle
-Surrounded by words describing supporters
-Sculpture subject to be more serious-less playful
-Reflective of upward struggle

Garden images presented previously by Ms. Carter may be too flowery but would appreciate another layer of planting in coordination with sculpture. (Conversation with Ms. Carter)

Statue design first proposed by outside committee portraying youth on upward slope. After listening to architect talk about certain water concepts, not in favor.
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES
WEST SIDE DISPLAY OPTIONS

Shop photo
Good idea

Can we have planters here too?

Likes image for shop

Yes to historic shop photo adjacency

Engrave -tables a possibility?

Peaceful Cozy

Display

Tables and Planters
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES

EAST SIDE DISPLAY OPTIONS

How will panels/disch lays/areas be lit?

Opportunity to recognize the county-wide league-name and amp. after it.

“Did You Know” Panel

Really important to acknowledge the county-wide league but there are no historic photos....how?

Nice idea

Love design and scale

Amphitheater

Have amphitheater

Although small I like covered Amphitheater image

BEYER BLINDER BELLE
L S G LANDSCAPE ARCHITECTURE
Mission buzzwords

Yes to these

Seat Walls

Yes

Timeline Walk
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES
SOUTH SIDE DISPLAY OPTIONS

Wall mural for main gym trail side

Wants to see big bold mural visible from trail on gym wall

Gorgeous Cool
Fredrick Douglass face? Or a black basketball player?

Mural

Decorative Fencing
Outside prefer mural on outside wall of gym, not on court itself.

- Place for dancing? - Looks like yes, explained where more paving has been added.

Potential Mist Arbor

Mist Arbor

Like this but concerned about maintenance.

Ram art

Understand mist may also be incorporated into play space.

Good idea

Court Art

DOUGLASS HIGH SCHOOL- COMMEMORATIVE OPPORTUNITIES
SOUTH SIDE DISPLAY OPTIONS
Request to the Douglass High School Commemorative Committee (DHS CC):
At the November 1, 2021, Joint Board of Supervisors and School Board Committee (Joint Committee) Meeting, the Joint Committee consensus was to:

- Reach out to the DHS CC to ask if the DHS CC would be interested in assisting with this initiative, perhaps forming a sub-committee to address this request. More specifically, the request is to offer recommendations for the reconciliation for the operation of segregated schools in Loudoun County and the forced sale of the Douglass High School (DHS) property.
- Provide information to the Joint Committee on the DHS CC (mission, membership, and organizations represented; status of DHS CC work to date).
- If the DHS CC is interested, change the scope of the DHS CC to incorporate this request and to add a deadline to offer recommendations for the reconciliation.

Summary of key discussion points at the Joint Committee:
- The DHS CC is an already established School Board-appointed committee whose membership represents several of the County’s Black organizations from whom the Joint Committee would seek input. There was a request to see the DHS CC membership and mission statement.
- There were questions on whether the DHS CC has the capacity to assume this additional work. The Joint Committee recognized the importance of the DHS CC work and did not want to take away from that effort.
- There was discussion on the work to be done for this initiative and the approach. The question was posed as to whether the DHS CC should focus on the forced sale of the DHS property with a separate committee to conduct an expanded study. It was also proposed that the DHS CC could offer recommendations for how to right the wrong in a shorter timeframe to allow the DHS alumni to see the results of this effort.
- The November 1, 2021, Joint Committee meeting is recorded and available for viewing at https://www.loudoun.gov/2203/Meeting-Videos [Note: click on Item 3 and the video will begin at the subject item]

Draft Motion:
I move that the Douglass High School Commemorative Committee accept the invitation of the Joint Committee to assist with the request for recommendations on the reconciliation for the operation of segregated schools in Loudoun County and the forced sale of the DHS property. The DHS CC proposes to provide a status update and recommendations to the Joint Committee within six months of being designated to participate. If designated, DHS CC would form a sub-committee which will allow work on the Joint Committee’s request simultaneously with the commemorative effort. Recommendations on commemoration are also proposed within the six-month timeframe.
Background:
At the **Board of Supervisors (BOS) September 21, 2021, meeting**, the BOS approved Supervisor Briskman’s Board Member Initiative to “study the harm caused by Loudoun County’s discrimination of Black students and seek out ways to rectify disparities” and to forward the item to the Joint Committee of the BOS and School Board for discussion and return to a future BOS Business Meeting with recommendations. The BOS approved a second motion directing the Joint Committee to “review and discuss the forced sale by the then County-Wide League that conveyed land purchased for $4000 to Loudoun County for $1” and to return to a future BOS Business Meeting with recommendations to address that injustice.

At the **School Board October 12, 2021, meeting**, the School Board approved a motion to forward the item to the Joint Committee for review and discussion: “The Joint Committee, in collaboration and consultation with the community, will provide recommendations for further actions to address the operation of segregated schools in Loudoun County and the community healing that needs to occur from the ongoing impact of segregation. Collaboration with community groups will include groups that widely represent the Black citizens of Loudoun County.”

At the **Joint Committee meeting on November 1, 2021**, the Joint Committee by consensus asked Loudoun County Public Schools (LCPS) staff to reach out to the DHS CC for their interest and capacity to assist with the recommendations for reconciliation for the operation of segregated schools.

At the **DHS CC November 8, 2021, meeting**, Kevin Lewis briefed committee members on the Joint Committee’s request. Committee members asked questions and discussed the request; additional discussion and action was tabled to the December 13, 2021, DHS CC meeting.

Next Steps:
If the DHS CC is willing to add the Joint Committee’s requests for recommendations for reconciliation for the operation of segregated schools and the forced sale of the DHS property to its work effort, the next steps will involve:

1. Adoption of a motion (draft provided for consideration) by the DHS CC indicating interest and providing a response to the Joint Committee;
2. Conveyance of interest by the DHS CC co-Chairs at the January 11, 2022, School Board meeting and amendment of the DHS CC mission by the School Board to include the additional review and recommendations for the reconciliation initiative, pending Joint Committee consent at the February 7, 2022, meeting. (Information Item). Potential availability of co-Chairs at the January 25, 2022, School Board meeting. (Action Item)
3. At the February 7, 2022, Joint Committee meeting, the School Board will report that the DHS CC accepts the invitation of the Joint Committee to assist with the request for recommendations on the reconciliation for the operation of segregated schools in Loudoun County and the forced sale of the DHS property. Further, the DHS CC proposes
to provide a status update and recommendations to the Joint Committee within six months of being designated to participate. If designated, DHS CC would form a sub-committee which will allow work on the Joint Committee’s request simultaneously with the commemorative effort. Recommendations on commemoration are also proposed within the six-month timeframe.

