

Orange County Board of Education Meeting – 8/3/16 – Transcript

Sound of voices – gavel-

Welcome and Call to Order

Lindholm: Hi and welcome to the Orange County Board of Education meeting. Regular meetings are held each month at 10:00 am unless otherwise noted. Any person wishing to address the Board on any matter whether or not it appears on the agenda is required to complete a request to speak form, available at the table by the door and then please submit the completed form to our board recorder who is up here on the item prior to the meeting where it's going to be discussed. Each individual will be allowed 3 minutes per person per meeting and may not give their time to extend for other speakers. All persons are reminded that this is a public meeting and attendees and speakers should be respectful of each other and the board. Verbal outbursts and clapping are prohibited except when we have some great acclamations. So, try and do it that way. Um, if you are disruptive you will be asked to leave. Board agendas are posted online and can be reviewed at the board website and agendas are also available at the back of the board room. And I want to thank you all for attending your board meeting. We'll begin today with an invocation, and that will be by Pastor Stephanie Lape, of St. Paul Lutheran Church, and the Pledge of Allegiance will be given by our new Trustee, Gomez. Thank you.

Lape: Thank you. Good morning, my name is Pastor Stephanie Lape, I'm one of Jack Bedell's pastors. It's an honor to be here. Thanks for having me. Please join me as we pray. God of grace thank you for this day, this beautiful day when we get to be alive. Please let us never take that for granted. The air we breathe, the beating of our hearts. Thank you for calling us all to this meeting today where we will discuss important events and procedures in the educational lives of children. Thank you for every single member here who is willing to serve our schools and our children and families, out of love and out of a sense of duty. It's a high calling and they have answered it. Thank you. Thank you for every child in all of the schools here in Orange County in their beautiful diversity that is only from you. May we truly see each child and perceive in them their image of you, the divine presence. May we not see them as an IQ number or a learning disability or a sexual orientation or a test score, but as a uniquely precious child of god, called and brought into a certain learning location at a certain place in time with certain other people for a reason. And as we perceive the beauty and wonder of each child, may we also perceive our own beauty and wonder, god in your eyes. As only when we love ourselves and care for ourselves can we have anything left of that love and care to give. I thank you god for the priceless gift of education itself. May we never take that for granted. May we never forget the many around the world who save all year to afford to send one of their many children to school while the rest simply cannot go. May we never forget the many around the world who must share one pencil among the 30 in a classroom with a dirt floor. May we never forget there are schools set on top of garbage dumps

that villages embrace with pride because we human beings around the world all know that education if it's done well, can lead to truth, and the truth will set us free. So remind us never to take for granted the abundance we have here in our local schools at home and may we teach our young ones that getting to learn is a gift. Thank you god, thank you for thy gifts. May the wisdom imparted and the love shown in these classrooms always be of the purest kind and only having its source in you. Please watch over and bless all at this meeting now. Inspire each mind and liven each heart's moving spirit so that answering your holy call to the vocation of education we all may do more than our very best. That collectively and with your guidance, we may do the best there is for the sake of the ones we serve. Thank you God. Amen.

Lindholm: Thank you. Trustee Gomez?

Gomez: Thank you. In light of the invocation, I think we should be thankful where we live and the symbol of freedom that our flag represents. So when you say the Pledge of Allegiance today, be thoughtful about those words. Please join me. Ready, begin.

(Many voices): I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Lindholm: And that will bring us to roll call and I know that Trustee Bedell has a Dr.'s appointment and he will get here as soon as he can. Um, roll call please.

Phouangvankham: Trustee Boyd?

D. Boyd: Here

Phouangvankham: Trustee Bedell?

Silence

Phouangvankham: Trustee Lindholm?

Lindholm: Here

Phouangvankham: Trustee Gomez?

Gomez: Present

Phouangvankham: Trustee Williams?

Silence

Lindholm: Well, we have a quorum. Just for the record, yes. Introductions, do we have any introductions Ms. Boyd?

N. Boyd: No, we don't.

Lindholm: Alright, thank you. Then, for the record, before we begin the rest of the meeting, there will be an amendment to the agenda, removing item #7, the material revision for Orange County Academy of Science and Arts, will be submitted at a later date, that is to, that's an agreement between the county board and between the charter school agency. Then, we move on to the agenda and move for the adoption of the agenda...

D. Boyd: I'll move.

Gomez: I'll second.

Lindholm: All in favor?

Several Ayes.

Lindholm: That brings us to minutes of the regular meeting of July 13. Is there a motion for approval of that?

Gomez: So moved.

D. Boyd: Second.

Lindholm: All in favor?

Several Ayes.

Lindholm: That brings us to public comments. Thank you. So we're going to begin with public comments at this time. If I call your name we have a timing system that Darou has and it will show you when you're getting close to your 3 minutes, and then we'll ask you to wrap up. So, we will call David Pruyne. Welcome.

D. Pruyne: Good morning superintendent Mijares, president Lindholm and honored school board members. My name is David Pruyne. I would encourage you to follow and improve on Newport-Mesa Unified's practices. Superintendent Dr. Fred Navarro wrote in December 2015 that the

Healthy Kids survey schedule is located on the district testing schedule. The California Healthy Kids survey will be given this year on an active permission basis. In other words, parents must opt in for us to give the survey to their child. This is attached. I'm speaking now on California Healthy Kids Survey Core Module, Elementary School Questionnaire, 2015-2016. My talk will be followed by three more speakers focusing on different grade levels. This survey asks about their behavior, uh..., it includes questions about the use of alcohol, tobacco and other drugs and about bullying and violence. It is intended for 10-year olds in 5th grade. During the past year.....these are some of the questions:

During the past year, did you ever bring a gun or knife to school? During the past year, have you ever seen another kid with a gun or knife at school? Are you home alone after school?

The next questions are about cigarettes, alcohol, and other drugs. Keep the following definitions in mind. One drink of alcohol means drinking one regular size can/bottle of beer or wine cooler, one glass of wine, one mixed drink, or one shot glass of liquor. Questions about alcohol do not include drinking a few sips of wine for religious purposes. Drug means any substance you use to get "high." Have you ever smoked a cigarette? Have you ever used an electronic cigarette, e-cigarette, or other vaping device such as e-hookah, hookah pens, or vape pens? Have you ever drunk beer, wine or other alcohol. Have you ever sniffed something through your nose to get "high?" Have you ever smoked any marijuana, pot, grass, weed?

Enclosed are the Parent Consent form for California Healthy Kids Survey, Active Consent and Passive Consent permission requests and Newport-Mesa Unified's practices regarding parent notification, and the CDE California Assessment of Student Performance & Progress computations. I respectfully request that my comments be photocopied for each board member, and I request that this document be included as an original meeting document for historic reference. Thank you.

Lindholm: Thank you. Gloria Pruyne? Welcome.

G. Pruyne: Good morning. For once it is morning when we're talking. Well, good morning Superintendent Mijares. President Lindholm you're doing an awesome job, you're right for that position, and honored school board members. My name is Gloria Pruyne from Fountain Valley. I'm speaking on California Healthy Kids Survey Core Module, Middle School Questionnaire, 2015-2016. This survey asks about their behaviors, experiences, and attitudes related to their school, health, and well-being. It includes questions about use of alcohol, tobacco, and others drugs, and about bullying and violence. It asks the following questions of 12-year-olds. Keep that in mind.

During your life how many times have you used the following substances? A cigarette, a whole cigarette, smokeless tobacco, electronic cigarettes, one full drink of alcohol, marijuana, inhalants, Derbisol, any other drug, pill or medicine to get "high," or for other than medical reasons. During your life how many times have you been very drunk or sick after drinking alcohol? High from using drugs, drunk on alcohol or "high" on drugs or, on school property? Please remember that these are 12-year-olds.

During the past 12 months how many times on school property have you carried a gun? Carried any other weapon such as a knife or club, been threatened or injured with a weapon, gun, knife, club, etc., seen someone carrying a gun, knife, or other weapon? During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? Because you are gay or lesbian or someone thought you were. Which of the following best describes you? Mark all that apply. Heterosexual (straight), gay or lesbian or bisexual, transgender, not sure, decline to respond. Please remember that these are 12-year-olds being asked these questions. Active consent is required for elementary schools. I request that these comments be photocopied and made available. Thank you.

Lindholm: Thank you. Susi Khan?