4. The Joint Committee will then make a recommendation to the BOS and School Board on how to proceed.

5. Action by the BOS and School Board on the DHS CC participation, anticipated by February/March 2022. Note: it is possible the Joint Committee could give the direction to DHS CC to move forward without a return to both Boards.

Attachments:
1. September 21, 2021 BOS Board Member Initiative Item
2. September 25, 2020 Apology to Black Community (referenced in 9/21/21 Item)
3. October 12, 2021 School Board Joint Committee Item
4. November 1, 2021 BOS and School Board Joint Committee Item
5. May 11, 2021 School Board Item Appointing DHS CC (includes mission as defined by appointment)
September 25, 2020

To the Black Community of Loudoun County:

We, the Loudoun County School Board, the Administration of Loudoun County Public Schools, and the Loudoun County Board of Supervisors sincerely apologize for the operation of segregated schools in Loudoun County and for the negative impact, damage and disadvantages to Black students and families that were caused by decisions made by the Loudoun County School Board, LCPS Administration, and the Loudoun County Board of Supervisors. More specifically, 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. Black people were denied rights and equal treatment.

The following timeline provides context for a long-overdue apology to the Black community of Loudoun County:

1954 - The U.S. Supreme Court declared via Brown v. Board of Education that segregation in public schools is unconstitutional and that public schools should integrate “with all deliberate speed”.

1956 - As documented in the minutes of meetings of the Loudoun County Board of Supervisors, the Board of Supervisors voted on January 3 to support the proposed amendment to Section 141 of the Virginia State Constitution which ultimately allowed the use of public funds to be used for nonsectarian schools. This would have the effect of providing funding for white students to attend private schools and avoid attending integrated public schools.

On January 23, 1956, the Board of Supervisors and Loudoun County School Board met jointly and discussed, among other topics, additions to both Douglass Elementary School and Douglass High School. The two Boards felt that no steps should be taken in construction of these additions unless reasonable assurance was given by the parents of Black children of the County that they would conform to the opinion that their education could be promoted better by their continued school attendance on a segregated basis.

On August 6, 1956, the Board of Supervisors passed a resolution to stop funding public schools if the federal government forced integration. *The Board of Supervisors later rescinded this action on August 6, 1962.*

On September 4, 1956, the Board of Supervisors unanimously voted to request that Virginia Delegate Phillips and Virginia Senator Button support the Governor’s plan that was designed to ensure racial segregation, including giving the Governor the power to close any schools facing a federal desegregation order.

1963 - A U.S. federal court ordered Loudoun County to comply with Brown v. Board of Education and to approve all applications from Black children to attend formerly all-white schools.

1967 - A U.S. federal court ordered Loudoun County to establish geographic attendance zones regardless of race to fully integrate all schools by the 1968-1969 school year.
In addition to the blatant disregard and disrespect of Black people and their education during the era of segregation, such as inequitable school calendars, teacher salaries, facilities, transportation, as well as instructional materials, supplies and equipment, there are many examples and instances in which systemic racism, inequitable treatment, and disproportionality began and have persisted since. For example:

- The County-wide League consisted of members of the Black community that worked hard to coordinate efforts, raise money then purchase land for $4,000 in 1939 for a high school, the Douglass School. The fact that the Black community had to not only sell the land to the School Board for $1 in 1940, but also had to again raise money to provide furniture and books because the School Board would not is inexcusable. These actions taken by the School Board were symbolic of a lack of respect for the Black community’s effort and its needs.

- There was significant resistance by the School Board and Superintendent to integrate our schools during the era of Massive Resistance and several other inequities persisted as a result, such as:
  - inequities in teacher salaries, recruitment, on-going professional learning, as well as administrative leadership development for principals and staff;
  - inequities in recruitment for college and advanced placement preparation for students;
  - a lack of diversity among applied and admitted students to the Academies of Loudoun;
  - disproportionate discipline of Black students;
  - school names and a school mascot named after or potentially named after Confederate figures and plantations;
  - the facilitation of lessons and activities that do not reflect cultural responsiveness and instead reinforce subservient gender and racial roles;
  - failure to teach students about the Black Post-Civil War communities that existed into the mid-century.

LCPS is appreciative of the organizations listed below who are deeply committed to the well-being, equity, and advancement of Black people in Loudoun County and who contributed to this letter by providing LCPS feedback on specific topics that could not go unaddressed. Thank you to the Minority Student Achievement Advisory Committee (MSAAC), the Loudoun Douglass High School Alumni Association, the Black History Committee – Friends of Thomas Balch Library, and the Edwin Washington Project for your insight and contribution. We thank the aforementioned organizations and the Loudoun Branch of the NAACP, the Loudoun Freedom Center, Loudoun Diversity Council, Excellent Options, and other organizations whose continued advocacy has led to this apology and an intentional focus on racial equity in LCPS.

As one organization shared, LCPS must continually assess the status of racial equity in the school system and correct its past transgressions as it pertains to race. 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. We must pursue a bold, yet methodical, path of continuous improvement driven by a strong sense of urgency.
Agenda Item Details

Meeting Oct 12, 2021 - 2nd Tuesday School Board Meeting 4:00 p.m.

Category 10. Action Items

Subject 10.02 Joint Board of Supervisors and School Board Committee: Amendment to Work Plan (Study and Reconciliation for the Operation of Segregated Schools in Loudoun County)

Type Action

Recommended Action That the Loudoun County School Board forward this item to the Joint Board of Supervisors and School Board Committee for review and discussion. The Joint Committee in collaboration and consultation with the community will provide recommendations for further actions to address the operation of segregated schools in Loudoun County and the community healing that needs to occur from the ongoing impact of segregation. Collaboration with community groups will include groups that widely represent the Black citizens of Loudoun County.

SUMMARY:

The Loudoun County School Board is committed to providing a safe, welcoming, inclusive, and affirming environment for all students and endeavors to enhance its relationship and collaboration with our parents and the community. On September 25, 2020, the Loudoun County School Board, the Administration of Loudoun County Public Schools, and the Loudoun County Board of Supervisors issued an apology to the Black community of Loudoun County for the operation of segregated schools. LCPS continues to collaborate with members of the community, such as with the Edwin Washington Project and during the renovation of Douglass High School. Loudoun County Public Schools will continue to engage the Black community to acknowledge and repair actions of the past to create a culture of affirmation and inclusiveness for the future.

At their September 21, 2021 business meeting, the Loudoun County Board of Supervisors discussed an item to study the harm caused by Loudoun County’s discrimination of Black students and seek out ways to rectify disparities. After their discussion, the Board of Supervisors approved the following motions:

- that the Board of Supervisors direct staff to forward this item to the Joint Board of Supervisors and School Board Committee for discussion and return to a future Board of Supervisors Business Meeting with recommendations, and
- that the Joint Board of Supervisors and School Board Committee review and discuss the forced sale by the then "county wide league" that conveyed land purchased for $4,000 dollars to Loudoun County for $1, and to return to a future Board business meeting with recommendations to address that injustice.

The Joint Committee of the Loudoun County School Board and Board of Supervisors should begin the work of collaborating with the community to better understand how Loudoun County may continue to address the wrongs of the past and commit to rejecting existing racist and hateful behavior and language, recognizing that it encourages discrimination, hatred, oppression, and violence.

This item was an Information item at the September 28, 2021 School Board Meeting.

Staff Reference: Mark J. Smith, Ed.D.
Staff Telephone: (571) 252-1030

Motion & Voting

https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public 1/2
That the Loudoun County School Board forward this item to the Joint Board of Supervisors and School Board Committee for review and discussion. The Joint Committee in collaboration and consultation with the community will provide recommendations for further actions to address the operation of segregated schools in Loudoun County and the community healing that needs to occur from the ongoing impact of segregation. Collaboration with community groups will include groups that widely represent the Black citizens of Loudoun County.

Motion by Brenda Sheridan, second by Atoosa Reaser.
Final Resolution: Motion Approved
Approved: Jeff Morse, Brenda Sheridan, Atoosa Reaser, Denise Corbo, Harris Mahedavi, Ian Serotkin, John Beatty
Abstained: Beth Barts, Andrew Hoyler
CALL TO ORDER AND REMOTE PARTICIPATION
Co-Chair Sheridan called to order the November 1, 2021, Joint Board of Supervisors and School Board Committee meeting.

Co-Chair Umstattd moved to grant Ms. Reaser’s request to participate remotely by way of a personal exemption (Seconded by Mr. Morse. The motion passed 4-0-1-1: Supervisor Glass absent; Ms. Reaser abstained for the vote).

PUBLIC INPUT
Mr. Phil LoPresti addressed the Joint Committee regarding a traffic safety issue outside of John Champe High School on Northstar Boulevard.

CO-CHAIRS REPORT ON BOARD OF SUPERVISORS AND SCHOOL BOARD ACTIVITIES.
Co-Chairs Umstattd and Sheridan had no reports for the committee.

ACTION ITEMS
1. 2022 Schedule of Meetings (Action Item) (Countywide)
   Supervisor Briskman asked that the following items be added to the Joint Board of Supervisors and School Board Committee workplan for 2022 with consensus of the Joint Committee (5-0-1: Supervisor Glass absent):
   - Agricultural gardening program at Loudoun County Public Schools and sources of funding;
   - Providing “no cost” feminine products at all Loudoun County Public Schools; and
   - Briefing on U.S. Census data.

   Co-Chair Umstattd moved that the Joint Board of Supervisors and School Board Committee meet as described in the November 1, 2021, Joint Board of Supervisors and School Board Committee Meeting Action Item. (Seconded by Mr. Morse. The motion passed 5-0-1: Supervisor Glass absent for the vote).

Staff Contacts: Dr. Mark Smith, Superintendent’s Office; Shalom Black, County Administration
2. **Recommended Plan for Alterations to Loudoun County Public Schools Tennis Courts for Pickle Ball Use (Action Item) (Countywide)**

Supervisor Briskman moved that the Joint Board of Supervisors and School Board Committee endorse the plan for alterations to LCPS tennis courts, as described in the November 1, 2021, Joint Board of Supervisors and School Board Committee Meeting Action Item, Attachment 1, and forward the item to the School Board and Board of Supervisors for approval and implementation. (Seconded by Co-Chair Umstattd. The motion passed 5-0-1: Supervisor Glass absent for the vote).

*Staff Contacts: Kevin Lewis & Dr. Mark Smith, Superintendent’s Office; Steve Torpy, Parks, Recreation, and Community Service*

**INFORMATION ITEM**

3. **Study and Reconciliation for the Operation of Segregated Schools in Loudoun County (Information Item) (Countywide)**

The Joint Committee discussed issues as described in the November 1, 2021, Joint Board of Supervisors and School Board Committee Meeting Information Item.

Consensus of the Joint Committee (5-0-1: Supervisor Glass absent) requested the following from staff:

- Reach out to the Douglass High School Commemorative Committee, formed by Loudoun County School Board, to determine interest in forming a subcommittee to work further on this topic;

- Provide information and links to the Joint Committee regarding the background, mission and outcomes of the Douglass High School Commemorative Committee work thus far; and

- If the Joint Committee wishes to assign the study to the Douglass High School Commemorative Committee, the scope of that committee will need to be changed to add this particular item with a deadline imposed.