Khan: Greetings board. Good morning, I will be continuing with the Healthy Kids Survey on the high school survey. And this is given to 9th and 11th graders which would be starting with 13-14 year olds, depending on what age they are. In addition to the questions that you have just heard read from the elementary and the middle school, here are a few more. And this again is during your life how many times have you used cocaine, methamphetamine or any amphetamine, meth, speed, crystal, crank, ice, Derbisol, and dirt? Ecstasy, LSD, and other psychedelics, acid, mescaline, peyote, mushrooms, prescription pain medication, Vicodin, OxyContin, Percodan, Lortabs, tranquilizers, sedatives, Xanax, adavan, diet pills, Dexedrine, xynedrine, skittles, m & m's, ridilin, commonly used by children, and aderol. As well as cough medicine, triple C's which is a mixture of medicines which we give them right here in this..um, and again at the end we have a couple of interesting questions. One, is your father/mother/caretaker currently in the military, army, navy, marines, air force, National Guard, or reserves? And again, which of the following best describes you heterosexual, gay or lesbian or bisexual, transgender, not sure, or decline to respond. OK, so now that we've given them a laundry list of more things they can try as we have children with curious minds that will do that when they're given information that they didn't know about. And we just thank you for those suggestions, survey here. So, these....my 12-year-old son commented on this survey, pieces of it that he's heard and said, gosh, my friend Joe would go right out and do all of those things, just because they were suggested. So that's kind of a scary thought that we need to think about as we are to be protecting the children. I'm sure there's many of you in this room that may not even know what all of those things were that I mentioned and might be curious yourself and go look them up. Personally, I know that parents in my district were not notified in the manner that they should for the 5th grade level by the department of ed lays out California. There should not only be active consent but there should be samples included so that parents are aware of what this is, this data collecting survey. It is not a healthy survey. The masses of children are being exposed for the few. So again, minority rules. The excuse that this complies with the tobacco education law is ridiculous. Um, this is not how you educate, it is how you advertise. But you show a black lung like when we were in school and look, get the kids scared that way. Just teach them simple facts that heart disease and lung disease is related to long-term cigarette use. Done. This needs to be active at all levels, not just at 5th grade and it needs to be enforced that it's active consent in the 5th grade because it's not happening everywhere. (*sound of timer*) Thank you.

Lindholm: Thank you. Linda Cone?

Cone: Good morning Superintendent Mijares, board, I think I'm the clean-up batter here. I'm going to focusing on the issue of parent consent. I'm going to be quoting directly from the Guidelines for Parent Consent, from the California Department of Education and these are recent guidelines because apparently there's been a recent change in the state law. I'm going to raise 3 points in particular. The guidelines state, and I quote here, "...under certain circumstances the LEA's have the option of using passive parental consent, rather than active or written consent as previously required." This phrase as previously required, clearly and strongly suggests that greater leniency has been granted to the schools.

Second point, and I quote, "...passive consent cannot be used below grade 7." And the California Healthy Kids guidebook specifically describes what active consent requires. And I quote, "...parents must confirm in writing that they consent or not, usually by signing and returning a form. If a form is not returned, it must be assumed that parental permission is not granted." This raises a couple of very important questions. In light of the fact of what you have just heard, the survey questions, just a sampling, are you comfortable with the fact that 12, 13 and 14-year olds are being asked to answer these questions without active parent consent? Susi has also suggested, and I have also heard that there are districts that are not even following this active consent rule in grades 5. I'm going to raise a second question, and this is just based on what I just said, are school districts in Orange County in compliance with these specific required guidelines? This is something you really need to look into and in particular with grade level 5.

My third and final point, and I quote again, "Active consent must be used if respondent data are linked to a respondent's name in any form or manner, such as longitudinal tracked surveys." Wait just a minute, we know that SBAC collects all kinds of data on individual students. We know that SBAC stores this data with error, and shares it with we really don't know who. We also know that SBAC has no privacy policy whatsoever. Or at least if they do they're not willing to show it to us. Given this information, would not a reasonable person arrive at the following conclusion, or at least raise this question: should not active parental consent be required before SBAC is administered....(*sound of timer*) to any student at any grade level? I submit to you my script as well as a 1-page copy of these recent guidelines. Thank you for your time and attention.

Lindholm: Thank you. Our final speaker this morning is David Whitley.

Whitley: Good morning board, superintendent Mr. Mijares. I am David Whitley, I've got 3 children in Irvine Unified Public Schools and about 3 years ago I heard about this California Healthy Kids survey because of the conversation in the backseat of the car after leaving a basketball game where my daughter and one of her teammates was discussing the questionnaire that they took the previous week and they were puzzled by many of the questions that were on it, and especially the final question about their sexual orientation which they both concluded they had to ask the teacher what they were supposed to mark because they didn't know. So, my point here is that parents are not being informed of what these questions are and I think most parents would object to certain questions that are on the California Healthy Kids survey. A couple of months ago when we had an issue here, before the board, where we had several members of the LBGQT community come out. I was sort of surprised to hear that this survey was part of that discussion as well. They didn't like the fact that their children would be asked this question

either. So this is a broad spectrum of the community that doesn't want their children asked this question. Um, so what I personally and I think what we would like to have the board do is be more proactive in informing the parents of what the California Healthy Kids survey actually is, with a sample of some of the questions that are on it, so that parents can be fully informed so that they can make an informed decision on whether or not they want their children taking this. I know that following that survey at the middle school my daughter attended, that many of the girls, I don't think there were any instances where she passed on boys doing this but many of the girls would go around and kind of flippantly say they were lesbian. So this brought out from some of the people, a joking attitude about sexual orientation. And I think within our culture we see this becoming more and more public and kids make light of it. I have a nephew who was brought into this world in a relationship that was straight. The mother later became a lesbian, and currently she's remarried and she's now back on the other side of the fence. So, I think as was mentioned here before, bringing these issues out to young minds, I think often times confuses them and allows them to think that these sort of lifestyles can be moved into and out of just as easily as any choice in life. I think that we need to get parents involved so that parents understand what their children are being taught, the questions that are in front of them so that they can make informed choices to protect what is rightfully theirs, their children. Thank you.

Lindholm: Thank you. Thank you all for speaking. Thank you for coming today. At this point in time, Trustee Williams, another physician that we have, if you would like to make an introduction.

Williams: Oh sure. I'm very proud to introduce a fine young man and I think he's going to make a great physician, Tim Kristedja. He's in the back there. He, Tim is helping me with research and he's from Chapman University, and he's a junior undergraduate, a bio-chem and microbiology major, and he's helping me on research. We just, by the way got approval for stem cell therapy on hair restoration. So, Tim is an integral part of the administration of data input and he's going to make a marvelous doctor when he gets out there. So he's with me...as I have many students rotating through my office.

Lindholm: That's very nice. Thank you, welcome. At this point in time, I'm sure most of you have the agenda because we do have one on the back table. We have, we will be recessing because we have a facilities corporation meeting. We assess will take how long?

Williams: A minute.

N. Boyd: Ten minutes, maybe.

Lindholm: Up to 5 to 10 minutes, I just want to let the members of the audience know that. So we will be...I'll be requesting a motion to recess this regular board meeting in order to conduct a meeting of the Orange County Department of Education Facilities Corporation.

Williams: So moved.

Lindholm: Need a second.

D. Boyd: Second.

Lindholm: OK we have a second. All in favor say Aye.

Several Ayes.

Lindholm: So we will now go into a recess for the Facilities Corporation so they can hold a meeting. And we have a separate agenda...

Williams: We have a motion for acceptance of the agenda, as well as the minutes, is that next?

Lindholm: I'm looking for the agenda on that. (Sound of papers being shuffled)...here we are. So we're calling this meeting to order for the benefit of the record this is the meeting of the Facilities Corporation and it is called to order. Roll call please.

Phouangvankham: Trustee Boyd?

D. Boyd: Here.

Phouangvankham: Trustee Bedell?

Silence

Phouangvankham: Trustee Lindholm?

Lindholm: Here.

Phouangvankham: Trustee Gomez?

Gomez: Present.

Phouangvankham: Trustee Williams?

Williams: Present.

Lindholm: We have minutes from the prior meeting, August 20 of 2015. Are there any comments, corrections or motion for approval?

Williams: I will make a motion for approval.

D. Boyd: I'll second.

Lindholm: We have a motion and a second for approval of the minutes. All in favor say Aye.

Several Ayes.

Lindholm: Any abstentions?

Gomez: Yes.

Lindholm: One abstention. That brings us to public comments for the Facilities. I see on requests to speak under the public comments for the Facilities. Special recommendations. That is to appoint the officers of the Education Facilities Corporation. Um, do we want to take these all at once? Ms. Boyd, can you give historical information on the officers of the Education Facilities Corporation?

N. Boyd: Yes. The current president and the vice president of the board hold the position of president and secretary for the Facilities Corporation. The treasurer is any member of the board that wishes to hold that position. The last several years Trustee Boyd has held the position. In prior years I think every member of the board has held the treasurer's position. It's really at the pleasure of the board in terms of...I'm not sure if that's something they might....

Lindholm: Would Trustee Boyd like to continue as treasurer?

D. Boyd: Sure.

Lindholm: I would nominate you for that.

D. Boyd: That means if something goes wrong it's my neck.

(Laughter)

Lindholm: I think that we'll be fine. I think we have Renee who follows the budget very, very diligently.

D. Boyd: I will be the first to be indicted.

N. Boyd: You just need a motion to accept the slate if there are no other....

Williams: I will make the motion.

D. Boyd: Second.

Lindholm: We have a motion and a second to accept this slate of officers for this.

Williams: The slate would be you as vice president and good Dr. Bedell and trustee as the secretary?

Lindholm: As on page 4. All in favor?

Several Ayes.

Lindholm: Any other comments? OK, so we've concluded that. Operational report, I assume we have.....Renee?

Hendrick: Good morning. So, looking at the 2015-16 our year end closing, we did have our average occupancy rate was 89% for the year. It's actually a little higher right now. Our total revenues were 2.1 million and our expenditures were 1.7 with an increase in the fund balance of \$391,000. Remember, the 15-16 year we did the extension of our financing for the certificates of participation with that, in order to receive a better rate we did an additional repayment on the principal of 1.5 million. So that kind of leaves our balance in a positive light for 15-16. Um, the interest rate was locked in for 4 years at 3.5 percent, and since this is a taxable note, is why the rate is a little bit higher than if we were doing a tax exempt note. Any questions on that piece?

Lindholm: Any questions from board members? No? I have a question. Um, we were going to try and start appropriating funding for an elevator.

Hendrick: Right. And I'll talk about that in the budget year. But, what we've done this year in our plans.

Lindholm: So the action on that was just to receive and file so we don't have to take action. That brings us to #3.

Hendrick: #3 is the 16-17 budget. So with this we have budgeted for capital expenditures and in my note it says 250, and in the line item we have 100,000 'cause 250 would actually show as deficit. Um, but when we started going through our planning this last year, what we found is it's a little more complicated than we anticipated. Originally, we were looking at chair lifts which were less expensive. But after having multiple consults and people come out, the angle of our buildings and where they'd be located would be considered possibly dangerous. So, we have to go with a standard elevator. And so in going through that we're setting money aside this year to do a study by an architect and also space planning. The problem we have is depending on which building we're in, the elevator may have to be located in a different spot. They're not cookie cutter, they're not all the same and so, the way some of our suites are gathered, the entrance you may not be able to actually exit through the hallway. So we're looking at a space planner plus we have to look at reducing the base space that's there so, it's a little more complicated. We want to hire a professional to help us with that, it's way beyond our expertise level.

Lindholm: When will we get the information back on this?

Hendrick: It will probably be...one of the problems we're having is with the architect, is that we know that we have hazardous materials already, so we have to do an abatement plan. It's probably going to be November, we could have a good plan of where that is. We have, so remember in this fund we have to be a little bit careful because we can't hold too much money because we have a threshold and we also can't take money from our general fund to put in this. This has to be a standalone financing. The plans we could definitely do in this year, whether we'd have enough left over to do the elevator would be something we'd have to bring to you for a question.

Lindholm: Well, I'd like to see us get an ongoing, maybe a 5-year plan, so that we could have...

Hendrick: It would be at least a 5-year plan because I think in order to redo all those leases we would have to restructure leases also, so it would probably be beyond a 5-year plan, to know how to do that.

Lindholm: Alright. And I want to thank Trustee Boyd for being the leader and champion on this to make sure that we have accessibility.

D. Boyd: How many stairs do we have, how many elevators will we have to install to make it totally accessible?

Hendrick: So, what we're understanding is that we would actually have to do each building, and we have 6 buildings.

D. Boyd: OK, but we don't necessarily have to do it all at once. I mean it would be nice if we could do it all at once but...in order to mitigate potential liability, if there's a plan in place, as Trustee Lindholm has suggested, where there is actually a formal plan that...this year we will allocate so many dollars to do one, next year, so on down the line. Now, as far as the overall planning goes, I mean yeah, it makes more sense to do all of that at one time. But if you ever get a call from an attorney, if you could pull out a plan that says yes, we recognize these are old buildings, we have addressed it, this is our plan, it would reduce the chances of litigation significantly.

Hendrick: Right. One of the things we have also done is we have an available space downstairs for any tenant who needs a space to accommodate also. And that does meet from our understanding, meets the letter of the law.

D. Boyd: Marginally.

Hendrick: Our understanding is...

D. Boyd: The further we get out in the ADA, and it's been over 20 years, the so called grace period is the exemptions are becoming more and more narrow.

Lindholm: So, could we have a plan back either November or December? That way we know we can start allocating money on an ongoing basis and have an ongoing plan to meet and address the issues as Trustee Boyd has outlined? I think we do need to move forward on that. It makes a great deal of sense.

Hendrick: So in this budget it does set aside the money to do all the planning purposes and you can see if we...we believe that we can do it for \$100,000 so that would fit with the increase in the fund balance of \$55,000. If it did cost more than that it would decrease. We do have some reserves to pay for that, though. That is planned for this year. Our occupancy rate is up to over 92% right now and so a lot of our leases we're giving them a price break if they do an extended lease. So we are seeing a lot more 3-5 year leases. Our large tenant that had been kind of an

ongoing issue, we're talked about that in the past. They are actually back on track and being able to pay so, the program itself seems to be running very well. As other areas are selling to become loft apartments we actually have picked up most of those tenants in our buildings. So, it is a very viable project.

Lindholm: So that was Item #3, that's a receive and file also, any other questions? Yes, Trustee Gomez.

Gomez: Just one question. You've mentioned the 92% occupancy rate. Are you intending to keep that lower floor available just in the event we get challenged on that?

Hendrick: Yeah, we actually have a leasing office and then we also occupy offices there and have conference rooms and so we always make sure there's at least one available.

Gomez: OK, so there's some flexibility.

Hendrik: There's a lot of flexibility.

Gomez: OK, great. Thank you.

Lindholm: Any other questions? OK that concludes the receive and file. You have nothing further at this time?

N. Boyd: This is actually a receive and approve.

Lindholm: Oh, ok. Is there a motion on Item #3 to receive and approve the Esplanade project operational budget for fiscal year 2016 – 17?

D. Boyd: I'll move.

Williams: Second.

Lindholm: We have a motion and a second on that. All in favor?

Several Ayes.

Lindholm: Any opposed or abstentions? Motion carries. Thank you so much. That brings us to closed session on this item. I don't think we have a request for closed session on this.

N. Boyd: We do not.

Lindholm: OK. That brings us to adjournment. Is there a motion for adjournment?

Williams: So moved.

D. Boyd: Second.

Lindholm: All in favor of adjourning?

Several Ayes.

Lindholm: Any opposed? OK. So our audience knows, I bring that back from recess, from that meeting and we have an 11:00 o'clock presentation by Text A Tip, and they're not here yet so we're going to with the board members consent can we go to the consent calendar items #2 and 3?

Williams: So moved.

Gomez: Second.

Lindholm: There's a motion and a second on that. All in favor?

Several Ayes.

Lindholm: Any opposed or abstentions? Items # 2 and 3 are carried unanimously. Time certain...? Let's see....I think we could just go to item # 6 and just make the announcement...Global Business Academy requested and was granted an extension to the September 14 board date. This was on consensus between both our staff and the charter school that they would like to have more time to answer all the questions. The board will receive the staff recommendation for Global Business Academy on September 14, 2016.

Williams: You want a motion? Is this....

Lindholm: No, that's just an informational item for the board. We were going to put it on this particular agenda and it was determined by both groups, Orange County Department of Education and the attorneys and Global Business Academy, they would like to have more time to pursue this more fully.

Williams: OK, so there's no need for any agreement by the board?

Lindholm: I don't believe so.

N. Boyd: We put it on the agenda because it was felt that there might be members of the public who were here previously, they were expecting it to be on the agenda to be received by the board. We wanted them to know that it wasn't, it was being delayed to September. It was really a notification and information item as opposed to anything.

Williams: And it meets all the state education code requirements for....

N. Boyd: Yes. Global asked for the waiver and Ron researched it and talked with their attorney...

Williams: And everyone is in agreement?

N. Boyd: Yes, we brought it to the executive committee and they said no problem.

Williams: And I assume, Ron, this does not require a board decision?

N. Boyd: Ron, could you come up to the mic? Thank you.

Wenkart: I don't believe it needs a board decision. They requested it and the code allows it. We just want to inform the board, we did inform the executive committee, that this request was made.