*Staff Contacts: Dr. Mark Smith, Superintendent’s Office; Monica Spells & Shalom Black, County Administration*

**ADJOURN**

Co-Chair Sheridan adjourned the meeting.
SUBJECT: Study and Reconciliation for the Operation of Segregated Schools in Loudoun County

ELECTION DISTRICT: Countywide

STAFF CONTACTS: Monica Spells, County Administration
Shalom Black, County Administration
Mark Smith, Superintendent’s Office

PURPOSE: To discuss the study and reconciliation for the operation of segregated schools in Loudoun County; the forced sale of 8 acres of land in Leesburg on December 16, 1940, by the “County-Wide League” that conveyed land purchased for $4,000 to Loudoun County for $1 during its operation of segregated schools and to seek out ways to address that injustice; and recommendations for further actions to address the operation of segregated schools in Loudoun County and the community healing that needs to occur from the ongoing impact of segregation.

BACKGROUND: On September 25, 2020, the Loudoun County School Board (SB) and the Board of Supervisors (BOS) issued a formal statement of apology for the operation of segregated schools in Loudoun County. The apology to the Black community was for “the negative impact, damage and disadvantages to Black students and families that were caused by decisions made by the Loudoun County School Board, Loudoun County Public Schools Administration, and the Loudoun County Board of Supervisors.” The apology documents a history of racist policies enacted by these entities to prevent Loudoun’s Black residents from receiving the same level of education as white residents during the operation of segregated schools.

At the BOS Business Meeting on September 21, 2021, the BOS approved Supervisor Briskman’s Board Member Initiative (BMI) (6-3: Buffington, Kershner, and Letourneau opposed) directing staff to forward the item [BMI] to the Joint Committee, “for discussion and return to a future Board Business Meeting with recommendations.” The BOS approved a second motion (9-0) directing the Joint Committee to “review and discuss the forced sale by the then ‘County-Wide League’ that conveyed land purchased for $4,000 dollars to Loudoun County for $1, and to return to a future Board Business Meeting with recommendations to address that injustice.”

At the School Board meeting on October 12, 2021, the SB approved a motion (7-0-2: Barts and Hoyler abstained) to forward the item to the Joint Committee for review and discussion: “The Joint Committee, in collaboration and consultation with the community, will provide recommendations...
for further actions to address the operation of segregated schools in Loudoun County and the community healing that needs to occur from the ongoing impact of segregation. Collaboration with community groups will include groups that widely represent the Black citizens of Loudoun County.”

**ISSUES:** The Joint Committee may choose to discuss the motions passed by each Board, determine any discrepancies between the motions, and if any, take back to each Board a recommendation on how to proceed, or if none, choose how to proceed.
Agenda Item Details

Meeting
May 11, 2021 - 2nd Tuesday School Board Meeting 4:00 p.m. (Virtual Meeting)

Category
9. Action Items

Subject
9.03 Finance & Operations Committee: Douglass High School Commemorative Committee

Type
Action

Recommended Action
That the Loudoun County School Board appoint the Douglass High School Commemorative Committee, as identified herein, to determine how the history and importance of Douglass High School should be shared and to recommend commemorative components for School Board action. Further, that the two representatives from the Loudoun Douglass Alumni Association serve as Co-Chairs of the Douglass High School Commemorative Committee.

SUMMARY:

In continuing dialogue on the Douglass High School renovation project, staff has updated the Finance and Operations Committee as well as the School Board on the general timeline for next steps in the Douglass High School renovation plan review and anticipated construction schedule. At the March 16, 2021, Finance and Operations Committee meeting, staff further outlined steps for a School Board-appointed commemorative committee to engage and formulate ideas for historical displays at Douglass High School; the Committee forwarded discussion on the formation of a Douglass High School Commemorative Committee to the School Board on April 13, 2021.

With a goal to engage the present as much as the past, the School Board initiated the formation of a Douglass High School Commemorative Committee on April 13. The charge of the Douglass High School Commemorative Committee will be to review and develop options, both permanent and temporary, for relevant historic artifacts, memorabilia, and other possible interpretive building displays at Douglass High School. This committee will determine how the history and importance of Douglass High School should be shared and will recommend commemorative components for School Board action and funding, as necessary.

It was recommended that the Douglass High School Commemorative Committee be comprised of a variety of community stakeholders including but not limited to members of the Loudoun Douglass Alumni Association (LDAA), The Edwin Washington Project, Loudoun Chapter of the NAACP and Martin Luther King, Jr. ‘I Have a Dream’ Committee. Representatives from other Loudoun historical organizations and commissions, as well as elected official citizen appointees, would serve on the committee.

Based on the suggested committee list reviewed by the Board on April 13, the appointment of a member from the Friends of Thomas Balch Library (in addition to a member of the Black History Committee of the Friends of Thomas Balch Library) was reallocated to the Loudoun Douglass Alumni Association – as recommended by the Finance and Operations Committee Chair. This revision allocated two committee seats to members of the Loudoun Douglass Alumni Association.

Staff advertised the committee’s formation in local print media and on the LCPS webpage, subsequent to the April 13 Board meeting. Staff also kept the four key stakeholder organizations informed on the proposed formation of the Committee and how individuals could apply for appointment. Persons wishing to serve on the Douglass High School Commemorative Committee, as a School Board citizen appointee, were asked to submit a letter of interest to LCPS’ Division of Planning Services by April 30, 2021.

While staff had originally recommended committee membership be limited to fifteen (15) appointed persons, the following list of nominees for the Douglass High School Commemorative Committee totals seventeen (17) persons – including seven individuals who relayed interest in serving as an at-large School Board appointee. Of these seven interested citizens, six attended Douglass High School; the remaining individual’s parents both attended Douglass High School. Staff supports the expansion of the committee to these seventeen (17) identified persons.

While an invitation was extended to the Loudoun Museum, due to extenuating circumstances, there will be no appointed representative from Loudoun Museum serving on the Douglass High School Commemorative Committee.
Commemorative Committee Nominee(s)

James Roberts  Black History Committee of the Friends of Thomas Balch Library
Larry Roeder  Edwin Washington Project
Gladys Burke  Loudoun County Heritage Commission
Charles Avery  Loudoun Douglass Alumni Association*
Erica Bush  Edwin Washington Project
Margaret Good  Loudoun Preservation Society
Tammy Carter  MLK 'I Have A Dream' Committee
Michelle Thomas  NAACP - Loudoun Chapter
Mary Randolph  Citizen At-Large, Leesburg Town Council Appointee
Carlotta Coates  Citizen At-Large, Loudoun County Board of Supervisors Appointee
Dwight Brooks  Citizens At-Large, Loudoun County School Board Appointees
Valerie Bush  
Gertrude Evans  
Glory Howard  
Joyce Jackson  
Larry Simms  
Sylvia Smith  

*It is recommended that the two representatives from the Loudoun Douglass Alumni Association serve as Co-Chairs of the Douglass High School Commemorative Committee.