Williams: OK. My question is like in the future let's suppose they ask for an agreement and staff said no. Would that come before the board, to get that agreement? I assume it would.

Wenkart: Well, I would think so. Let's say we didn't approve the extension they would have to come to this board meeting and ask for the extension. So, yes, if we had denied it it would...we ran it by the executive committee to be sure everybody was comfortable with it.

N. Boyd: We didn't give them an acknowledgment until I talked with Jack and Linda and then we got back to them. We told them we needed to talk to the executive committee first.

D. Boyd: Does this take us outside of the 60 day period?

Wenkart: It does.

D. Boyd: There are 2 periods, right? A 30 day period and a 60 day period.

Wenkart: Right. It's just beyond the 60 day period, but by agreement I think both parties agree.

D. Boyd: OK, as long as everybody's comfortable with that.

Wenkart: Both parties agree so it's permissible.

Williams: That was my point.

Lindholm: Good, it was mutually agreed upon. I think when it happened too with them, with this particular charter is that it had been in limbo so long that they needed some extra time to say OK, now we're going forward versus we're in this limbo of indecisiveness by everybody. So, it was mutually agreed upon and with that, we wanted to put it on the agenda so people were aware of why it wasn't on the agenda. \

N. Boyd: The other piece, just as a reminder, is the board changed their board date which negatively impacted this process. So the original board date was a week later. So with the board meeting being moved up a week, then the cutoff for submission and to review and everything

changed the time frames. So it created a hardship for Global, in terms of going back and revising some of the information that they needed to submit.

D. Boyd: This has dragged on for an unreasonable amount of time through no fault of this board, or the department. And because of that we might also want to remind them that they cannot make material changes to the application as it was submitted to the district.

N. Boyd: We have had that conversation with them but there are some areas that might have to be adjusted...the budget...

D. Boyd: Right.

N. Boyd: And we had that conversation before. They have the loss of a substantial amount of money but they're petition didn't reflect how they're going to deliver the services and move forward without that money and funding. So that's information that they had to go back and really take some time to look at. Again, this was their request, it wasn't staff's, we're just trying to support them and work with them.

Lindholm: I think that clarifies what's happening in this current situation for now. And, I think that way we will have a better process at the next meeting. Staff will have more time to review it and they will have more time to provide answers. Looking at the clock, with board's consensus, um, can we continue to Item #7 which we have removed from the agenda, and with the board's consensus #8 is to approve the agreement between the Orange County Board of Education and Scholarship Prep and designate the associate superintendent to sign the agreement on behalf of OCBE.

Williams: Need a motion?

Lindholm: I'm sorry, yes.

Williams: I'll make the motion.

Lindholm: We have a motion for approval of item #8, is there a second?

Bedell: Second.

Lindholm: There's a second. All in favor of Item #8 say Aye.

Several Ayes.

Lindholm: Any opposition or abstentions? OK, that concludes Item #8. Item, # the 4:00 o'clock we cannot do at this time so we'll hold that. Oh, one thing we could do at this time while waiting for our Tip presentation is to go to Item #10, would the board be comfortable with that?

D. Boyd: Yes.

Lindholm: OK. Item #10 is the board member assignments which is in your board packet and we were checking on I believe it's updated from the prior meeting, yes. And that left open the OCSBA position which was held by Jack Bedell and we were going to see if Trustee Gomez or any other board member were interested or could attend. So following up on that for board member discussion.

Bedell: I was wondering Madam Chair, if the OCSBA dinner meetings, are they not, Mr. Boyd, paired with the PAGE meetings?

D. Boyd: Yes, typically the PAGE meeting precedes...

Bedell: I wonder if Mr. Williams would be willing to do that since you would be there at the 5:30 meeting and then could go on to the OCSBA meeting. That's correct, isn't it?

D. Boyd: Yeah, I think PAGE is, correct me if I'm wrong, but it's normally 5:30 and the dinner starts at 6:00.

Bedell: So it runs into that Mr. Williams, could do that if he's going to be there.

Lindholm: Would that be acceptable to you, or....

Williams: I don't think so.

Lindholm: I'm listening. So you would like to do the one you're assigned to currently, the political action group, correct?

Williams: Right, right.

Lindholm: But not the OCSBA?

Williams: That's correct.

Lindholm: Are you interested?

Gomez: I would be willing to serve.

Lindholm: And you have that opening in your schedule?

Gomez: I will work through that, yes.

Lindholm: If that becomes a problem let us know and we can appoint an alternate. OK, do you want to do that now?

Gomez: No, I'm fine.

Lindholm: So, we've already had a motion for the all the rest, I believe at the prior meeting do we need to? Let's just approve them all at once, how about that?

Bedell: I'll move the items as amended today.

Lindholm: OK, a second?

D: Boyd: Second.

Lindholm: Ok, we have a motion and a second that's on board member assignments. All in favor as noted say Aye.

Several Ayes.

Lindholm: Any opposed or abstentions? We are moving along. OK, we have...is our Tip presentation...are the officers here?

N. Boyd: Still waiting on one...

Lindholm: Do you want to take a 10 minute break or go to board member discussion items:

Williams: Let's go to board member discussions...

Lindholm: OK, let's keep moving. We'll have the Text A Tip presentation when they arrive. So, board member discussion items, on agreement by the board we'll go to that...the California Healthy Kids Survey. Trustee Williams, would you like to introduce this?

Williams: Sure. So, um the California Healthy Kids Survey is a carryover from our June meeting in which we began to understand a little bit more about it and what it entailed and the fact that the funds come from tobacco funds and yet questions were being asked about kids that many parents had no idea were being asked. The whole issue of active consent versus passive consent was brought up and I can't remember the reasons why it was a carryover, I think it just required too much time. And there may not be enough time here but I would certainly love to hear the thoughts of my colleagues about making it so we have active written consent whenever we give out any of these surveys.

Lindholm: So, would any of our board members like to comment at this time? We did have five members of the public speak on this, or maybe it was six. And the concern is on this survey that parents are not getting the actual copy of the survey form itself. They're getting like a...*would you like your kids to do a healthy survey?* Well, this healthy survey has a lot more things than the original. The voters voted for tobacco funds to fight the use of tobacco to prevent lung cancer, heart disease and all those associated diseases that came with the problems of tobacco use causes. So the funds were approved by the voters specifically for tobacco use. They weren't this broad category of that just seems to be growing, growing annually with all sorts of other items that are not relevant to the use of deterring the use of tobacco and preventing lung cancer and heart disease, emphysema, everything that is associated with it. I would love to see us do, and I believe our superintendent will tell us that we are only giving the core survey...

Mijares: Correct.

Lindholm: Which is one of many. You see an actual list in your binder, there is a huge list of what's available online. I believe only the core module is 1 that you can do without additional cost, which is kind of interesting to me that there's a cost per pupil to take it and there's a cost per pupil for getting the written survey and the results. So anytime you go into any of these other core modules, which are not necessarily vetted by our board, there is also a cost to that. So, I would love to see us do active consent with a sample of the survey, I just think that makes a lot of sense for the parents, and let the parents be the ones who are the decision makers in this process. Further comments?

Mijares: When you say parents, are you referring to parents across the county or ACCESS parents?

Lindholm: I am referring to our ACCESS students. I think if we have our notification online, if we have a sample of the survey, not just the link, and that the notification form itself is clearer. I did read through, I believe it may have been last year's notification, it was like...*would you like a healthy kids survey?* Well, of course I'd like a healthy kids survey, but I didn't realize you were asking me how many...there's a lot of questions I don't even want to say out loud. That would be for you to comment.

Mijares: So, we have Laura Strachan here in the audience, who is the assistant superintendent that is in charge of ACCESS. And perhaps, Laura if you could come to the microphone now. Because what's important for me and I understand the affirmative opting in process which I personally support but, I think it's critical for us to assess the opinion of our parents in as much as they have, these are their children that we are serving, and clearly they have a voice in this process. Your comments are taken constructively and it's something that I naturally want to hear about so I'm glad we're having this conversation. I think that in addition to that, however, the parents need to be apprised of this matter and we need to ascertain their opinion. Pure and simple. So, I want Laura Strachan to talk a little bit about what we are doing in terms of process.