Following School Board appointment, Committee meetings will be scheduled to immediately begin discussion on historic artifact and memorabilia display possibilities at Douglass High School. Generally, the Committee will meet on the second and fourth Mondays of each month at Frederick Douglass Elementary School; the first meeting is scheduled for May 24, 2021 at 6:30 p.m. More detail on the Douglass High School Commemorative Committee meetings, which will be open to the public, will be posted on the LCPS webpage calendar. LCPS Support Services staff, in collaboration with the Director of Equity, will facilitate the meetings.

The Douglass High School building renovation and associated construction should be complete by fall 2022. It is likely, depending on the recommendations of the committee and actions of the School Board, that certain historical restorations and/or commemorative efforts may continue beyond summer 2022, as appropriate or necessary.

Staff Reference: Beverly I. Tate
Staff Telephone: 571-252-1050

Staff Reference: Kevin L. Lewis
Staff Telephone: 571-252-1385

Motion by Ms. King that the Loudoun County School Board appoint the Douglass High School Commemorative Committee, as identified herein, to determine how the history and importance of Douglass High School should be shared and to recommend commemorative components for School Board action. Further, that the two representatives from the Loudoun Douglass Alumni Association serve as Co-Chairs of the Douglass High School Commemorative Committee.
Seconded by Ms. Corbo

Motion Passes 7-0-2 with Mr. Morse and Mr. Serotkin absent for the vote.

4-13-21 School Board Information Item 11.04.pdf (152 KB)
3-16-21 Finance and Operations Information Item with attachments.pdf (6,585 KB)
November 2020 Commemorative Concepts Presentation - Douglass High School.pdf (4,301 KB)
TO:   DHS-CC
FROM:  Sara Howard-O’Brien
DATE:   November 17, 2021
RE:   Covid-19 Information

Please find attached information related to Covid-19 which may be useful to you. We ask that Committee members remember to:

- Wear your masks (covering both your nose and chin) at Committee meetings
- Social distance (sitting with 3-6 feet of separation)
- Use the microphones when speaking so other members may hear you
- Should you receive a positive Covid-19 test within 48 hours of having attended a Committee meeting, we ask that you let us know (Sara or Donna) so we may advise other Committee members to monitor for symptoms. We will keep your information private.

You may contact us at:

Sara Howard-O’Brien
Sara.howardobrien@lcps.org
703-969-8919 (cell)
571-252-1156 (work)

Donna Torraca
Donna.Torraca@lcps.org
571-338-0118 (cell)
571-252-1103 (work)

In addition to the attached, information can be found at the links to the Loudoun County Health Department https://www.loudoun.gov/health and Center for Disease Control https://www.cdc.gov/coronavirus/2019-ncov/index.html.

Stay well! We look forward to seeing you soon.
WHO NEEDS TO QUARANTINE OR ISOLATE?

**ISOLATING**
Those individuals who test positive isolate for 10 days and are excluded from participation in any activity at an LCPS facility (including attending classes, athletic practices or reporting for on-site work).

**QUARANTINING**
Quarantine for 14 days if you are deemed a close contact with a person with COVID.

**CLOSE CONTACTS**
Virginia Department of Health uses proximity of within 6 feet for a total of 15 minutes or more within 24 hours to determine the need for quarantining persons who have had close contact exposure to someone with suspected or confirmed COVID-19.

For students who have been within 3 to 6 feet of an infected student, they are not considered a close contact as long as both students are wearing masks and the school has other prevention strategies in place.

**DURING QUARANTINING/ISOLATING PERIODS**
Students isolating or quarantining who feel well enough may access school work through Schoology. A student who is sick is considered excused absent and will work with the teacher to make up work. Full classes of quarantining students attend school remotely.

Staff isolating who feel well enough, may teach remotely and/or have a substitute lead their classes. Staff unable to work remotely should submit a COVID Additional Leave Request. Quarantining staff should contact their supervisor.

**COVID-19 CASE IS REPORTED TO LCPS**

**DETERMINING IF YOU ARE A CLOSE CONTACT**
Close contact tracing begins, identifies any possible close contacts and notifies them.
Numbers are added to the LCPS COVID-19 Case Data - Daily Snapshot dashboard.

**FULLY VACCINATED/HAD COVID-19 IN THE PAST 3 MONTHS WITH DOCUMENTATION CLOSE CONTACT**
No action needed

**UNVACCINATED/NOT FULLY VACCINATED CLOSE CONTACT**
Quarantine for 10 days

**SYMPTOMS DEVELOP**

**SYMPTOMS**
Notify your school/supervisor and begin 10 days of isolation

**COMPLETED 10 DAY ISOLATION**
If symptom free return on the 11th day

**NO SYMPTOMS**
May return to school after 7 days if they provide a negative proctored COVID-19 test performed on or after day 5 following exposure. Otherwise, if symptom free return on the 11th day.

**MORE INFORMATION**
LCPS 2021-2022 Mask and Mitigation Plan: [https://lcps.pub3sn7Gz1](https://lcps.pub3sn7Gz1)
LCPS FAQs about Masks and Mitigation: [https://www.lcps.org/Page/237406](https://www.lcps.org/Page/237406)

Updated 11/3/2021
LCPS will follow the State Health Commissioner Order of Public Health Emergency Statewide Requirement to Wear Masks in K-12 Schools, issued August 12, 2021. LCPS continues to monitor and follow guidance for COVID-19 prevention as provided by the Centers for Disease Control and Prevention (CDC), the Virginia Department of Health (VDH), the Loudoun County Health Department (LCHD), the Virginia Department of Education (VDOE), related Orders and legislation such as Chapter 456. Chapter 456 passed during a special session of the Virginia General Assembly on March 30, 2021. This state mandate directs Virginia’s school divisions open for in-person instruction and to adhere to CDC guidance related to COVID-19.

Given new evidence on the Delta variant, the CDC has updated the guidance for fully vaccinated people. CDC recommends universal indoor masking for all teachers, staff, students, and visitors in K-12 schools regardless of vaccination status.

As illustrated below, multiple layers of protection are used to mitigate the spread of COVID-19 within our schools and offices. The swiss cheese metaphor is used to illustrate that no single strategy is perfect, and when the holes align like slices of swiss cheese, the risk of infection increases. LCPS will continue to work closely with the LCHD and implement strategies such as promoting LCHD vaccination events, promoting staying home if sick, respiratory etiquette, hand hygiene, physical distancing to the extent possible, mask use, enhanced cleaning and disinfecting, contact tracing, and isolation and quarantine to significantly reduce the risk of COVID-19 transmission.

**FACE COVERINGS (MASKS)**
Regardless of vaccination status, all employees, visitors, volunteers, parents/guardians, and students older than 2 years of age are required to wear a mask at all times, except as referenced.
below in the “Periodic Breaks” and “Exceptions” sections. This includes while in the LCPS school buildings, at school activities, and while entering, exiting, and riding the school bus.

Students and staff must wear masks while inside LCPS schools at all times even if three feet of separation is maintained. According to the CDC, COVID-19 can be spread by people who do not have symptoms and do not know that they are infected. Wearing a mask in addition to physical distancing and other mitigation strategies illustrated above helps reduce the risk of transmission.

Facilities and Administrative Spaces
Face coverings are required in all LCPS facilities when in shared areas of the buildings, including but not limited to break rooms, kitchens, restrooms, hallways, stairwells, lobbies and meeting rooms. They are also required while in personal work spaces, except when in a room, office, or cubicle with walls 7’ or higher, with the door closed. Face coverings may be removed while actively eating or drinking.

Community Use/Activities in LCPS Facilities
All students, staff, and visitors are expected to comply with LCPS mask requirements, including those who are participating in non-LCPS activities conducted in school buildings. Examples include and are not limited to after-school childcare activities and community youth recreation events hosted during evenings/weekends as well as church, civic group or other community events or meetings.

Periodic Mask Breaks
Students at all grade levels may remove their masks when outside, eating, or participating in physical education as listed below in the “Exceptions” section. School teams will coordinate times when a “mask break” can be safely implemented while maintaining at least 3 feet of physical separation between students when possible.

Exceptions
Exceptions to this requirement will be made in accordance with the CDC and the VDH recommendations regarding masks. Students and staff will not be required to wear a mask in the following circumstances:

● while eating or drinking,
  ○ Students may remove masks only while eating or drinking. Students will wear a mask while entering and exiting the cafeteria, waiting in lines, socializing or otherwise not eating or drinking.

● during recess, physical education (PE), or other outdoor extra-curricular activities
  ○ Students must wear a mask while in indoor PE classes, but may remove them while participating in physical education activity. In PE, masks will be worn while waiting in line, participating in direct instruction or otherwise not engaged in physical activity.
  ○ PE teachers will prioritize activities that allow for physical distancing indoors to the greatest extent possible.
  ○ For team practices and games indoors, participants will wear masks while on the sidelines but may remove them during play.

● when receiving medical attention,
- while communicating with people who are hearing impaired for which the mouth needs to be visible.

IEP teams may not require documentation from a medical professional for students with disabilities who are known to need support related to sensory processing disorders as these students may have challenges wearing a mask.

**Proper Wear**

Disposable or cloth face coverings are to be worn properly to comply with this requirement. The mask must cover the nose and mouth and be secured under the chin. It should fit snugly against the sides of the face with little to no gaps. The CDC does not recommend the use of masks or cloth masks for source control if they have an exhalation valve or vent. Masks with one-way valves or vents allow exhaled air to be expelled out through holes in the material. This can allow exhaled respiratory droplets to reach others and potentially spread the COVID-19 virus. Face coverings with an exhalation valve or vent should not be worn as the CDC does not recommend using this type. If gaiters are worn, they should have two layers of fabric or be folded to make two layers.

**LCPS Issued Masks**

Students are expected to supply their own mask to comply with this expectation. LCPS has purchased masks for students who may not have one due to financial difficulties or other concerns. School staff (health office staff or school administration) will provide a mask to any student that does not have one. Parents/guardians are asked to ensure their student wears a mask to, from and during school as recommended by the CDC and VDH as required by LCPS. Emblems, words, or pictures on the face covering must comply with the Student Code of Conduct and Policy 8270 Student Dress Code.

**Enforcement**

Students who are not wearing a mask will be directed to comply with the requirement and the Order of Public Health Emergency Statewide Requirement to Wear Masks in K-12 Schools. If they do not have a mask, one will be provided to them. If a student refuses to comply, staff will meet with the student and contact the parent/guardian to discuss and identify the reason the student refuses to comply. If non-compliance is related to medical or financial need, the school-based team will develop a plan of action to support the student’s compliance with the requirement. If the student continues to not wear a mask after the school-based team has met to support the student’s compliance, disciplinary consequences may be given and the student may be removed from participation in classroom activities.

Parents/guardians, vendors, and visitors to LCPS buildings are expected to demonstrate a high level of community concern for self and others to prevent the spread of COVID-19. Parents/guardians, vendors, and visitors will be reminded that masks are required while inside a school or administration building and asked to put on a mask in accordance with the CDC recommendations and Chapter 456.

**Evaluation of Mask-Wearing**

Ongoing evaluation including monitoring and review of CDC Guidance and Virginia Code
Chapter 456; student-to-student, student-to-staff, and staff-to-staff transmissions; number of student and/or staff quarantines; number of sick leave days (staff) and student absences in schools due to sickness; and, any other data will inform the mask and mitigation strategy. We will also consider Loudoun County community transmission and percent positivity rates.