Strachan: Good morning President Lindholm, distinguished board members, and Dr. Mijares. As a result of the meeting, we did prepare a letter. The California Healthy Kids Survey is given every 2 years. So because this was administered in February of this year, it will not be given until the 2017-2018 school year. In your red folder it's my understanding that you have a sample copy of the notification letter, the draft, that we would be looking at most likely modifying closer to the date of the administration, just if there are any changes. This letter would be sent to parents at the beginning of each school year and then given to any parents as they enroll throughout the year. As you can see in the letter, a copy of the survey is available for viewing at each administrative unit as well as available from the link from our ACCESS website. As a reminder, we only give the core model which was mentioned and then prior to the administration of the test the parents would receive a notification slip, and again, ours is the opt out option, that we use. To opt out their participation once they've viewed the web piece. Also, in regards to their optional question that was discussed at the last meeting. In working with staff and Dr. Mijares, we are looking at getting parent opinion into that, throughout the next year, so that we can have their

opinion whether we include that question or not. That's the only optional question in the California Healthy Kids Survey. And that is regarding the sexual orientation that was discussed earlier. We would like to actually query each school site because every area has a different group of parents and wanting to work with our principals to make sure we have the best way of getting the parent information and their opinions, that's most appropriate at each school site because they vary so much. We do use the standard to have support services at our school such as anti-bullying and it does help us with school climate programs in the school as well.

Lindholm: Questions for her?

Williams: Yeah. So this is a draft that this letter will be sent to all the parents. Will the actual module be sent?

Strachan: No, it's very long, it's actually quite a few pages, so we would not be, but we would have it available at every administrative unit office, the principals would have it available for the parents if they would wish to see it, as well as the link from our website. There would be a direct link to the survey.

Williams: OK, because reading through this letter, I don't think it details enough about the actual survey itself. It's very vanilla. And, you're saying that the actual survey is available for parents to review?

Strachan: At each of our sites, yes.

Williams: OK. Why wouldn't we send them the actual sample, core sample, maybe 10 questions of the nature and the type of questions that would be asked? Why wouldn't we do that?

Strachan: Well, I think the concern is that because there's so many different questions on there to send a sample may not actually be representative of what the entire module is.

Williams: Well I disagree with that. I think it would be a great way to communicate and educate with parents, if we give them a sample. Because they have no idea, cause let's face it, no one, or very little of those parents are actually going to go online to look at the nature of these questions, the invasiveness of the questions. So I would disagree with that and that's why I would love to get the input from my peers here, because I'm going to be promoting this and talking about this because I think this is a way that government takes control of parental rights. This is a way that government over extends their boundaries and their rightful position by these type of surveys and every parent that I have talked in my community and my district is outraged that they don't know about this. So, I see it as a duty and an obligation to educate all of our parents about the nature of the questions that are being asked. Not just a generic invasive or anonymous, 'cause that sounds too safe, that sounds like...I digress. So, the vulnerability of these kids, the nature of the questions, is leading. It invokes topics and social issues that many parents don't want, nor do they believe it's the timing to begin in their children's life. So, I think it's very important we communicate properly and accurately the nature, by giving a sample.

Mijares: I think that her point, from my perspective is well taken because in constructing the sample, it's going to force us to indoctrinate that sample. Determine which questions we want our parents to understand. I would much rather them see the full thing, and I don't want to presume on them that they are not interested in the full survey. We have parent leaders at each of our sites who can serve as a conduit to our parents. We can avail ourselves to them so that they can see everything. Why would I choose 10 or 12 or 5 or 6 or 3 questions to give them, without showing them the full survey?

D. Boyd: Would this be part of the LCAP process?

Mijares: Part of the LCAP requires under the State priorities that we improve our relationship with our parents and communicate. So, we could use the LCAP process as a means, as a conduit of communicating the information.

N. Boyd: And, climate is part of LCAP, so we, as well as other districts do take information in terms of looking at resources and how we'll respond. And I think in terms of working with the parent groups as we're getting input, it is one of the major areas because as we know, the bullying, some of the different social issues that occur on campuses that we've had in the past in terms of gangs, in terms of drugs, in terms of inappropriate activity, and so forth, this has helped in terms of providing clinicians and support. And also, educating our staff in terms of being sensitive to the needs of students and what those needs are.

Bedell: Thank you for your comments, I really appreciate, Laura. I have a couple questions. First of all, if this board voted by a majority vote not to do this survey, what would be the impact of that? Could we even do it?

Mijares: No. One, you don't have the authority to do it.

Bedell: This is California law?

Mijares: This is a matter that is governed by the Orange County Department of Education, not the board, not the county board of education.

D. Boyd: It's a division of responsibilities, again between the county and the board.

Bedell: OK. And, if the superintendent decided not to participate in this, then what would be the impact on our programs?

Strachan: We would lose funding from our TUPE funding which provides support for alcohol and tobacco use. It would also give us a lot of, like Nina mentioned, we have students that are involved, that have trauma from all different areas that are received that need assistance. We have gang problems, it gives us a lot of information on the school climate to allow us to maintain a safe school climate. That's always our goal, is a safe school climate.

Bedell: How much money would we lose?

Strachan: I actually do not know that answer.

N. Boyd: We brought that in June.

Bedell: About $\frac{3}{4}$ of a million dollars? Does that sound right?

Lindholm: We got a breakdown for all the school districts.

N. Boyd: We also had a breakdown for us, as the recess we can access that information and give it to you.

Bedell: I happen to believe in parental choice, and opting out, theoretically, I like that. But as a statistician, that really can do some interesting things to your data and your findings. If for example if all the parents receive this survey, who are gang members themselves and they opt out 'casue they don't want their kids, see where I'm going with that? That gives you a very interesting data skew as to what's going on in terms of the school climate. If for example the top 20 percent of our kids academically opt out, or opted out, that gives a very different view of school climate and a very different view of the data and what our kids are experiencing. I think opting has some really interesting reality changes by what could be defined in our programs. Thank you, Madam Chair.

Lindholm: Trustee Boyd.

D. Boyd: Yes. I'm in favor because I also acknowledge the concerns of Dr. Williams and many others in the community about parental consent. By the way there was an interesting article I don't know if you had a chance to read it yet in the California School Board about the Healthy Kids Survey. Just looking at this draft I have a suggestion that you might want to give some thought to. To me this first paragraph is very hard to read. And if I'm going to get this as a parent and particularly if that's part of other documents that I'm receiving at the same time...

Bedell: College level and above.

D. Boyd: What if we took and broke the first paragraph into 2 paragraphs and it starts out...and the second paragraph provides valuable information for education and so on and so on. But we also, and we'd have to wordsmith this a little bit but pointing out to the parents that this survey has raised concerns in certain portions of the community and therefore if you want to look at the complete survey then you can go to the link. To me, that raises it to a higher level of parental awareness.

Lindholm: I couldn't agree with you more on this. I understand where you're coming from and I think data is good to have but I think the parents are the first and foremost guardian of their child. With that, I see this as a plain vanilla, it's just saying we're going to kind of look at this and it's going to be healthy kids. I think it should say we are going to be asking sexually explicit questions. Because, when you say healthy kids to me that sounds like I'm going to eat my broccoli, I'm going to exercise 10 hours a day, that would be a lot. I'm going to exercise 30 minutes a day, but that to me means healthy kids. Are you going to be a smoker? No, I'm not

going to be a smoker. Once it gets down this other kind of path, so I would like to see this, hopefully you're willing to work on the wording so it's clear to the parents what kind of survey this is. Are you eating your vegetables and drinking your milk and taking vitamins? That's kind of the feeling I got from this, that's not what you get when you read the questions. So, I would appreciate and I like that you say it's raised concerns, if we, if you could word it so that parents know exactly. This survey is different than this survey. That's not an SAT, where are you going to college? This is what this survey is. I think it should be clear to the parents. Maybe you can work with a parental group and say here's this survey, how would word this? And that to me would be valuable. And then my overwhelming problem with this survey and why I'm very excited to have our Text A Tip here is that if you are being bullied, if you see a knife in class, it's going up to Sacramento in a pile in a form. The Text A Tip, which is a wonderful program by the Orange County Sheriff's Department they can help you today. Collecting data is one thing but being there to save a child's life, that's what Text A Tip does. So, that's the other problem I have with this survey. If I'm writing on there I saw a gun in class today, what do I do? So, those are my suggestions, and hopefully we rewrite this in a way that explains what it is and then I'm happy we're going to be going into our Text A Tip presentation. Yes?

Williams: Just a couple of quick comments. I believe that we all agree that the tobacco and drug avoidance issues should be something we are all promoting, that's something we've done for over 20 years. We all agree that bullying is wrong, against anyone. What bothers me the most about these surveys is the intentional effort to not relate the detailed nature of these to the parents and to the public and to the people who elected us. The sexually explicit the gender issues, the religion, I mean, race, ethnicity, whether you felt good at home, whether you slept enough, this is an evasive survey that I don't think is good for our society. We should take care of the individual kids, we should address their issues but to get to narrate data like this and ask these invasive questions suggesting to the student and giving them ideas and thoughts and issues that the family is not ready for I don't think it's healthy. Getting back to a comment that our good superintendent made that this board does not have the empowerment to make the decision regarding questions like these I would totally disagree with you. In fact, this board in my 20 years has made many, many decisions about what we do as far as education for our kids. In fact, it's education code 1042A read it, county boards of education may adopt rules and regulations governing the administration of the office of the county superintendent of schools. That is a primary mandate for us so we cannot forget that, nor should this board ever give up that right to determine how this department is governed. We are not the employer, but we do make decisions regarding programs, budget, in many other different ways.

Mijares: Dr. Williams, with all due respect, you've brought that up many times and we have provided legal opinions to you on what that means, the context by which that was written. We can discuss that at a later date or now, if you wish. I think it's imperative that the board as a leadership body, does articulate messages to the public. I totally support that and totally get that. When it comes to the particulars of governing the schools, that has to rest with the administrative staff that is credentialed to do that and that is why the law has been written as it has been written. In terms of this survey I think that we are in accord, that the parents need to be informed. Now, the letter that was written by Mrs. Strachan, we can go back and take a look at that because she wrote that recently, is this the first time you've seen it?

Lindholm: Yes.

Mijares: So that's a responsibility that I'll bear, you need to see it sooner than that, so that you can give your input. We want your input, but I think it has to go back to the parents. And I like your comment, Mrs. Lindholm, that we go to the parents and show them the letter. Get their input, get their thoughts. Because as much as you want to be opinionated on this, and you ought to, there are other contrary opinions to this. People out there that we've talked to who support TUPE, who support anti-tobacco and drug intervention, and would be here if you unleashed them at the next board meeting to give you their thoughts and ideas why this survey needs to remain intact. I mean the one question on gender, I totally agree with you, I don't like that question, and I think it should be stricken but I do want our parents to look at it, and understand it and give their opinion. You always talk about parental empowerment, you talk about local control, but you can't get any more local than if you get the voice of our parents. And it troubles me when we presume that they don't have the interest or the intelligence or the where-withal to render an opinion regarding their kids.

Williams: No one has said that at all.

Mijares: No, but that's how it sounds.

Williams: No one has said that in fact, I disagree with that totally. We're empowering parents... I agree with this letter, it's wonderful. But to suggest that we believe that people elected that you are ignorant, that's not correct.

Mijares: I didn't say ignorant, that's your word. What I'm saying is, what I'm saying is that your comments are presuming upon what parents should know or shouldn't know. Or that they don't have an interest. And I'm saying to you let us go through this process, let us engage them, let's have the dialogue which is good in terms of communication and strengthening the organization, and let's find out what they think.

Williams: So let me correct the record you said I presumed parents don't know anything. I did not say that nor do I mean that. What I'm saying is we need to empower parents and the tax payer to know this. So, please that statement...enough is clear on my intentions.

Lindholm: I'm going to bring this back to a little bit more discussion. We do have a presentation coming up.....

D. Boyd: I do have a question that could be answered in just a second.

Lindholm: Wait just a moment, if you don't mind. And you did say one thing that wasn't quite accurate that was talking about...I am very anti-tobacco use and I think there was a thing, because I would oppose parts of this survey, if we give the tobacco module survey, I'd be 100 percent for it. It is very detrimental to everybody and if you're smoking or if you're smoking by a pregnant woman, it affects the fetus, I am very anti-smoking and I think you misspoke a little.....

Mijares: I didn't say you as the board are anti-tobacco, I'm saying there are people on the other side who have a different opinion.

Lindholm: That's fine.

Mijares: And could have a different perception of our actions.

Lindholm: I understand.

Mijares: I understand you don't want our kids to be involved in tobacco or alcohol use, that's clear to me.

Lindholm: Thank you. That, I just wanted to make clear at this point. I think what I'm hearing is that working together we'll go back and see what the parents can do, and the opt in consent form and see, give them a copy of the module and work together with them and have them involved in this and say ok this is going to be presented, how do you want to word this? What would make sense to you as parents? Trustee Boyd?

D. Boyd: Yes, just one quick question. Are you proposing this be sent as a standalone document or is this part of a packet of 6 or 8 at the beginning of the year?

Strachan: We would actually do it as a standalone document at the beginning of each year and then it would be given to any student as they come in because we do have a lot of students that come in throughout the year.

Lindholm: OK.

Gomez: I've not had an opportunity to weigh in on this and come a little late to the party on this, but a couple of things. This letter I do believe needs to be in simpler language so that it's readable for most parents. I would suggest that this letter be distributed not only in paper but also perhaps electronic and also follow-up on the phone tree. Most schools have a phone tree where they can remind parents hey this form went out because we've probably all been in the position where we find something in our kid's backpack that we were supposed to have signed 3 weeks ago, right? And so the mechanism of follow-up electronic, 'cause not all parents have computers, um, so electronically they can click on the link but if they get a paper, they can't click on a link. So, I would utilize the PTA, we want to empower parents, use the PTA, use some of the other parent advisory groups. Let them look at the survey, let them look at the language, that I think will allow parents to participate and have a voice in that. I do agree about some parents may not want to have their personal information out there, it does get skewed. But if you look at some of the questions, it does ask about other children. Have you been threatened by them or something like that. Then, what that does it does tell you there are other children even though they are not participating but there are other children in that school. So, we might not have all the information but we're getting some indication of something going on in that school. So, that's the advantage of doing some of those questions and the way that they're worded. But, I was agreeing with you about the skewness of the results but I remember looking at some of those other questions. So, I think we'll pick up some of that information, but I think really trying to get the parents more involved and allowing them to have the opportunity to participate would probably get them to

get their kids to participate and really, that's the information that we need to make our schools safer and more appropriate for learning. That's really what they're there for.

Lindholm: OK, thank you for your thoughts. And then, this will not be given again until the spring of 2017.

Strachan: I'm sorry, the spring of 2018.

Lindholm: OK, thank you. I think you have time to work on the wording and meet with the parents and make some progress on this.

Gomez: Just one more quick question. Will the survey change? Do we anticipate the survey changing from what it is now and until we give it again?

Strachan: We don't anticipate that but we did actually make a mention of that, that's why it's a draft. We would have to revisit it if there were a change. They just made a couple changes the last round. They do not change it very often, so at this point we don't anticipate anything.

Mijares: You're talking about the content...

Gomez: The content of the survey because that may affect what the letter looks like.

Bedell: It would help for my decision making purposes if you could also, I realize you're busy, but if you could get data from other districts...? For example, I believe strongly in local control, my constituents tell me that this last go-around and I want to see if in fact other districts are doing things that I would like to know...

Strachan: The way they're giving...

Bedell; What they're telling parents...

Gomez: Just more of a best practices.

Bedell: Yeah. And they could...say for example we gave out a 17 page questionnaire and out of 1600 students we got 20 kids that took the test. That would tell be a heck of a lot. Best practices would be very helpful. Thank you.

Lindholm: Thank you. I'm going to move on from this one. I think we're ok because we have a time period and if it could be brought back I'm sure you'll share it with us. So that brings us, and I'm very excited about this personally, the Text A Tip presentation. And do we have Christine Olmstead?

Olmstead: Good morning president Lindholm, Dr. Mijares and members of the board. Based on our presentation we did on tobacco use prevention education, a question came up about what is something that is done with these survey results? And, in that discussion we mention that many of our schools have implemented Text A Tip through our Orange County Sheriff's Department.

So we have 2 members from our Orange County Sheriff's Department here with us today to explain the Text A Tip program to you and what success we've had with it so far. We just want to thank the Orange County Sheriff's Department for their partnership with us. We do a lot of prevention work with them. So today we have Deputy Brian Gonzalez and Sergeant Todd Russ to speak to you about Text A Tip.

Russ: Hello, I'm Sergeant Todd Russ; I'm with the Orange County Sheriff's Department. First I want to say thank you for inviting us here today to talk. We really appreciate this opportunity to talk about our programs, some of our successes that we have, and give you an opportunity to ask us questions about the program. I'm going to start off by saying I am the supervisor of the juvenile services bureau, which means I'm in charge of anything that has to do with students or juveniles in the Orange County Sheriff's Department jurisdiction. We cover a lot of areas, a lot of schools that we provide SROs to and some of my best SROs came up with this idea for Text A Tip. So, it's 100 percent their program, and their idea, and their implementation and, it just goes to show how much these SROs that are out there on the campus' every single day how much they care about the kids and the safety and making sure that these kids have a safe environment to go to school. And this Text A Tip program came out of necessity. There's a program for kids to be able to give him a tip on something that's going on, something that law enforcement may need and it was underutilized. He came up with the idea that maybe we should look into something that would be a little more efficient, provide some anonymity, which will make the students feel more comfortable in talking with us. A lot of times our contacts with juveniles is really based on how comfortable they are with the deputy or the officer, that really relates to how much they're willing to talk to us and let us know what's going on. So, I'm the supervisor but I don't implement the program, the deputies do the great work on the ground so I'm going to introduce Deputy Brian Gonzalez, who works in Laguna Hills, and he is an integral part on why this is such a success. I'm going to let him tell you about the program and then we're available for questions afterwards. Again, thank you very much for letting us be here today.

Gonzalez: Good morning. Text A Tip started about 5 years ago. We needed to find a new way to communicate with kids to get safety tips sent to us. So we looked into ways of doing it and they were all expensive. So I turned to one of my partners at Mission Viejo High School, and he knew about Google Voice. He looked into it and it seemed to be something we could use and so it's a free service and you just have to start an account and you can actually pick your number if it's not already being used. So like the fire there, Hawk, if you spell out Hawk on the phone pad, the thing is kids don't use that anymore. So that was something that I thought would be clever that we could use that they would remember the number. That's not how kids remember numbers now, they just go to their phone and it's programmed in there. So, it tends to confuse them so in the future if I were to redo this I would remove that part as they go...do I put in Hawk first or how do I do that? They're not sure. The texts that have been coming in have been great. We were concerned about kids misusing it, and we really haven't found that. We had one school that had somebody that was misusing it, they kept it confidential because they didn't want it to be something that anybody knew that we were going to go after that kid and then finally they said they have to find out who it was. So they did research the number that came across, because it does identify their phone number and went and talked to that student, and it stopped. So, one of the main components this is to make sure that it does stay confidential and we ask the kids so we can dialog back and forth over Text A Tip to get more information because sometimes they'll

just say my friend is suicidal and it doesn't tell us enough, right? So we can text back and forth and we can get more information and then a lot of times I'll just say can you come talk to me in my office? And they do, they're willing to come in and talk. Then we have a confidential conversation about it. Sometimes they're suicidal. We've had reports of guns on campus, knives on campus, bullying. I was just reviewing some of them on my phone and one was somebody's gonna crash your dance and they had a picture. They were able to send a picture of the person who was going to crash the dance. And sure enough, he showed up. I had his picture and I said, you're not allowed here. So, it's been a great tool to help us get information because we're in the school but we don't really know what's going on as far as safety goes. Cause kids are so secretive. But if you can get a few good kids to report the bad, then the bad don't know who is reporting them, and that holds them accountable. We've had exchanges of maybe some marijuana in a class and it's I think they just exchanged marijuana between two students. So we'll go in and pull them out, they see an immediate response so they know that we're taking action, we find marijuana and then those students end up getting disciplined and the student body I think overall feels better knowing that there's a response. Safer schools mean better performance when kids feel safe at school. Overall, it's just a win-win when you implement Text A Tip. There are texting programs that were out there already but they go through a clearing house first. They'll text a tip in to this particular number and we see that still at my school they have that number up, but it goes through a clearing house and then it takes a while for it to get to your school, or to the law enforcement. But this is immediate, it goes to my phone, it goes to three other administrators on the campus. So, somebody is getting the text message. Then, we act on it. Some of them are not something we can act on, they're just comments, but it's information. If we get a lot of comments about a particular teacher or particular staff member then we know maybe we have a problem that we need to look into. Sometimes it's just kids complaining that the test is too hard, or wasn't fair...we never covered this material. Unless it becomes a problem we won't even comment on it. Those are very rare, usually they are safety related, which is what we want. We haven't had too much misuse of the Text A Tip program. The program has been excellent as far as implementing, it's free and it's easy to set up. You can choose your own number which is nice, as long as it hasn't been taken. The person who manages it can receive voice messages, it can be translated into text messages and sent to your phone, it's just a great system. Best thing is it's free so everybody can implement it. Are there any questions?

Lindholm: I just want to comment, I want to thank you. When I was back in Laguna Niguel and we had our school resource officers. The really great thing to me about Text A Tip is you're there on campus and if a student is feeling threatened, or if a student is feeling suicidal, it goes right to you. You have something on you that will, maybe not on right now since you're here, but I know of suicide attempts that our school resource officers would go out at 4:00 in the morning and save lives. So, it's an absolutely wonderful program. I'm so glad you are there, the schools are safer for that, and the kids can do this anonymously, so it keeps the whole school environment safer. I know we've got the California Healthy Kids, you fill out the form and it goes to.....but you're right there. And you're saving lives and you're doing great work so I'm very happy. Questions and comments from board members, Trustee Boyd?

D. Boyd: Yes. Does each school have its own dedicated phone number?

Gonzalez: Yes, it does. Each school will have its own number that goes specifically to the school resource officer in charge of that, and the administration.

D. Boyd: How are students made aware of the program?

Gonzalez: We post those posters in every classroom and around the campus. Then, what we're starting to do now for lockdown purposes is we've put lockdown instructions on the back of those, so those are on the wall all the teacher has to do, because they're not in that mindset until that time happens, is just turn that over and see what they're supposed to do.

D. Boyd: Thank you.

Gomez: Is this shared with parents? Do parents have access to this as well, in case they hear their children talking?

Gonzalez: Yes, parents have access. It's on our website. When I have meetings I'll explain and introduce Text A Tip to the parents as well, so they can use it.

Lindholm: Dr. Williams?

Williams: Sure. So, this is a program that's very specific for your city but in other cities covered by Station 18 or the Sheriff department, how many do we have that's engaged?

Gonzalez: So right now all of our high schools have Text A Tip implemented so a specific number for each of our high schools because we have an SRO assigned to cover each of the high schools. The junior highs as well, from what I understand, and I haven't checked into this but I'm pretty sure all junior highs and high schools have Text A Tip.

Williams: Yes, Yorba Linda, Brea, Villa Park, Orange, yes all sheriff peer stations.

Lindholm: Dr. Bedell?

Bedell: Yes, thank you.

Gonzalez: Sorry, Sergeant Russ just said that maybe Villa Park does not have Text A Tip implemented. But that's something we could certainly do very easily.

Williams: You have an SRO out there on that campus?

Gonzalez: Yes.

Williams: That's my city so....I live there and I serve there.

Bedell: thank you again for all you are doing for our kids. This program should be in ACCESS. We would have this at ACCESS, right? Text A Tip is at ACCESS?

N. Boyd: We don't have SROs in our program because our, remember we have very small sites, so we don't have the ability to implement it the same way. We have typically probation officers at our sites that are available because we have a different partnership. But we have not been able to institute the way that it's designed currently.

Bedell: Is that something we're looking at?

N. Boyd: Ms. Strachan will be having conversations with staff to take a look at that.

Bedell: Multiple languages?

Gonzalez: Right now it's just a texting, if someone sends in something in Spanish we can have it translated.

Bedell: Ok. Yeah I think this would be a great thing to do during new student orientation. When the kid going into 8th grade or middle school. This should be part of...I think this is a fantastic idea and I appreciate Trustee Lindholm focusing on it. This would be great partner, they get told when the class schedule is, they get told when this...I'm probably the oldest person in the room a lot of this makes me very sad. That parents are dealing, that kids are dealing with some of these issues, so it's a blessing that we are responding to it so thank you for doing it. I think I'd like to get it to more people outside of the sheriff's jurisdiction.

Lindholm: If my board members would like to join me down here I'd like to present you with a certificate because I'm very grateful for what you do. Would you like to join me down there?

(Sounds of movement and laughter, inaudible conversation during picture taking)

Lindholm: And with that, what we're going to be doing now we have a, we're going to be going into a recess for an inter-district appeal hearing. Have they requested a closed meeting? They have that means we will be clearing out this room and we will be setting that up. We anticipate being back 30-40 minutes. Thank you. Short recess. *(Sound of gavel)*.

Lindholm: *(Sound of gavel)* OK, we are returning from the special closed session we had. And we are back to board discussion items; we have covered one item on that and now its political activities of school officers and employees, Trustee Williams.

Williams: Yes, so I missed the deadline so this will be back next meeting in September. I'm working with Ron with wordsmithing the language and then the other issue that I would like to receive input because it's a big issue for me as a law enforcement officer and school board member and physician is this marijuana Prop 64, legalization. In the past as you know we have a template that we've used to take a position on that. I'm working with Sheriff Hutchens and she asked me to get the school board community to take an opposed position on this. So, I thought we'd start off here and I was going to bring it on to the September meeting. So, just wanted to give heads up and if you want to contribute to the dialog, I'd love to hear your thoughts on that.

Lindholm: I'd just like to join you on that resolution, if you bring it to the board.

Williams: OK, I'll work with you. That's all.

Lindholm: OK. Trustee Boyd, do you have board discussion items you'd like to bring up?

D. Boyd: No. Just to report...Trustee Lindholm and I had the privilege of attending the Summer at the Center on Friday evening. And really a cool program, thank you Jeff, by the way. It was probably the best thing I've seen since I've been on this board actually. In terms of the children involved. For a lot of these kids I have to think it's probably the happiest day, night of their life.

Lindholm: Just a comment on anything you might want to..?

Gomez: No, I'm good.

Lindholm: I did want to join Trustee Boyd. I had just a wonderful time watching this. They were like Broadway. It was a non-stop, and I'd lose like 10 pounds which would be a good thing, but they were incredible. The enthusiasm, the self-respect that they were gaining from it was a fabulous program. Please extend our gratitude and congratulations to all the staff who worked with them, it was a terrific program. That brings us to announcements, and that is our superintendent.

Mijares: Thank you, Madam President, and members of the board. It's great to be with you today. I want to begin there, on the Summer at the Center. I do too want to thank Mr. Boyd and his wife and Mrs. Lindholm and her husband for attending. Jeff Hittenberger and Laura Strachan I want to give a shout out to you, one to Nina, she had a lot to do with that a long, long, time ago. But, fantastic...I could not be there, Jeff was there. You can't go there and not walk away with a shiver down your spine, right? What a sense of excitement and enthusiasm for the students of ACCESS. I want to praise Talena Mara who is the vice president there for the arts, for the Segerstrom family as well as Terry Dwyer who is the vice president, no Terry is actually the CEO for the center and they have been marvelous partners to help us with this program. Kudos to them, and Jim Perez is involved in this too, right Nina? Is he still? Oh, sorry. Sidra Gaines. Yes, we did shift that over. He had something to do with the establishment of course. So anyway, thank you for that. That's one thing, and also to let you know that I participated this year with the Safe Schools Conference which was held here at the Wyndham Hotel in Costa Mesa, July 20 – 22, 2016. I had a chance to make some statements to those present about 500 people had gathered, men and women in law enforcement and in the teaching profession and it's all about developing strategies to assure that our students are safe in the classroom. A lot focuses on proactivity, assessment of our schools. Sheriff Hutchens spoke. Tom Torlakson our State Superintendent was there, he too spoke. We had a press conference which was well attended, thanks to Ian Hannigan who did a lot to set that up, the press conference. We had both electric press, in terms of television, and we had written press there. I made a comment in my statement that remember in 2012 was when we had the Sandy Hook catastrophe in Newtown, Connecticut where 27 people were killed. That includes the shooter who committed suicide. But 20 kids were mowed down within a matter of seconds, literally. And, of course the question can be raised and could that have been prevented? There's a lot of things that they tax the human mind but yes and no to that question--could it have been prevented? But I think we've learned a lot in terms of

approaching it scientifically, things that can be done to avert such a catastrophe. You may know this but the very next year they razed the school. They just leveled the school and this year they opened a brand new school which was open at the end of July. There starting over which is the indomitable human spirit. Despite tragedy and catastrophe and crisis of all nature, we rise from it and we get stronger. So, that's...I do want to thank everybody who had in this Safe Schools Conference. Our media people did a fantastic job. I see Richard back there, thank you, Richard for all of your hard work. Then lastly, I want to let you know that I participated, we, myself and a group of people in the AP Annual Conference which was held at the Hilton here in Anaheim. It is a conference that draws about 4,000 people. It's a large conference of AP teachers largely, but school administrators as well. It is one of the state priorities and that's in terms of college and career readiness. So, I want to let you know that we have seen an upswing in terms of student who are taking advanced placement courses. Advanced placement course taking in STEM subjects has grown over the past 3 years in Orange County High Schools between 2012-13 and 2014-15. Enrollment in computer science AP courses grew 42 %. AP science enrollment grew 27% and AP math grew 6%. So, it's an upward trajectory and putting and assuring students are in courses that are challenging. I like to still use the word rigor, courses that are rigorous because really, it's those courses that determine your success at the university. They types of courses that you've taken in grades 9-12 will largely lead to your success at the next level, when you leave high school. Post-secondary education. So, being part of the AP Annual Conference is important. We had a number of our people there. We had our team there and I had an opportunity to talk at one of the workshops about the power of AP and how it all connects to LCFF. It was a great experience. So, thank you Christine, you and your team. We keep pushing the bar up and this is done harmoniously with our school superintendents who are agreement that this is the right thing to do. James McBride did the keynote address, and if you've ever heard this guy, you know what I'm talking about. But if you haven't, go hear him because he's a writer, an author, he has much acclaim but he also plays the saxophone. So he reads parts of his book and then he has his band up there. Quite honestly they sang spiritual songs, it was great. I think Jeff said hallelujah several times. It was really done with the sense of understanding American history and understanding, like in this particular case, the contributions that African Americans have made to this great country. It was marvelous. That's all in my report.

Lindholm: Thank you. Do we have legislative updates or...we've already done board member comments. Any updates we need to do at this time?

N. Boyd: I just wanted to remind you of a couple of things. The next board meeting is September 14, so deadline would be August 31. The CCBE Fall Conference I have three of you confirmed and Becky and I are still working on her calendar. That's September 9-11. We'll schedule a board dinner on Friday the 9th, because you all are coming in at different times, that seems to be the best time and date. If you'd just let me know if spouses will be attending then we'll make sure that we get the appropriate number for that. Then, in regards to the one information item that Dr. Williams had on the political activities of school officers and employees, and I'll also reach out to him. I know he's planning to work on some language with Ron but, as a reminder to the board, our employees don't have mailboxes the way that traditional school districts do, so that's one point. And, the other is that we have not had any issue with political information over the years working with our associations. We have two department policies; our acceptable use policies, all employees are given that information upon hire, it's posted on our website, and

annually our administrative services is going over that with them. We'll be relaying that information, I'll get that information to him as well with regards to that one item. I just wanted to make note of that for you all. That's all I have.

Lindholm: Thank you. And we've covered board comments, we're good on that I believe. Executive Committee report...I think the only thing that we may want to do is if the Global Business Academy, the one that we postponed for a month, if you would like to have us meet with staff before it goes on the agenda. If there's any pre-meeting you would like to do so that we can be aware of things before we walk into the meeting. So, I'm making that offer. We discussed that on the Executive Committee phone call. That brings us there will be adjourning...

N. Boyd: Recessing.

Lindholm: Recessing because today at 4:00 as is posted we will be meeting and conferring, probably for about 10 minutes for an annual approval of a particular item.

N. Boyd: Sufficiency of textbooks and instructional materials and if there are members of the public (*inaudible*) comments from them. Then the board will take action with regards to the sufficiency of materials in our schools.

Lindholm: OK, so we are recessing until 4:00 pm. I thank you all for coming and take care and we will see you at the next meeting. Recess. (*Sound of gavel*).

4:00 pm – Public Hearing – Textbooks and Instructional Materials

Bedell: I call this meeting to order to come in here from recess for the purpose of having a public hearing dealing with textbooks and instruction materials. We will have on the line Trustee Williams and at this point in time that is the only Trustee?

N. Boyd: Correct.

Bedell: OK, we have a quorum with Trustee Gomez, Bedell, and Williams. The purpose of this public hearing is to have Renee Hendrick, Associate Superintendent of Administrative Services facilitate a public hearing on textbooks and instructional materials. I now turn it over to Ms. Hendrick.

Hendrick: Thank you Vice President Bedell. At this point I'd like to open the public hearing for comment and to the instructional materials for the Orange County Department of Education school sites. If you would like to provide input on sufficiency of materials. Hearing no input we'd like to close the public hearing at this time. Thank you, Dr. Bedell, I turn the meeting back to you.

Bedell: Thank you very much for your fine presentation. We need a motion, and it needs to be seconded and passed dealing with Resolution #22-16, stating that each pupil of the County Office has available textbooks and instructional materials in each subject that are consistent with

the content and curriculum framework adopted by the State Board and in accordance with the procedures as established. The adopted resolution will then be posted on the Orange County Department of Education website and will be distributed as requested. Do I have a motion to approve?

Williams: I will make the motion.

Bedell: Moved by Williams, seconded by Gomez. Any discussion?

Williams: None.

Bedell: Hearing none all those in favor of this resolution please say Aye.

Several Ayes.

Bedell: Opposed? Hearing none the resolution passes unanimously with those present. Do I hear a motion to adjourn?

Williams: Moved.

Bedell: Moved by Williams, seconded by Trustee Gomez. All those in favor of adjourning at 4:03 pm, please say Aye.

Several Ayes.

Bedell: Opposed? Do we need a roll call? We are adjourned. (*Sound of gavel*).