LCPS staff will report on this data evaluation to the school board and community every six weeks and provide any changes to mask wearing and mitigation procedures in accordance with the Order of Public Health Emergency Statewide Requirement to Wear Masks in K-12 Schools.

OTHER MITIGATION MEASURES IN PLACE

Physical Distancing
Physical distancing will be enforced, where possible, throughout all LCPS buildings. Per the VDH guidelines, in indoor K-12 settings, a student who is within 3-6 feet of an infected student is not considered a close contact as long as both students are wearing masks and the school has prevention strategies in place.

Enhanced Cleaning
Custodial staff will continue to execute the enhanced cleaning protocols outside the classroom in schools that include cleaning and disinfection of high touch surfaces three times per day during the school day.

Passive Temperature Screening
Where installed, passive temperature screening using the thermal cameras will be reinstated.

CLOSE CONTACTS and 10-DAY QUARANTINE

In general, VDH uses proximity of within 6 feet for a total of 15 minutes or more within 24 hours to determine the need for quarantining persons who have had close contact exposure to someone with suspected or confirmed COVID-19.

In K-12 settings, students wearing a mask may not need to quarantine. A student who is within 3 to 6 feet of an infected student is not considered a close contact as long as both students are wearing masks and the school has other prevention strategies in place.

Students who have been fully vaccinated for COVID-19 will not be required to quarantine after having close contact with someone with COVID-19 as long as the student remains asymptomatic.

Students identified as close contacts to an infected person must quarantine for 10 days.

Students who must isolate (suspected or confirmed COVID-19) or quarantine will have an opportunity to make up missed assignments through Schoology and/or arrangements with their teacher. The table below further clarifies the process that will be followed.
<table>
<thead>
<tr>
<th>Individual/Group</th>
<th>Status</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Student</td>
<td>Isolated (COVID positive and/or symptomatic)</td>
<td>The student stays home and may access content through Schoology if they feel well enough to do so. The student is considered excused absent and will work with teachers to make up work upon return to school.</td>
</tr>
<tr>
<td>Individual Student(s)</td>
<td>Quarantined (Asymptomatic)</td>
<td>The student is considered present and stays home and may participate asynchronously through Schoology. Schools will identify an adult to check in on quarantined students (school counselor, advisory teacher, teacher assistant, student engagement coordinator, etc.) and collaborate with teachers for support as needed.</td>
</tr>
<tr>
<td>Entire class of students</td>
<td>Quarantined</td>
<td>Students quarantined and well enough to participate in school will participate in distance learning. Sick (isolated) students will be considered absent and will work with teachers to make up work upon return to school.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Isolated (COVID positive and/or symptomatic)</td>
<td>Teacher will take sick leave. A substitute teacher will be put in place until the teacher is well enough to return and isolation is over.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Quarantined (asymptomatic)</td>
<td>Teacher will quarantine at home and teach remotely from home. A substitute teacher will be placed in the classroom to support learning in the classroom while the teacher is quarantined.</td>
</tr>
</tbody>
</table>
COVID-19 Prevention & Self-Care

Slow the Spread of COVID-19
Vaccination is the best way to prevent COVID-19 infection and prevent another wave of the pandemic. It is also important to know the symptoms of COVID-19, what to do if you become sick and other precautions we all need to take, particularly for those unable to get vaccinated.

Symptoms
COVID-19 is a respiratory illness that can spread from person to person.

- Symptoms can include fever (100.4°F/38°C or higher), cough, trouble breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, and new loss of taste or smell.
- According to the CDC, illnesses have ranged from mild symptoms to severe illness and death. Symptoms may appear 2–14 days after exposure.
- Persons can be infected with COVID-19 and pose a risk to others without noticing any symptoms.
- Older adults and people of any age with serious underlying medical conditions may be at higher risk for more serious complications from COVID-19. Seek care early.

CDC Coronavirus Self-Checker
COVIDWISE Exposure Notifications App

What to Do if You are Sick
Unvaccinated residents are encouraged to follow these instructions to self-monitor illness and to inform close contacts when becoming ill.

- If you develop a fever and symptoms such as cough or difficulty breathing, call your doctor or an urgent care center to discuss.
- Find a COVID-19 Testing location using the Virginia Department of Health Locator Map.
- The Loudoun County Health Department does not provide testing or evaluate ill individuals.
- Stay home. Avoid contact with others, do not share personal items, and use a separate bedroom and bathroom, if possible.
- Monitor your health. Call 911 if you develop trouble breathing, pain or pressure in the chest, confusion, or bluish lips or face.
- Wear a mask that covers your nose and mouth when around other people.
- Cover your coughs and sneezes with a tissue or the inside of your elbow.
- Wash your hands often with soap and warm water for at least 20 seconds.
- Clean and disinfect high-touch surfaces every day.
• **Do not leave home until fever-free for 24 hours** (without medication) AND at least 10 days have passed since symptoms first appeared.

• **Inform close contacts.** Talk to everyone who has been within 6 feet for more than a few minutes while you were sick, including the 48 hours BEFORE you developed symptoms. Encourage them to stay home for 14 days and provide them the above guidance for those who had close contact with someone who is sick.

• **Learn more from the Virginia Department of Health.**

**COVID-19 Prevention**

Vaccination is the best way to prevent COVID-19. Those unable to get vaccinated need to take COVID-19 precautions to prevent getting and spreading COVID-19 including:

- Covering your mouth and nose with a face covering when in public if you aren't fully vaccinated
- Washing hands often and use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.
- Staying at least 6 feet away from others
- Staying home when sick
- Avoiding crowds of people, parties at peoples’ homes and other gatherings
- Cover your mouth and nose with a tissue or your sleeve (not your hands) when coughing or sneezing
- Clean and disinfect frequently touched objects and surfaces
- Avoid non-essential travel

**Face Coverings**

A mask can help prevent individuals who do not know they are carrying COVID-19 from transmitting the virus to others. The cloth is intended to catch droplets from your nose and mouth that may be projected when you talk, sneeze, cough and breathe. By limiting the potential of these droplets from landing on others and on surfaces, you can reduce the spread of the coronavirus and other germs even when you do not have symptoms.

**Effective August 9, 2021, Loudoun County requires all visitors to county facilities — regardless of vaccination status—to wear face masks indoors in a renewed effort to reduce levels of community transmission of COVID-19.**

In addition, face coverings will continue to be required, regardless of vaccination status in the following instances:

- Public transit
- Health care facilities, such as county health clinics and vaccination site
- Detention facilities
- Congregate care settings
- Students, faculty, staff and visitors in indoor settings at public and private K-12 schools

**How to wear a face covering**

- Wear a cloth face covering to cover your nose and mouth.
• Use simple cloth face coverings made at home from common materials at low cost. Get instructions on how to make your own face covering.

Follow these tips for wearing and caring for cloth face coverings:

• Make sure there are no gaps around your nose and mouth.
• Wash your hands before putting on a face covering.
• Be careful not to touch your eyes, nose, and mouth when removing your face covering.
• Wash your hands immediately after removing the covering.
• Routinely wash face coverings.

Loudoun encourages individuals to follow guidance from the Centers for Disease Control and Prevention (CDC), for wearing face coverings.

1. Receive updates from Loudoun County
   o Text LCCOVID19 to 888777 to receive text alerts from Loudoun County about COVID-19
   o Text STOP to 888777 to unsubscribe
   o Sign up for email and text updates on COVID-19 in Notify Me, Blogs category
   o Follow the Loudoun County Government Facebook Page and @LoudounCoGovt

   Contact us with Questions

   o Email the Loudoun County Health Department
   o Call the Health Department's COVID-19 information line: 703-737-8300
   o Monday-Friday, 9:00 a.m. to 5:00 p.m. (except County holidays)
   o Call the Virginia Department of Health's COVID-19 hotline: 877-VAX-IN-VA (877-829-4682)
   o Monday-Friday, 8:00 a.m. - 6:00 p.m.
Quarantine

Quarantine if you have been in close contact (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period) with someone who has COVID-19, unless you have been fully vaccinated. People who are fully vaccinated do NOT need to quarantine after contact with someone who had COVID-19 unless they have symptoms. However, fully vaccinated people should get tested 5-7 days after their exposure, even if they don’t have symptoms and wear a mask indoors in public for 14 days following exposure or until their test result is negative.

What to do

- Stay home for 14 days after your last contact with a person who has COVID-19.
- Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19.
- If possible, stay away from people you live with, especially people who are at higher risk for getting very sick from COVID-19.

After quarantine

- Watch for symptoms until 14 days after exposure.
- If you have symptoms, immediately self-isolate and contact your local public health authority or healthcare provider.

You may be able to shorten your quarantine

Your local public health authorities make the final decisions about how long quarantine should last, based on local conditions and needs. Follow the recommendations of your local public health department if you need to quarantine. Options they will consider include stopping quarantine

- After day 10 without testing
• After day 7 after receiving a negative test result (test must occur on day 5 or later)

Isolation

Isolation is used to separate people infected with COVID-19 from those who are not infected.

People who are in isolation should stay home until it’s safe for them to be around others. At home, anyone sick or infected should separate from others, stay in a specific “sick room” or area, and use a separate bathroom (if available).

What to do

• Monitor your symptoms. If you have an emergency warning sign (including trouble breathing), seek emergency medical care immediately.
• Stay in a separate room from other household members, if possible.
• Use a separate bathroom, if possible.
• Avoid contact with other members of the household and pets.
• Don’t share personal household items, like cups, towels, and utensils.
• Wear a mask when around other people if able.

Learn more about what to do if you are sick and how to notify your contacts.

When You Can be Around Others After You Had or Likely Had COVID-19

Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

For Anyone Who Has Been Around a Person with COVID-19

Anyone who has had close contact with someone with COVID-19 should quarantine for 14 days after their last exposure to that person, except if they meet the following conditions:

Someone who has been fully vaccinated and shows no symptoms of COVID-19 does not need to quarantine. However, fully vaccinated close contacts should:
• **Wear a mask** indoors in public for 14 days following exposure or until a negative test result.
• Get tested 5-7 days after close contact with someone with suspected or confirmed COVID-19.
• Get tested and **isolate** immediately if experiencing COVID-19 symptoms.

Someone who tested positive for COVID-19 with a viral test within the previous 90 days and has subsequently recovered and remains without COVID-19 symptoms does not need to **quarantine**. However, close contacts with prior COVID-19 infection in the previous 90 days should:

• **Wear a mask** indoors in public for 14 days after exposure.
• Monitor for COVID-19 symptoms and isolate immediately if symptoms develop.
• Consult with a healthcare professional for testing recommendations if new symptoms develop.

I think or know I had COVID-19, and I had symptoms

You can be around others after:

• 10 days since symptoms first appeared and
• 24 hours with no fever without the use of fever-reducing medications and
• Other symptoms of COVID-19 are improving*

*Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation

Note that these recommendations do not apply to people with severe COVID-19 or with weakened immune systems (immunocompromised).

I tested positive for COVID-19 but had no symptoms

If you continue to have no symptoms, you can be with others after 10 days have passed since you had a positive viral test for COVID-19.

If you develop symptoms after testing positive, follow the guidance above for “I think or know I had COVID-19, and I had symptoms.”
I was severely ill with COVID-19 or have a weakened immune system (immunocompromised) caused by a health condition or medication.

People who are severely ill with COVID-19 might need to stay home longer than 10 days and up to 20 days after symptoms first appeared. People with weakened immune systems may require testing to determine when they can be around others. Talk to your healthcare provider for more information. Your healthcare provider will let you know if you can resume being around other people based on the results of your testing.

People who are immunocompromised should be counseled about the potential for reduced immune responses to COVID-19 vaccines and the need to continue to follow current prevention measures (including wearing a mask, staying 6 feet apart from others they don’t live with, and avoiding crowds and poorly ventilated indoor spaces) to protect themselves against COVID-19 until advised otherwise by their healthcare provider. Close contacts of immunocompromised people should also be encouraged to be vaccinated against COVID-19 to help protect these people.

**Symptoms of COVID-19**
Updated Feb. 22, 2021

**Watch for Symptoms**

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
• Nausea or vomiting
• Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19. Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness.