

Orange County Board of Education Meeting: 4/11/18 – Transcript

President Bedell: Can you hear me now?

Trustee Gomez: Don't encourage the behavior right now.

Bedell: Welcome to the Orange County Board of Education. Our regular meetings are held monthly at 10 AM unless otherwise noted. Anyone wishing to address the Board must complete a request to address the Board card available on the table near the back door. Please submit the completed card to the Board Recorder prior to the beginning of the Board meeting or before the Agenda Item discussion if it is an agenda item. Each individual is allowed up to three minutes per meeting and may not give his or her time to others. This is a Public Meeting and we must be respectful of each other and the Board. Verbal outbursts and clapping are prohibited.

Anyone deemed to be disruptive may be requested to leave pursuant to Penal Code Section 403.

Board Agendas are also posted online and can be reviewed at www.ocde.us/Board/Pages.

Agendas are available on the back table. Thank you for attending the Board Meeting of the Orange County Department of Education, and we open this meeting in honor of our students.

[Looks towards Trustee Gomez] Did you take my agenda?

Gomez: I did not.

Trustee Boyd: There you go.

Bedell: We will...would you please stand while we have the Pledge of Allegiance lead for us by Dean West, our Associate Superintendent.

West: Place your right hand over your heart. Ready, begin.

[ALL IN ATTENDANCE SPEAK THE PLEDGE OF ALLEGIANCE]

Bedell: Okay, thank you very much, Dean. Roll call, please.

Sisavath: Trustee Lindholm?

Trustee Lindholm: Here.

Sisavath: Trustee Boyd?

Trustee Boyd: Here.

Sisavath: Trustee Bedell?

Bedell: Here.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Williams?

Trustee Williams: I'm present.

Bedell: Do I have a Motion to Adopt the Agenda for today's meeting?

Trustee Boyd: I'll move.

Bedell: Moved by Boyd.

Gomez: Second.

Bedell: Seconded by Gomez. Any discussions or changes to said Agenda? All those in favor, please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Five-Zero, passes. Minutes for our meeting of March 14th, 2018. Do I have a Motion to Approve?

Lindholm: So moved.

Bedell: Moved by Lindholm.

Williams: Second.

Bedell: Seconded by Williams. Any discussion? All those in favor of the Minutes as submitted, please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes Five-Zero. We now go to Public Comments. Trustee Boyd, would you please do us the favor and explain to the people who may... this may be their first meeting.

Trustee Boyd: Yes.

Bedell: How Public Comments work with us?

Trustee Boyd: Yes, members of the public may address the Board in any item under our jurisdiction. Each individual is allowed a maximum of three minutes to make their comments. There is a timer. It will start with green, go to yellow when there's one minute remaining and when it gets red, there'll be a buzzer that goes off and you're allowed to finish your sentence. President Bedell, we have about seventeen...

Bedell: This is good.

Trustee Boyd: ...cards at this point in time, and normally we allocate thirty minutes for Public Comment. How would you like to proceed?

Bedell: I would like to proceed as we normally do with you calling the cards, sir.

Trustee Boyd: Okay, so we will go through...

Bedell: If we run out of time, we'll ask for consent of the Board for more time.

Trustee Boyd: All right. First up is Brenda Lubsack, I believe. I will try not to butcher your names but I've been known to do so.

Bedell: Call up the next two.

Lebsack: Good morning President Bedell, Dr. Mijares and Members of the Board. My name is Brenda Lebsack and I'm a trustee for the Orange Unified School District and a public school teacher in Santa Unified School District. I come representing myself. Seven months ago I sent a question through Orange Unified School District about AB 329, the California Healthy Youth Act, concerning the no opt-out. Legal Counsel of Orange County Department of Ed emailed back stating, 'Parents who disagree with instructional materials related to Gender, Gender Identity, Gender Expression and Sexual Orientation, may not excuse their children from this instruction.'

And another email stated that, 'Forms only allow opt out for Comprehensive Sex Education and HIV Prevention, but not out of Gender Identity and Sexual Orientation Instruction.' So I looked over the parent permission forms on the Orange County Department of Ed website. Anaheim Union High School District was given as a sample. It lists seven bullet points as content requirements for Comprehensive Sex Ed and HIV Prevention. I called Anaheim Union District and asked the Health Curriculum Specialist if a parent could opt out of any or all of the seven bullet points on the form and she said yes. An e-mail verification of her response can be provided. Gender Identity and Sexual Orientation is bullet point number six.

The very District that you are using as an example for Orange County districts is not in compliance with your legal interpretation of AB 329 concerning parental opt out. Why? I have asked many parents to read this parent notification letter and every person including myself, and apparently the Anaheim Union District staff, interpret it in the same way, that all seven bullet points define Comprehensive Sex Health Education and HIV/AIDS Prevention. Even the six-page question / answer document on your website has not one word about there being no opt out for Gender Identity or Sexual Orientation instruction. Districts in Orange County and Statewide are not implementing this law consistently concerning parental opt-out.

I can provide samples upon request. Orange County Department of Ed placed Teen Talk on their website as a sample Middle School curriculum that fulfills the requirements of AB 329. Speakers today will give you samples of this curriculum and why they believe parental opt out is appropriate and necessary. Dr. Mijares and Board Trustees, as our elected officials in Orange County, I hope you will hear your constituents today to uphold our most prized American values and that is, parental rights. Thank you.

Trustee Boyd: Thank you. Next up is Robert...I believe it's...

Hellewell: Hellewell.

Trustee Boyd: Hellewell. Thank you very much, and that will be followed by Michelle McNutt. If you could come up, this will move a little bit quicker. Good morning.

Hellewell: Good morning President Bedell and Superintendent Mijares, and Members of the Board. I am Robert Hellewell. My basis for speaking is that my wife and I reared our children in Orange County and currently have fourteen grandchildren in Orange County schools. At election time, we host the neighborhood gathering to dis...to discuss candidates. After discussing your names in various elections, it's nice to meet you. I've come to ask for your help. We ask the Board to find and support a Sex Ed curriculum that effectively teaches Sexual Risk Avoidance using best available practices; actually teaches Sexual Risk Reduction rather than whitewashing the risk, and teaches mutual student respect for Gender Variation without interfering or intruding into normal adolescent sexual development.

Teen Talk, the curriculum boasted on the Orange County Department of Education website, there's a failsafe to the shared values of most Orange County parents and violates the requirements of the Education Code, including the Healthy Youth Act. Here are two examples. Teen Talk promotes social agenda rather than providing medically accurate facts as required. HIV is a medical tragedy without a cure with thirty-seven thousand, six hundred new U.S. infections in 2016. Teen Talk fails to note that HIV treatment, while extending life, requires a lifetime of antiviral therapy with accumulating long-term consequences. Even when treated, life with HIV is far from normal and should be avoided if possible.

Teen Talk whitewashes the truth about HIV/AIDS preserving it can happen to everyone, but fails to provide available medical data on the actual risk and cause it... causative behavior. Example,

for the 2016 CDC data, gay and bisexual males are 92% of HIV cases in their age group. Therefore this represents by that data a form of uh anal sex. It is more than one hundred fold greater than conventional forms. Teen Talk falsely suggests that this can be done safely. Next point, Teen Talk is not age appropriate. Session One of Teen Talk introduces seventh graders, some of whom aren't quite over believing in Santa Claus, this actual activities including Masturbation, Oral Sex and Anal Sex; apologize.

For a large majority, this is a gross violation of the age appropriate requirement of the law. Rather than protecting children it sexualizes them prematurely and invites experimentation. It also tramples the rights of parents to teach family values about early sexual activity. We ask the Board to provide and support a Sex Education curriculum that effectively teaches Risk Avoidance, affection...factually teaches Sexual Risk Reduction and provides guidance on mutual student respect for Gender Variation. Thank you for your time.

Trustee Boyd: Thank you. Miche...Michelle McNutt to be followed by Laura Hayes.

McNutt: Hi, my name is Michelle McNutt and I thank you for allowing me to speak today. I am here in support of the California Healthy Youth Act. CHYA, which I will refer to it as, has been stalled largely in part due to a group of parents who either don't understand the laws regarding CHYA or they don't understand the opt-out option. Any parent can opt out of the Sex Ed curriculum, but there are a group of parents trying to impose their opt-out on everyone. They're attempting to force the opt-out to all children and families. This is unacceptable. Not every child has involved parents willing to speak about sex education. Not every parent is comfortable teaching safety regarding the things mentioned earlier: Anal Sex, Masturbation and Homosexual Relationships or Transgender Issues.

Some parents actually rely on the school to do this. We have foster kids in our community. We have some kids who do not have trusted adults in their homes. To eliminate the options of accurate Sexual Health Education for those kids, a program that promotes health and well-being is completely unacceptable. I'd like to say also, I'm a registered nurse in our community. I have treated and taken care of for women who are HIV positive, who have healthy pregnancies, who have healthy children and who have healthy families. They are able to do so because they get proper adequate medical care. I think there needs to be more clarity regarding the opt-out of Sex

Ed versus what's taught at Assemblies, Rallies, and teaching material at school. Inclusive curriculum is about giving historical facts.

This is a basic expectation of Education. It's not about teaching values or morality, and it does not conflict with a parent's right to raise their kids with whatever beliefs they hold. Another example would be an Anti-Bullying Rally. To say that we cannot speak about the LGBTQ community and anti-bullying rally is against anti-discrimination laws. I fully believe that the time to debate this in a Board Meeting or on social media has come and gone. It's now the law and it needs to be implemented. Thank you.

Trustee Boyd: Thank you. Laura Hayes followed by Dorothy Bell.

Haynes: Greetings Dr. Bedell and Dr. Harris and Members of the Board. Thank you for the opportunity to share concerns about Teen Talk. I am Dr. Laura Haynes, a parent, a California licensed Clinical Psychologist practicing in Orange County, and a longtime member of the American Psychological Association. I'm concerned about content in Teen Talk that is scientifically inaccurate and does not acknowledge some important diversity among students. For example, in a quiz on Page 89, Question #8 asks: True or False - If a child is sexually abused, it can make them gay or lesbian. Teen Talk says the correct answer is False. This is the APA Handbook of Sexuality in Psychology, 2014, published by the American Psychological Association, which declares it authoritative.

The APA handbook says that unlike skin color, sexual attraction is not simply biologically caused. There are psychological causes. The handbook says there is evidence that child sexual abuse trauma may lead to having a same-sex partner for some. Based on rigorous research including a thirty-year study of documented cases of childhood sexual abuse. The APA handbook is not consistent in the view that same-sex sexuality is invariably normal and can never be caused by trauma. Not everyone who was sexually abused become same-sex attracted and not everyone who's same-sex attracted was sexually abused, but some...for some, childhood sexual abuse may lead to same-sex attraction or behavior. This means some heterosexual students were sexually abused and then began to have same-sex attraction or behavior.

How would students feel if their painful experience was denied in classroom instruction? Would they feel respected? Would they feel the instruction was inclusive of them? And would they feel safe in school? On the same quiz, Question #10 asks: True or False - Being gay or lesbian or bisexual is a choice? Teen Talk says the answer is False. The co-editor-in-chief of the APA handbook of Sexuality in Psychology, published an article in 2016 with law professor, Clifford Rotsky, who was given the Equality Award by the Human Rights Campaign. In their article, they now specifically critique an APA earlier APA statement and the author's point out that research shows some individuals feel they have no choice in their same-sex orientation, some feel they have some choice and some feel their sexuality is a preference or a choice.

The authors say advocates for sexual minorities have argued that sexual orientation is a fixed, biological based trait that cannot be chosen or changed. We hope our review of scientific findings will deal these arguments a final and fatal blow. As these authors say, scientifically inaccurate information about sexual orientation is unjust, it denies that the diverse experience some students. I encourage you to find a better curriculum or at minimum, please give parents an opt-out for their student.

Trustee Boyd: Thank you.

Hayes: Thank you.

Trustee Boyd: Dorothy Bell followed by Shelley Wall. Good morning.

Bell: Good morning, greetings to Dr. Bedell, Dr. Mijares and Members of the Board. My name is Dorothy Bell, and I work within the Orange County School District as a servant of children, and I'm here today to talk about the reading the...information contained in our conservative health that we're going to be using for our kids. So, but as a Christian and a black woman, I'm offended by this curriculum that identifies being black with a behavior. I feel the approach in Teen Talk polarizes people. It leads people to fight over their values and beliefs. I think the answer is not in this approach but to teach the universal value of kindness for all. If everyone can come together and agree to treat everyone with the universal value of kindness.

I have helped sexual people of different orientation on my own. I helped a woman on my job who was being discriminated because she was gay and gave her instructions as what to follow. I was in...worked in the corporate world before I went into retirement where I now serve children,

as I said earlier. I disagree with Teen Talk promoting condoms to prevent HIV infection when used in anal sex. I looked on the CDC website and did a little research, and it showed that seven out of ten transmissions are not protected; seven are protected but there are three that are not, and there is not a condom approved for anal sex. So that's a untrue statement that is in this curriculum.

The number of people living with HIV prevail in the black communities and that's why I'm here. I have grandchildren and children, and I care about children. Also, African-American also face a high risk of HIV and STD's. The CDC also shows that we rank very high in those areas of conta...of infection. And I looked in 2016 statistics. It showed that seventeen-thousand, five-hundred-and-twenty-eight (17,528) African-Americans received an HIV Diagnostic in the United States. Twelve-thousand, eight-hundred-and-ninety (12,890) of them were men, and four-thousand, five-hundred-and-sixty (4,560) were women. More than half, fifty-eight percent (58%) of African-American were diagnosed with HIV was gay or bisexual men.

Among African-American gay and bisexual men who received an HIV diagnostics, thirty-nine percent (39%) were in the age of twenty-four (24) to thirty-four (34) years of age. Forty percent (40%) of those who received an AIDS diagnostics in 2016, in the United States of America, were African-American. Thank you for listening to me and I ask that you allow parents to opt-out of this curriculum. It is inaccurate and a reflect...and it does not reflect the universal value of kindness for all.

Bedell: Thank you.

Bell: Thank you.

Trustee Boyd: Shelly Wall, please, please followed by...Sherry Gail.

Wall: Greetings Dr. Bedell, Dr. Mijares, and Members of the Board. My name is Shelly Wall. I have two teens attending high school in Orange County. I have been a PTA president for years and work in the school district. My kids took the new health class including Gender Identity and Sexual Orientation. I found out this was not an opt-out. I was shocked. The concept does not agree with our religious and family values, however, my kids were taught in this curriculum that many types of sexual orientation and gender are correct. Therefore, in the other view it is automatically consid...considered incorrect.

Why are these...why are kids being taught this in school, and why are parents being forced to allow these to be taught to their children? I have never even heard of these before. I told my daughter to speak up of what she believes about marriage, sex, and gender. She said she could never do that. I was shocked at her response. I asked her why. She said you would be social suicide. The kids will call her names, cuss her out or threaten to hurt her. How is this instruction making school more safe for kids? She is afraid to express her family values at school. The teaching is making her feel ashamed of religion, belief...belief. Why is only one viewpoint being taught and accepted?

I want my kids to be exposed to many views, but that does not mean I want their views to be disregarded, trampled, and attacked. I teach my children to respect everyone. Then why aren't they being respected? Our cultural religion is part of our identity. Why...why should they be ashamed of that? Thank you for listening.

Trustee Boyd: Thank you. Sheri Gail to be followed by Sarah Dough.

Gail: Good morning, Board. My name is Sheri Gail and I am a retired Elementary School teacher who has spent over thirty (30) years working with diverse communities here in our great state of California. Even though I was a teacher for many years, I come to you today as a mother of two grown sons and a grandmother of four school-age children who attend various schools in Orange County and ladies and gentlemen, I am very concerned. One of the things I am concerned about is some of the content of the curriculum being presented to our youth in Teen Talk, which has been adopted by several school districts in our County to comply with the California Healthy Youth Act.

It is very explicit, makes the assumption that our 7th (Seventh) graders are sexually active, not always accurate and very provocative. For example, in the section of the curriculum which discusses gender, on Page 86 (Eighty-six) in discussing Pansexuality it states that, "pan means any or all. Someone who is Pansexual might find themselves attracted to men, women, non-binary people, trans people, gender-queer people and many more" exclamation point. Now we know the exclamation point denotes excitement and enthusiasm about something. Are we really expecting our children to feel excited about this? And what do the words "and many more" mean? Cats, dogs, pigs, elephants, perhaps trees?

Then on Page 162 (One-hundred and sixty-two) in a discussion about low-risk ways of contracting HIV, one of the ways mentioned is protected oral sex on an anus. Is that something you would like your 12 (Twelve)-year-old child or grandchild to read and visualize about? We ingrained it in our sons and daughters heads from potty training on, to wash their hands after using the restroom, knowing that feces carry many germs leading to serious disease. Yet when they are in 7th (Seventh) grade, we tell them that putting their tongue or lips in someone's orifice, the orifice where feces is voided, is a low-risk behavior for disease as long as they use a dental dam.

We know many bacterial infections are transmitted by feces, diseases such as Cholera, Ecoli, Salmonella, Shigella, etc. etc. Another item which concerns me is the automatic opt-in for a student whose parent has not actually written a letter to the district. Parents today are under a great deal of stress. For many working parents, balancing their jobs and their family obligations are a challenge. Not all parents can manage sitting down with their children to do homework. Listen, to tell you the truth, when I was raising my two sons as a single mother and I was a teacher, the last thing I had energy to do at the end of the day was to go through all the loose papers in my son's binders, let alone write a letter to the school district requesting an opt-out for a particular subject matter.

Dr. Mijares and Trustees, I hope this election year, these issues which are close to parents and grandparents hearts, will be heard and acted upon by those who say they represent us. Thank you very much for your time.

Trustee Boyd: Thank you. Sarah Do, please, is followed by Eddie Espinoza, I believe it is. Good morning.

Do: Good morning, Dr. Bedell, Dr. Mijares, and Members of the Board. My name is Sarah Do, and my husband and I pastor a Vietnamese church in Orange County. I'm a mother of a high schooler, and I am a proud Vietnamese-American. Hundreds of thousands of Vietnamese refugees such as myself came to the United States of America seeking freedom; freedom from oppression, freedom from communism, freedom to make choices. I don't know if you are aware but Orange County has the largest population of Vietnamese people outside of Vietnam. My

fellow Vietnamese-Americans and I understand what it is like to be different from the norm. We are a minority group and that's fine. We can live with that.

However, what isn't fine is the fact that this curriculum is taking away our God-given freedom and rights as parents. It's taking away our rights to choose what's best for our own children. We came to this great nation so that our children and our children's children cannot only have a better life but also practice and express our religious beliefs without fear. I understand AB 329 says instruction must affirmatively recognize varied sexual orientations and may not promote religious doctrines. However, encouraging and affirming beliefs about marriage, gender, and sex that are contrary to our cultural and religious norms, automatically reflects negatively on our religious beliefs.

The Ed Code states that instruction must not reflect adversely on any person's religious beliefs. The law also states that instruction cannot be biased and cannot make students feel excluded or depictive negatively. Where in this curriculum our views even represented? Nowhere. Including other viewpoints is not the same as promoting a religious doctrine. The Vietnamese culture is one of shame and honor, honors displayed through acknowledgment, yet this curriculum shuns all views except one. Therefore, students who do not hold to these promoted beliefs about various sexual orientations and gender expansive identities feel disgraced. This lack of regard for diverse thought is not the America I know.

This curriculum says it is inclusive but I say it is exclusive. I am sure you also want what's best for our students. The best way for our students to flourish is to allow the people who know the students best, as parents, to be able to opt out of this very controversial curriculum. Thank you so much for the opportunity to express my concerns and the concerns of thousands and thousands of parents who call Orange County our home.

Trustee Boyd: Thank you. Eddie Espinosa to be followed by Skip Hellewell.

Espinosa: Good morning, Dr. Bedell. Good morning, Dr. Mijares and Members of the Board. My name is Eddie Espinoza and I'm a retired educator with over thirty (30) years of experience as a teacher, counselor, and school administrator. As an educator I'm concerned for the well-being of all students and I want to make it clear that I support strongly public education.

I'm here today to point out some of the other issues that have been alluded to this morning, but also to emphasize with even more definition the fact that 70% (Seventy) accuracy as far as using condoms for anal sex the...that percentage actually goes down by another 13% (Thirteen) which makes it 57 (Fifty-seven) if condoms are used accurate... are used every time and used properly.

However, there is no such thing as a foolproof condom, especially with regard to anal sex because of the other stressors that are involved such as friction and so on. Anal sex is being taught to our middle schoolers through the use of condoms, yet they're not FDA approved. My concern is not only for the health issues but also for the liabilities that can...that can occur to school districts all around when students are being told that if they do this, this will be a safe practice. The CDC reported in 2013 that if they're used correctly at 70 (Seventy) %, but it actually reduces to 57 (Fifty-seven) which is...which is an F grade by any grading standards. So, Planned Parenthood says that again, they emphasize that fact so in real life, it just isn't...isn't the proper way.

Condoms are more likely to break, they're not...they're not always safe, but it erroneously implies in Teen Talk that the way to stay protected is to use a condom but it applies vaginal sex use of condom, and...and making it equally safe for anal sex, which is not...just simply not true. So by leaving out crucial stats out of the curriculum and by teaching the use of contraceptives that are not FDA approved, Teen Talk is reducing the mis...not reducing misinformation about sexual health topics, which is their stated goal. So this is a travesty and our students are being misinformed through this curriculum and we cannot tolerate this.

One of the things that we expose and expout is the fact that all of our curriculum should be with excellence and should be medically accurate, and so there...while there may be sections of Teen Talk that is helpful to students and parents, these inaccuracies if not corrected, could lead to a medical catastrophe with the...and possible litigation to all Orange County School District's. I urge you not to implement this program until these inaccuracies can be fixed. The health of our students is at stake. Thank you very much for listening.

Boyd: Thank you. Skip Hellewell.

Unidentified Man: That's a repeat of a follow-up

Boyd: Okay. Thank you. Kathi Winters then, will be followed by Jessica...Gayer, I believe it is. G...A...Y...E...R.

Winters: Good morning, Dr. Bedell, and Dr. Mijares and the rest of the Board. Thank you so much for letting me come today. It's a true honor to speak before you. My name is Kathi Winters. I'm a retired business woman from Costa Mesa for thirty-five (35) years. I am also a so-called expert on HIV because I've lived with the virus for twenty-two (22) years, and having done that living through a day to day to day regime of living with HIV. I come today to speak very strongly about this bill and about what's happening with the opt-out. Did I tell you that I speak on behalf of Red Cross? I don't know if I told you that. 101 (One-hundred-and-one) of Teen Talk states that anal sex is unlikely to cause pregnancy.

Anal sex is being presented in a way to decrease the likelihood of pregnancy such as a lower risk. This teaching greatly empowers boys who are pressuring girls to have sex, especially girls who are insecure and low in confidence. Anal sex places girls at the highest risk for HIV. Why is that? The CDC in 2016 on the HIV.gov states, "Being a receptive partner during anal sex is the highest risk sexual activity for getting HIV." However, Teen Talk diminishes this fact. On Page 162 (one-hundred-and-sixty-two), it equates unprotected vaginal and receptive anal sex as equally high risk for HIV. This is just not true. It's a lie. CDC two...in 2013 says that HIV is at least 10 times more easily transmitted via anal than vaginal sex, and condoms may be more likely to fail during anal sex.

The lock code of 51934, number two says "information on the relative risk of infection according to specific behaviors must be included." The curriculum does not state that important fact that puts females at the highest risk for HIV when using anal sex to reduce pregnancy risk, plus we've already said it many times and I think you've heard it, but the FDA doesn't even improve a condom for anal sex. If the FDA doesn't approve it, why are we suggesting it? And this is breaking the mandate for the law for Comprehensive Sex Health Instruction, according to AB-329. The law states that only FDA contraceptives can be taught for instruction. Teen Talk's is giving the kids the wrong information when it comes to HIV and the relative risk according to CDC. Page 167 (One-hundred-and-sixty-seven) of Teen Talk says that anal intercourse with a condom is a low risk behavior in contracting HIV. How can it say that?

Bedell: Okay.

Boyd: Thank you.

Winters: I'm not quite done. I'm almost done.

Associate Superintendent Boyd: No, time is up.

Bedell: Ten seconds, please.

Winters: I appreciate the curriculum to try to reduce the stigma towards people who are HIV positive. Discrimination due to being HIV is hurtful and myths about people who are HIV should be dispelled, but Teen Talk mentions that HIV is not a death sentence, that a daily drug therapy can lead a normal life. Perhaps, but they fail to tell the facts about what it's really like. If I miss my daily pill regime my immune system can be compromised and I can get AIDS and die.

That's a lot of pressure to make a mistake...not to make a mistake day in and day out. My monthly co-pay from a medication ranges from \$1,500 (One-thousand, five-hundred) a month to \$5,000 (Five thousand) for the rest of my life. Right now it's covered by the California Ryan White Grant but how long will that last? And I must take blood tests every three months for the rest of my life. I don't want other girls to go through this. If I was properly informed 22 (Twenty-two) years ago. I wouldn't be standing before you today.

Trustee Boyd: Okay.

Winters: We need to properly inform these girls and I will for the rest of my life stand on this mission that we deserve to protect our women.

Bedell: Thank you.

Winter: Thank you very much.

Trustee Boyd: Thank you, ma'am. Um, I'm told we reached the 30-minute...

Bedell: We'll do this one and then we'll have to have a conversation.

Trustee Boyd: Okay, Jessica Geyer, I believe?

Geyer: Geyer.

Trustee Boyd: Okay, close.

Geyer: Good morning and thank you to the Board for allowing me to speak. I'm here today on behalf of the California Healthy Youth Act. I have two daughters, fifth and sixth grade, in the Capistrano Unified School District. Public Education is for all and it's inclusive of all children and students, and we have a lot of loud voices that are picking apart the California Healthy Youth Act, and essentially delaying the implementation of this medically accurate, science-based and LGBTQ-inclusive curriculum. We have a curriculum that we're using right now from 2004. That's 14 (fourteen) years old, talks about STD's, which have had a name change since then; they are now called STI's.

We have a curriculum that doesn't discuss the basics of Consent, Sexual Harassment, Sexual Abuse, Techniques to Set Healthy Boundaries, How to Safely Seek Assistance, and information about Adolescent Relationship Abuse, Intimate Partner Violence, and How to Detect...How to Detect It, Instructions that Success...Successfully Treated HIV-Positive Individuals Have a Normal Life Expectancy, HIV Testing, The Importance of Prenatal Care, objectively talking about all pregnancy options including Parenting, Adopting and Abortion, and we also have a curriculum that is not inclusive of LGBTQ students; and I have some quick alarming facts about bullying:

82 (Eighty-two) % of LGBTQ students report that they've had problems during the previous year with bullying about sexual orientation; 64 (Sixty-four) % felt unsafe at school due to sexual orientation; 44 (Forty-four) % felt unsafe at school due to gender identification; 32 (Thirty-two) % did not go to school for at least one day because of feeling unsafe; 44 (Forty-four) % experienced physical harassment; 22 (Twenty-two) experienced stronger violence; 61 (Sixty-one) % never reported the attacks; and 31 (Thirty-one) % of that 61 (Sixty-one) said the school made no effort to respond to the...to that if they did report the attacks. We...we need to get Comprehensive Sex Education and HIV Prevention into our schools as soon as possible.

If the issue is Teen Talk, let's pick a new curriculum. There are many and I think we need to get the word out as far as the opt-out option, and when we roll out these plans, if we...we go with a different curriculum because it seems to be the Teen Talk curriculum that we're having an issue with, we have a plan to roll out a very clear document, an informational document, a packet, a

form that allows these...the parents that have concerns to understand that they have an option.
Thank you very much.

Bedell: Thank you. Thank you very much. Okay Board Members, we are at...we have a couple things we need to talk about. We have the highlight of today's meeting is we're honoring six certificated Employees of the Year.

Associate Superintendent Boyd: Classified employees.

Bedell: Pardon me?

Trustee Boyd: Classified.

Bedell: Classified, I'm sorry. Six classified. We have six speakers left. We've already done 40 (forty) minutes, I think. 40 (forty) minutes. What is the privilege of my colleagues? Do you want to do these six and then go to rewrap? My suggestion is we do the 6 (six) and then we rearrange the agenda to honor our honorees, and then go to the rest of the Agenda, but I would like your thoughts.

Williams: I would agree with that doctor.

Gomez: I'm fine with that as long as we adhere to the 3 (three) minutes.

Trustee Boyd: Yeah, I agree.

Lindholm: I agree, let's hear the six.

Trustee Boyd: No problem.

Bedell: This is the plan then. We're going to hear the six. It would be nice...if somebody's already said what you want to say, say, "I agree with speaker number seven." All right. Three minutes, that's the goal. Please stick to that. We've been, you know, we really try to keep to that. And then what we'll do is we're going to reorder the Agenda and honor our honorees. Okay?

Trustee Boyd: Okay, next up Mark Wylen, to be followed by Dot Bianchi?

Bedell: Mark?

Trustee Boyd: Mark?

Unidentified Woman: People stepped out.

Trustee Boyd: Okay...

Gomez: Go to the next person. Let's just keep moving. Go to the next person.

Trustee Boyd: Well, why don't we go to Dot...Blanchi, I believe it is?

Bedell: I think this is she.

Trustee Boyd: We will pick up Mr. Wyland if he...

Gomez: Sure.

Trustee Boyd: ...comes back in. Good morning.

Blanchi: Good morning. Good morning, Trustee and Board Members. My name is Dot Blanchi and I'm here to speak about Orange County Academy of Sciences and Arts. I was first a founder and halfway through our first year, I became an employee of OCASA, but most importantly, I'm a parent of three children, two of which are currently attending school here. My 3rd (Third) grader has been at the school since we opened last year and my Kindergartener just started this past year. My children can't be more different in personalities so I wondered how this situation was going to work out for them. Amelia, my 3rd (third) grader is an avid reader and jumps at the opportunity to learn anything new. Zoe, my Kindergartner, has a hard time sitting still.

She's a bit of a tomboy and loves to make people laugh with her crazy antics. This morning on the way to school I asked them, "What do you like about our school?" Zoe responded with, "I love recess and the teachers are super nice." "I love"...Amelia said, "I love that we don't just learn but we also get to do STEAM." They both agreed that the field trips are super awesome and they look forward to them every month. They also love the arts program where they get to play instruments and belong to various clubs. What I'm seeing as a parent is the growth of both of my children academically. Even my little Zoe, who would rather play with boys outside and has grown her vocabulary and is learning to read because she wants to, not because she's forced to or she has to.

This morning I was schooled by her knowledge of how an octopus can regrow their tentacles and are super duper smart. So the individualized learning plans that are offered at the school really help my children stay challenged and help them grow more at their pace without being held back. I love that my children always have hands-on activities that allow them the opportunity to learn the way I wish...I was available to me when I was younger. This way of teaching really speaks to all types of learners. It exposes them to real-world challenges and improves their problem-solving. Even the field trips they take once a month are not only fun for the kids, but also allow them to learn so much by exploring environments outside of the classroom.

As a founding parent, I'm amazed to see how our vision has been brought to fruition. I love that we offer opportunities for our community to learn about our school with more than just monthly tours and info sessions, personalized phone meetings and emails. We also encourage prospective parents to meet our existing PTSA parents, at events like Astronomy Night and UCI Math Night. The ideas that Mr. Mathur introduced to us and all of the work that went into starting the school have become...have come to life and are only getting better.

The growth of the school, teachers, staff and students from year 1 (one) to 2 (two) has been tremendous, and I look forward to the future of OCASA and everything that we'll have to offer for not only my own children, but the children in our community. Finally, I'd like to take this opportunity to thank the Board and the OCDE staff for your support of OCASA. Thank you.

Trustee Boyd: Thank you, and there will be a presentation by OCASA later in the meeting for those of you who would like to stay around. Mr. Wyland?

Wayland: Well that was close. Wayland. Greetings, Dr. Bedell, Dr. Mijares. My name is Mark Wayland. I sat on the dais for Orange Unified School District for eight years so I know what you're going through. Pretty good idea. Part of that, I served for 31 (thirty-one) years in the Orange Fire Department as a Paramedic Engineer. I did 6 (six) years as a Police Officer with the Orange Police Department. Prior to that I was a Marine; served in Vietnam '67 (sixty-seven)-'68 (sixty-eight). I have seen a lot of grief in my life. I have got children and grandchildren. I read this California Healthy Youth Act. By the time I got done with it I wanted to take a shower.

When you get into this, you start reading the...and you've got in front of you the little gingerbread man or woman right there that tells you all the different pronouns and nouns, and being a male or female, and ambigender using pronouns. They are then totally confusing and we're taking this into the...taking the end of the realm of Kindergarten. I've had 4 (four) Kindergartners go through...Kindergarten is tough enough without having to explain to kids all the rest of the stuff, and what is really grinding to me, this seems to be a gender driven. I might be old-fashioned but this...this is not based in reality. You know, breaking traditional male and female norms, that's great.

Girls playing on baseball teams where they compete with the boys, I have no problem with that. If they want to go out and get their butt kicked in football, get out there and do it. Fully encouraged it. Three boys, one girl. She didn't until she was twelve realize she was a girl because she was raised like a boy, and she was tough and she's tough now, and she's a pageant girl go figure. But what I find really just...as I read this and I got to the bottom of it, and it said that...said that the primary reason that...that parents would not be allowed to opt out is because this was a bullying issue. Everybody in this classroom has been...has suffered under a bully at one time or another in their life.

That's the way to graduate from high school about (5'3") five-foot-three, I can tell you that was not fun. But if we remove by Legislative Fiat or any other thing, complete no bullies, for nothing, we also remove from the children the ability to deal with people like this. We're not teaching communicative skills in school. I mean criminy, we're graduating kids from high school that can't even balance a checkbook, and think that 18 (eighteen) % interest is yeah, that's okay on my...my credit card. We need to get back to some real life lessons and teachings in the schools and need to get away from stuff that just further confuses kids. I think and I love the one woman that said teaching love and respect for one another, yeah, that's the golden rule.

That is so basic. I don't think we even delve into that in schools anymore. So in...in summation, you're never going to remove bullying but in some respects, bullying is not all bad because it does teach kids to be resilient and at some time or another in their lives, they're going to have to deal with mean people. Hopefully, it's not when they get the college.

Trustee Boyd: Okay, thanks.

Wayland: Thank you.

Trustee Boyd: Shannon Lob followed by Susi Khan. Good morning.

Bedell: Welcome.

Lob: Good morning, Trustees and Board Members. It's...my name is Shannon Lob. I am a resident of Laguna Niguel. I have two (2) daughters that attend the Orange County Academy of Science and Arts Charter Public School, and I am here today to say thank you for your support. I'm going to try to make it brief but the school has made a really big difference for my oldest daughter's desire to learn. Previously, at our other public school, she did not show the same

desire to learn that she is not showing after having been at a classic for the last two years. OCASA provides now both of my daughters, I have like a Kindergartner and 2nd (second) grader, unique opportunities to learn that cater to their individual and unique learning styles.

Another thing as a parent, both of my daughters are extremely excited to go to school each and every day. When I pick them up after school, they actually fight with each other over the opportunity to tell me what they did at school, what they learned at school. “Mommy, Mommy, I’ve got to tell you this”, every day and that is just an amazing feeling as a parent, knowing you’re sending your kids to school each day somewhere where they are that happy and that excited to learn.

Also as a parent, I appreciate the partnership that the teachers, the staff, the administrators have with the parents. It’s...just overall really amazing as a parent to have these such positive feelings. I know that I am not the only parent that feels that way. I share these feelings with many of the parents at the school. I know this because I am also the president of our PTSA. I’m the founding president of the PTA at OCASA, and that’s basically...I just wanted to share with you how grateful I am for this opportunity...

Trustee Boyd: Thank you very much.

Lobe: ...and thank you for your support.

Trustee Boyd: Susi Khan followed by Linda Cone.

Khan: Greetings, Board. I will be addressing something different called MTSS, Multi-Tier Support...System Support. Okay, FERPA 2013 was gutted. HIPAA was updated in 2016. ESSA was passed in 2015. Okay, hold on to that for a minute. Okay, here we are in 2018 and we have MTSS. Okay, this is a big umbrella and it’s wrapped around...for wraparound services: Academic, Behavioral and Remediation. I challenge you as a Board to ask yourselves a few questions: What do we know about the companies, the vendors driving this? The data collected and stored are: Academic, Behavioral, Psychological, Health, Intervention and Discipline. How will this data follow the child? Who will have access to this data?

What evidence do we have that this will be a positive impact on the individual student? Not on the system but the student. What Privacy Rights are we giving up for the system? Again, think

FERPA, gutted. Does anyone know where this data is being warehoused? What do we know...what we do know, though, is presently the data that is shared with these departments: the Department of Education; the Department of Labor; the Department of Social Security; the Department of Justice; Housing and Urban Development; Health and Human Services; Agricultural Energy; Transportation Commerce Defense; just to name a few, and they do share their data with third parties, globally.

We also have the big tech companies that are involved via the systems that we use in our schools right now, and they do share information. There is no data that is safe. I'm sure we all know that by watching the news, and also there is no tech program that it's free. Nothing is free, data is big money. My concern as a mother and nurse and a citizen is that all of the following data...this data following the children from Kindergarten to employment. With these Mental Health and General Health Services...wraparound services on campuses, which will it be? HIPAA or FERPA? HIPAA is tight and protective; FERPA is open and invading on parental rights.

With these Behavior Modification Programs merely with the child...meddling with the child's mind, which fall under MTSS, we know a few things: parents are being removed from the picture, we are treating all children as intellectually and emotionally challenged, and this is inappropriate and abusive. Why are we boxing all kids in the same box? Are they no longer individuals? We are charging teachers with being mental health workers without a license to practice, which is illegal. Are you not char...charged, as the Board, with protecting the children, or are you here to protect the systems? A school that pioneered the use of these type of systems was Columbine.

Associate Superintendent Boyd: Your time is up.

Khan: Sandy Hook and Parkland as well were using these types of systems. I rest my case.

Trustee Boyd: Thank you. Linda followed by Gina Clayton-Tarvin.

Bedell: And that's our last speaker?

Trustee Boyd: That will be our last speaker.

Bedell: Thank you. Gina?

Cone: I depart from my script, but first, all of you, thank you for allowing me to speak. I am so glad we're having this discussion about AB 329. It's not over, please pay attention to AB 2943. It's going to the Legislature right now, but thank God we're having this discussion. I'm so glad to see so many of you here because sometimes, there are two or three of us standing here, talking our heads off, and we feel like we are so alone; and I am not alone today. I'm also talking about MTSS and I've got about 2 (two) minutes to tell you why I'm so concerned with MTSS. I urge you to go to the September 13, 2017 Board Meeting notes. Go to the audio and go to the one hour, three minute (1 hour, 3 minute) mark.

Board Members, re-listen to this presentation on MTSS. You're going to get the grand and glorious picture of MTSS. Question that picture, but it's only the grand and glorious picture. I only heard about the specifics of MTSS on January 16th at a Placentia / Yorba Linda School Board Meeting, and I only have time to quickly talk about two specific aspects of MTSS.

Number one (#1): Health Clinics. Health Clinics to be attached to school sites. I've got a lot of questions and we need to ask questions. We have to ask these questions. How would these clinics be funded and staffed? I've been told LCAP funds will cover this. More important, what services will be provided? And finally, the most important question of all: Will parents be notified?

Will they have their opt-out rights to opt out their seventh (7th) grade...12 (twelve) year-old seventh (7th) graders from being taken to these clinics? Please realize our State Legislator's trying to destroy your opt-out rights and you need to pay attention. Item number two (2): Restorative Justice as a means of discipline in our Public Schools. I am not saying Restorative Justice is bad. It's a great concept, but I want to know is this under MTSS? Is this the same Restorative Justice System that threatens the loss of federal funds if schools suspend or expel too many minority students? Pay attention.

Here's the most important issue: Is this the same Restorative Justice System that resulted in Parkland School's Promise Program that resulted in either 37 (thirty-seven) or 45 (forty-five) incidences involving Nicholas Cruz, going unreported to authorities. I want to quote Max Eaton, Senior Fellow of Manhattan Institute, and this is what he said. "In an effort to combat the school-to-prison pipeline, schools across the country have come under pressure from the Federal Government and Civil Rights Activists to reduce suspensions, expulsion, and in-school arrest.

The unintended consequences of pressuring schools to produce ever-lower discipline statistics deserve much more examination.” This is MTSS. He continues, “Florida's Broward County, home to Marjorie Stoneman-Douglas High, was among the leaders in this nationwide shift. Pay attention, please to MTSS. Thank you.

Trustee Boyd: Thank you, Linda. Lastly, Gina Clayton-Tarvin. Appreciate your patience.

Clayton-Tarvin: Thank you. Good morning, Honorable President, Dr. Jack Bedell, Board Members, Superintendent and staff. My name is Gina Clayton-Tarvin and I am a Board Member, a trustee, in the Ocean View School District which serves Huntington Beach, Westminster, Fountain Valley and Midway City, and I'm here for a really happy occasion today. We're all here to support Arthur Camarena, and I want to tell you a little bit about Arthur Camarena, who is our Classified Employee of the Year. Ocean View School District is very proud to announce that our own, Arthur Camarena, is Ocean View School District's Maintenance and Operations and Facilities 2018 Classified Employee of the Year.

He is now obviously moved forward as our nominee for the Orange County Classified Employee of the Year. Mr. Arthur is so deserving of this honor as he demonstrates on a daily basis, his value to both our school, school district and our community. He is kind and personable, having developed a wonderful rapport with Harbor View students, staff and community members. He is every definition of an exemplary head custodian since no job is too large or too small for him. Arthur demonstrates every day that Harbor View is truly his school. He consistently goes above and beyond to ensure that our teachers and staff are cared for whether tending to our school, managing the evening custodial staff, providing support to the PTA, or doing preventative work around campus.

Arthur is always ready, willing, and able to help. We cannot think of a more deserving person than Mr. Arthur. Congratulations, Arthur Camarena. You truly are a wonderful person and a great employee in the Ocean View School District, and coming from the entire Board of Trustees, we congratulate you and thank you to all of you here, Trustees, for bringing our employee and the others that are here to be honored today, and giving them your great honor. Thank you so much.

Bedell: Thank you.

Trustee Boyd: You are quite welcome.

Bedell: You're welcome as a fellow Board Member.

Clayton-Tarvin: Thank you.

Bedell: Okay, we will now we re-raise the Agenda as we said. We're going to Agenda Item Number 4 (#4). Will Nicole Savio please come on down?

Lindholm: Mr. Chair?

Bedell: Yes?

Lindholm: Two comments, please. We're not allowed to have a maj...major discussion on the Public Comments that were here, but I would request of staff that we get a complete print out at the Teen Talk that was referenced, and also the California questionnaire...Healthy Kids questionnaire delivered to all Board Members. Thank you.

Bedell: Thank you so much, Trustee. Yes, Nicole. We turn the meeting over to the person who will facilitate.

Savio: Good morning, President Bedell, Members of the Board, Superintendent Mijares. Today, we are honored to recognize 6 (six) talented and dedicated professionals as the Orange County Classified School Employees of the Year. In addition, we will be presenting the County Superintendent Special Recognition Award. The California Department of Education established the CSEY Program in 2008 to recognize exemplary Public School Employees who served students in Preschool through Grade 12 (twelve). 64 (sixty-four) nominations were reviewed by our judging panel and the finalists were selected based on work performance, leadership and commitment, school and community involvement, and going above and beyond. The common threads seen with all of our honorees today is that they do their work with enthusiasm and integrity. They are extremely productive and technically proficient and they are leaders in their schools and communities. We're pleased to welcome the family, friends, District Representatives and School Board Members of those being honored today. Our generous community partner, Schools First Federal Credit Union, has joined us in honoring the Orange County nominees by sponsoring a full-page ad in today's Register, which is displayed at the front of the room today. So...

[AUDIENCE APPLAUSES]

Savio: ...you're all celebrities today. Carol Chaney, our Specialist for School and Community

Relations, is joining us on behalf of School's First, and she's seated in the third (3rd) row.

[AUDIENCE APPLAUSES]

Savio: Honorees will be presented with a certificate by an Orange County Board of Education Member, and they will receive a \$500 (five-hundred dollar) check from Schools First.

[AUDIENCE APPLAUSES]

Savio: Lots of applause for that. It is now my privilege to introduce you to our Orange County Classified School Employees of the Year. When I call your name, please come forward with your District Representative. Our first honoree is Tizoc Castillo, who is joined by Dr. Cindy Bak, who is the principal at Valencia Park.

[AUDIENCE APPLAUSES WHILE VARIOUS MEMBERS OF THE BOARD MOVE TO POSE WITH MR. CASTILLO AND DR. BACH FOR PICTURES]

Associate Superintendent Boyd: You want to stand there. Jack, Jack, move to the middle...move to the...thank you.

[PRESIDENT BEDELL IMPARTS WORDS OF PRAISE UPON MR. CASTILLO FOR HIS ACHIEVEMENTS AND ACCOMPLISHMENTS]

Gomez: Go ahead.

Savio: Okay, don't leave yet, Tizoc. Tizoc, don't leave. We're going to talk about you. You both stay, yes. In case you didn't catch, the Principal of Valencia Park Elementary is Cindy Bach, who's joining Tizoc Castillo, and they're from Fullerton School District. Tizoc is representing the category of Para-Educator and Instructional Assistance. He's been with the district for 10 (ten) years and he's an Instructional Assistant at Valencia Park. Tizoc works diligently to support students during Intervention Groups. He builds a positive rapport by expressing kindness, patience and a witty sense of humor. When students struggle with behavior or academics, he encourages them and teaches the skills they need to be their absolute best.

Tizoc is involved in so many things at Valencia Park, it's hard to keep track. He coordinates Career Day, Saturday School, Student Intervention Teams and Social Committees. He looks pretty social doesn't he? And he's also involved in Gang Reduction, Positive Behavioral Interventions and Supports, Sixth (sixth) Grade Camp, Family Literacy and Fitness Boot Camp. Whew, that's exhausting, Tizoc. One of Tizoc's outstanding qualities is his ability to build

relationships. His supervisor shared that she recently observed him saying hello to students in English, Spanish, French and Vietnamese, all on the same morning. He is fluent in several languages and he also makes it a point to learn a few key words in all the languages his students speak, so he can connect with them and their families. He recently earned a Bachelor of Arts in French Literature from Cal State, Fullerton.

[AUDIENCE APPLAUSES]

Savio: That is something to applaud. As someone who aims for high goals of his own, Tizoc's favorite thing about his work is seeing the growth and progress made by his students each year. He truly cares about the children and he works hard every day to motivate, empower and support them to be successful in reaching their goals and dreams. And Dr. Jack Bedell has already presented Tizoc with his certificate.

[AUDIENCE APPLAUDES]

Savio: Arthur Camarena, please come forward with Dr. Carol Hansen, Superintendent of Ocean View School District.

[AUDIENCE APPLAUSES]

Savio: Arthur is the Head Custodian at Harbor View Elementary School and he's representing the category of Maintenance Operations and Facilities. He's been with the district for 20 (twenty) years and he has a fan club at the front of the... According to the PTA President, Mr. Arthur has real celebrity status on campus. In the mornings as students and parents arrive, he greets everyone with a warm smile, a wave, and sometimes a high five. His Principal says that his work ethic is unsurpassed, making him a vital part of the school's success. He takes great pride in his work and it shows. One of the school's most popular fundraisers is where families bid on the opportunity for their child to work side-by-side with Mr. Arthur as the Head Custodian for the day.

Arthur enjoys showing students how to do the important work of keeping the campus safe and clean, and he told me that the kids can't believe how much trash they leave. It gives them a new perspective. He also works weekly with adult students who have special needs, providing

guidance as they learn the skills needed to perform the duties of a school custodian. Arthur loves this part of his job and he feels like it's his way of giving back because as a student, he was in a resource program where he received individualized support, and it made a huge difference for him. He hopes that the students he trains will someday work for the district. Arthur treats everyone in the school community like they are family and some of them actually are.

His wife is a Resource Teacher at Oak View and he has two children who attend Ocean View schools. He feels truly blessed to work in such a supportive environment with wonderful kids, parents and team members, and it is clear that they feel the same way about him. Board Member, David Boyd, will now present Arthur with his certificate.

Trustee Boyd: Congratulations.

[AUDIENCE APPLAUSES WHILE MR. CAMARENA'S TWO CHILDREN COME TO THE FRONT OF THE ROOM WITH LARGE SIGNS SHOWING SUPPORT AND PRIDE IN THEIR FATHER. VARIOUS BOARD MEMBERS ALSO JOIN AND PICTURES ARE TAKEN. TRUSTEE BOYD THEN SHARES POSITIVE WORDS AND GRATITUDE. THE AUDIENCE AGAIN APPLAUDES]

Savio: Sheree Newman, please come forward with Merlin Pierre, Assistant Superintendent of Educational Services, Westminster School District. Sherry is a Prevention Specialist and she's representing the category of Support Services and Security. She's been with the district for 15 (fifteen) years. To say that Sherry wears many hats would be an understatement. She is involved in every aspect of student wellness that you can imagine including: Substance Abuse Prevention, Foster Youth and Homeless Services, Parent Education, Family Engagement, Behavioral Intervention, Suicide Prevention, and Attendance Review. Sherry is tireless in her passion to support students and families to feel welcome and supported.

When several families were impacted by a fire at their apartment complex, she worked as long as it took to get temporary housing and transportation so the children wouldn't miss a day at school. Sherry exemplifies the concept of going above and beyond. She works day and night behind the scenes to help families with whatever they need, whenever they need it. Known as the resource Guru, Sherry works with community agencies to help students and families access food, clothing, school supplies, and other important services throughout the year. It's easy to become

detached and emotionally fatigued when working with people in crisis, but Sherry is anything but detached.

She remains focused on the primary goal, which is making sure that all kids have every opportunity to receive a high-quality education. Sherry is truly a role model for resilience and kindness. She is thrilled to be able to do work that is a part of her calling and the district is thrilled to have her on their team. Board Member, David Boyd, will now present Sherry.

Trustee Boyd: Congratulations.

[AUDIENCE APPLAUSES WHILE MS. NEWMAN IS GIVEN HER CERTIFICATE AND VARIOUS BOARD MEMBERS POSE WITH HER FOR PICTURES]

Trustee Boyd: I'd like to comment that all our are...seen but largely working behind the scenes, but the schools can't function without the support of these folks, and it's a real pleasure that once a year, you know, we get together and get to meet some of the best. Again, congratulations.

Newman: Thank you very much.

[AUDIENCE APPLAUSES]

Savio: Patricia Ellis, please come forward with Wendy Hudson, Principle of Estock Elementary School, Tustin Unified School District.

[AUDIENCE APPLAUSES]

Savio: Patty is the Secretary at Estock and she is representing the category of Office and Technical. She's been with the district for 18 (eighteen) years. Patty is responsible for managing the office of a bustling school with 600 (six hundred) students and 60 (sixty) staff members. She has a strong personal connection and dedication to the district as both of her sons went to Tustin schools. She strives to create a warm, inviting place where people are comfortable to ask questions and seek support. One example of how Patty provided support to a family was when she found out they were in need of a stroller, and she quietly delivered one to their door without fanfare or the desire for recognition of any kind.

When Estock had to merge with another school that closed, Patty was instrumental in helping all through the summer with the office logistics. The number of students doubled from 300 (three hundred) to 600 (six hundred) which involved bringing on new teachers and additional staff, along with a huge construction project to enlarge the school. Through it all, Patty was cool, calm, and collected as she made sure all the details needed for a smooth transition were managed. Patty likes a challenge and her school must know that because she gets many opportunities in this area. She recently supported another big change where the school went from paper registration to online enrollment.

Patty spent hours each day helping families who had limited tech skills to navigate this new process, and her persistence paid off with 99 (ninety-nine) % of families completing the online enrollment process. Patty shared that going to work every day is truly a pleasure and she absolutely loves her school community. It is clear that the feeling is mutual. Board Member, Becky Gomez, will now present Patty with her certificate.

[AUDIENCE APPLAUSES WHILE BOARD MEMBER GOMEZ PRESENTS MS. ELLIS WITH A CERTIFICATE AND POSES FOR PICTURES]

Savio: Congratulations. Francine Harms, please come forward with Dr. Navarro, Superintendent, Newport Mesa Unified School District.

[AUDIENCE APPLAUSES]

Savio: Come on...come on now. Ms. Frankie, as she is known by the students, is representing the category of Transportation, and she's been with the district for 12 (twelve) years. She works as a School Bus Cover Driver, which involves managing 56 (fifty-six) bus routes throughout the district. Frankie utilizes her analytical, meticulous mind to build all the routes, including After-School Clinic routes for students with special needs. She also trains and mentors new drivers. She is ready at the drop of a hat to step into any transportation role, including being a backup driver or going out on rescue missions when issues arise out of the road. In addition to being a stellar employee with an impeccable work ethic, Frankie's charismatic personality has helped to build a positive work environment for her team. Frankie loves people and it shows.

She really enjoys having meaningful interactions with students and making friendships that last throughout the years. She recently picked up a 20 (twenty) year-old student who was on her very first bus route with the district 12 (twelve) years ago, and that just made her day. Frankie has supported students with special needs through the Bus in the Classroom Program. She teaches students how to get a bus ticket, select a bus route, and what to do in case they miss the bus.

These important skills support students to participate in the typical day-to-day activities outside of school time. It's clear that Frankie is making a difference for students and the district is looking forward to having her serve the community for many more years to come. Board Member, Linda Lindholm, will now present Frankie with her certificate.

[AUDIENCE APPLAUSES WHILE BOARD MEMBER LINDHOLM PRESENTS MS. HARMS WITH HER CERTIFICATE AND POSES FOR PICTURES]

Savio: Congratulations. Chou Chiang, please come forward with Dr. Sherry Crop, Superintendent, Los Alamitos Unified School District.

[AUDIENCE APPLAUSES]

Savio: Chou is representing the category of Child Nutrition. He has been with the district for 8 (eight) years, and he was nominated for his work as a Cook at Los Alamitos Elementary School. Chou's colleagues describe him as diligent, committed and kind. He never wavers from his focus on delivering the highest quality food in an environment that is friendly and clean. Chou can handle multiple tasks seamlessly, and he makes it look easy. Imagine this: Some days, he prepares entrees such as spaghetti with meat sauce for all six elementary schools, which is about 1800 (one-thousand, eight hundred) meals. I can't even do four.

Chou's favorite part of the day is serving students. During lunch, he builds relationships by greeting them with a smile and asking how they're doing. He shared that the nice thing about working in the kitchen is that he gets to know the kids year after year, and he sees them grow up. Chou has been called upon numerous times to assist as an interpreter for students and parents. Recently, a student who moved from another country was having a hard time adjusting because he didn't speak English. Chou was able to communicate with him and help him to make friends.

He also volunteered his time to keep his parents updated with phone calls and meetings. He's happy to report that the student is doing much better.

Now, Chou will do anything to help students succeed. He understands firsthand what it's like to immigrate from another country, as he moved to the U.S. from Laos in 1981. He also had a hard time adjusting because he didn't speak English, and that is why he truly loves. Giving back has made a significant difference for students and the district is proud to have him on their team. Board Member, Dr. Ken Williams, will now present Chou with his certificate.

[AUDIENCE APPLAUDS AND BOARD MEMBER WILLIAMS PRESENTS MR. ZHANG WITH HIS CERTIFICATE AND THEY POSE FOR PICTURES]

Savio: Congratulations, Chou. I'm now pleased to present the County Superintendent Special Recognition Award. Kayoko Nakauchi, please come forward...

[AUDIENCE CHEERS AND APPLAUDS]

Savio: ...with Dr. Clint Harwick. Kayoko is joined by Dr. Clint Harwick, Superintendent of Huntington Beach Union High School District. Kay is receiving the County Superintendent Special Recognition Award in honor of her longevity, kindness, and perseverance in service to students, families, and colleagues. She is a certificated Personnel Secretary, and she has been with the district for 61 (sixty-one) years.

[AUDIENCE CHEERS AND APPLAUDS]

Savio: She began her career in 1957, just 2 (two) years after graduating from Huntington Beach High School. Kay's favorite part of her job is interacting with people. She supports certificated staff in navigating the system all the way from recruitment to retirement. Kay is involved with teacher credentialing contracts and salary placement. She's very patient and always willing to help with a smile on her face. Having the longest tenure in the district, she certainly has seen a lot of growth and change over the years. In fact, Kay shared that she has outlasted at last 10 (ten) Superintendents so, you know. She has served thousands of teachers and administrators throughout her...their careers, and one of the things she enjoys most is honoring retirees at the District's Annual Banquet.

After all these years, Kay has maintained a high level of enthusiasm and passion for her work. She learned a lot about perseverance from her family. During World War II, they were sent from their home in Westminster to the Manzanar Japanese internment camp. After 2 (two) years, they were allowed to leave the camp because her father agreed to take a job away from the West Coast in New Jersey. Kay's family worked hard and eventually made it back to California. Her parents taught her that no matter what happens in life, you have to be dignified and work your way through hard times. I'm going to cry. Kay has made her family proud by truly exemplifying hard work and resilience in her 61 (sixty-one) years with the district. Doctor Al Mijares will now present Kay...

[AUDIENCE APPLAUDS WHILE BOARD MEMBERS, DISTRICT REPRESENTATIVES AND TEACHERS GATHER TO POSE FOR PICTURES. DR. MIJARES LAUDS KAY'S DEDICATION TO THE DISTRICT AND PRAISES HER WORK ETHIC AND KINDNESS AS WELL]

Bedell: We will be taking a fifteen (15) minute recess. Please go out the door to the Reception... left, left, left, and join us for some refreshments.

[MEETING BREAKS FOR THE FIFTEEN MINUTE RECESS]

[MEETING RESUMES AFTER THE RECESS]

Bedell: We now resume to the Agenda, where we'll have a Charter Submission dealing with the Orange County Workforce Innovation High School material revision. Kelly, do you want to explain what a Material Revision is for the people who are new to this process, our guests?

Gaughran: Sure. So, Good morning, President Bedell, Members of the Board, and Superintendent Mijares. Today, we have no new charter submissions, but we do have one request for Material Revision, which is something that significantly changes the original part of Charter Petition, as approved by our Board. This revision is from Orange County Workforce Innovation High School. Today, they're submitting a request for a new location, then at the May Board Meeting, they will give a presentation and we will hold a Public Hearing. A decision will then be rendered at the June Board Meeting. I'd like to now call Julie Parra, our Regional Principal of Orange County Workforce Innovation High School, to the podium.

Bedell: Welcome, Julie.

Parra: Thank you. Good morning. It's a great day to be here at the celebration earlier. Basically our request is...we have established a partnership with Orange Coast Community College to provide summer school inter-session, and so students will be able to go to campus at Orange Coast Community College for free, take Summer School courses. In previous years, we've been able to provide Summer School courses to Huntington Beach Union School District.

High Schools such as Marina Fountain Valley, Huntington Beach, and also Brea / Linda, and so at our Anaheim location, we'll be providing students with that service, but we simply can't accommodate all those needs, and so the local high school districts have reached out to us and we've connected with Orange Coast Community College to see how we can entertain that. And so, we look forward to potentially being able to provide that services to the Districts.

Bedell: Okay.

Trustee Boyd: Thank you.

Bedell: Can you tell us what your enrollment is right now?

Parra: At our...in our Anaheim location, we have about 210 (two-hundred and ten) students.

Bedell: Nice, nice. Okay questions for our good friend? Starting off, Trustee Lindholm, any questions?

Lindholm: No, I think you've submitted something, so we have a binder that we need to read.

Parra: Yes.

Lindholm: All right, thank you.

Parra: Thank you.

Trustee Boyd: Look forward to the presentation next month.

Bedell: Thank you. Trustee Gomez?

Gomez: No.

Bedell: Trustee Williams?

Williams: None.

Bedell: So we will see you...that night.

Parra: All right, thank you.

Bedell: Thank you now, please Dennis Roberson to the podium, please. Dennis is going to give us an update on the Parent Infant and Education Support, PIES program. Dennis, as most of you know, is Chief of Special Education Services. Dennis, for the sake of our guests, could you please tell us what is in your unit, Special Education Services?

Roberson: Well, we provide services to the School Districts for students with severe disabilities. We're included in every campus, almost every campus that we are housed at. We...inclusion is a big part of our program as well as our providing services to the Districts. We provide the audi...audiological services to districts and a variety of other services. The program that we're going to talk about today, Dr. Bedell, Members of the Board, Superintendent Mijares, is our PIES program, but I'd like to inform you or celebrate with you, that we've been serving students in Orange County who are deaf or hard of hearing for over 50 (fifty) years, starting with our programs, our Secondary Programs, which is now at University High School, Venado Middle School in Irvine Unified School District.

We began serving the Oral / Deaf population of students in the 1990's and were housed in Los Alamitos School District and are now at Mann School. We have 3 (three) classes that are fully included at Mann school, which we're real proud of. Our PIES program, which is our newest program, is a program that serves infants and the acronym, PIES, is for Parent Infant Education Support program, and we work with the parents and families. Students are referred to our program via the school districts. They come to the school districts from the newborn hearing screening that's done in the hospitals. We get them as part of the Early Start Program. They refer them to us and then we then provide a Regionalized program.

We've cooperated with the SELPAS in developing this program, and our program is located at the old Knott Elementary School, right next to Knott's Berry Farm. Our students...we design a program which is based on students IFSP, Individualized Family Service Plan.

This plan is a plan that basically develops outcomes and goals for students, for children, babies actually, babies and toddlers. Throughout the...for the...the years until they become Preschool eligible, and then the District's going to take over their Preschool programs. The families are supported by instruction by 2 (two) certificated DHH teachers, and they work with the parents as well as the students.

Our program is based...we have 2 (two) aspects of our program: One is a home-based program where the specialists actually go into the home and work with the moms and the dads, and provide services within the home. As the child develops, then we move them into a commu...a Center-based program where the teachers and our support staff provide services at the center, and at home. So we do a lot of home school, working with parents, getting them ready to get their students ready for their school-based programs. Some of the support services that we provide are Audiological Services, Occupational Therapy Services, Physical Therapy Services, we provide Translation Services if necessary, and we also have a school Psychologist that works with the...the families.

Some of the...the program emphasis is developing listening and language skills, and in our center-based program we try and take...and our home-based program, we try and take opportunities that the babies have within their...those environments to help the parents help them develop language and communication system with their child. We have monthly visits regularly scheduled, once the student gets out of the home-based program. We also have opportunities for social interaction where parents can get together with their babies and interact. That way, looking at other types of communication systems in terms of where they're...they're developing, and the important part of that is that they're also interacting with each other.

We have a training program where teachers actually provide classes for parents in terms of parenting issues. We have a commun...a community-based program where we work with the parents in, for example, developing language, when you go out to the grocery store or other kinds of environments within the community, which we think are critical for the development of our children. We monitor the progress closely with our children, with our infants and our toddlers, and our focus is on creating opportunities to be in more inclusive environments and to be in...develop a communication system as they move into Preschool programs.

The vision of our program is first of all, is to help parents identify a communication system that they can use and their child can use, and be an advocate for their child as they move into school-based programs. And some of the ways that we look at doing that are including those students in activities that typically developing children will also be involved in, so that we can move them early on into developing the kinds of skills necessary for them to be in programs, whether it be a

general Ed kind of a program, or regular school-based program. One of the things that I think are...that we're seeing more of now is that our students are being prepared to go in and work, and be in a regular Preschool, which is really kind of interesting for us as we move through this.

Also, our parents are learning how to be advocates for their children in terms of helping the Preschool programs understand the communication systems that they may be using, and what the needs of their child is and how they can relate across environments with...with those children. So it's really a...a great opportunity. We're also involved with...working with the parents and informing them; all the communication...communication systems that will be available to them as they move through the future. So our goal really is to develop a smooth transition to Preschool, whether it be a General Ed, or a private Preschool, or school-based Specialty Class Preschool, and the other piece is to identify a communication system that will best meet their needs and the family's needs, so that's basically our program.

We feel that it's interesting when I look at the growth of our program, we used to serve about 150 (one-hundred and fifty) to 180 (one-hundred and eighty) Deaf and Hard-of-Hearing secondary students – excuse me - secondary students, Middle School, High School. Our numbers are kind of going down because I feel as though we are preparing those babies...this is the 10th (tenth) year of this program.

Those babies are being prepared to go out into General Ed kinds of programs because they've...they're learning early language, they've developed a communication system they don't have develop of, while they're in Elementary School or Middle School, or even High School and so they're more successful, so we're seeing more of our Deaf and Hard-of-Hearing students included in the General Education Program, so our numbers are decreasing at the secondary level, but they're increasing...we serve almost 50 (fifty) babies right now, so they're increasing at the Infant Preschool Toddler level, so we feel that we have a real important program when we've been a big part of developing Deaf Education in Orange County. So, any questions?

Bedell: Questions?

Williams: Yeah. I've always been an advocate of reducing the interference of Government with families. I've spoken about that for many years and one questions the primary intent of Education. Do we get into Social Services? So a lot of my questions are going to be aimed at

that. So, Dennis, no one's going to question your integrity or your...or your honor or anything like that, but my questions are sincere, you know. In a society where we're having all funding issues and we're having great controversy and polarization amongst parents in deciding sex education. I always ask, 'What is the role of the education in the Medical and Social Services of families in these very early ages?' Could you just give me a quick summary? I'm going to go through a lot of questions.

Roberson: Well, basically our role, in terms of our PIES program, is we take the information that parent brings to us, and the school district brings to us, and we work with the infant and the parent from there. If they have...whatever their interests may be, we'll work with them. We don't try and create a bias there in terms of how...

Williams: How does...how do the families come to this program?

Roberson: The...okay. The families are referred to...actually there's a Newborn Hearing Screening that's done in most, almost about 90 (ninety) % of our hospitals now, and that Newborn Hearing Screening basically identifies the...the baby and within the first 3 (three) days before they leave the hospital, and that's set to Sacramento and then they have 5 (five) facilities throughout the state, and they iden...they identify a means for getting a further assessment. 2 (two) to 4 (four) infants are identified as being Hearing Impaired or being at risk for being Hearing Impaired.

Williams: Is this program, Dennis, primary geared towards screening for Hardened Hearing issues and medical diagnoses?

Roberson: Not a medical diagnosis, just a screening is all that goes there.

Williams: But is this program...is it mostly kids that will eventually go into our Deaf and Hard-of-Hearing Programs or their other diagnoses and other medical problems?

Roberson: There are...there's a scr...there's a screening and the students we're working with on this...the low incident students, so students that would be screened in other areas or other developmental disabilities are referred to the Department of Developmental Disabilities, and they're served through Regional Center. These students are solely low incidence. They've been identified with a hearing loss and they are then served by their school districts.

Williams: Now, prior to let's say 1990, who did these and who performed these services?

Roberson: Well, that's...I think that's the important pieces that those children oftentimes were not even identified until they got into the Elementary School, and they begin having problems at Kindergarten, 1st (first) grade where they couldn't sit still, they weren't able to listen, they weren't attending, and then, I mean sometimes even later than that were identified as having some concerns.

Williams: Okay, so what I'm hearing from you is that this is a good program to help identify kids, very early on, that may have these development Audiological related issues. Who's best at doing this? Is this a Public Health issue, a Type program, or is this a education issue?

Roberson: Well, the hospitals are the first line and this has been...that's the critical place where the initial screening takes place, and then beyond that the...the initial assessments and evaluations for those youngsters, for those babies, would be done by the medical folks to determine what...how significant the hearing loss was or whatever the disability may be.

Williams: So there's an existing medical system where these kids are identified...

Roberson: Yes.

Williams: ...and they get worked up to get referred to an Audiological Specialist, EMT, whatever.

Roberson: Exactly.

Williams: And then those kids get eventually put into our program is that how...

Roberson: Those...

Williams: ...is that how that work?

Roberson: Those children would then be either referred to the Regional Center of Orange County for the school district, and the school district would only be serving those low incidence students...we're the only PIES program in Orange County, for example. We only serve Deaf and Hard-of-Hearing students, no other developmental disabilities or other disabilities at the time of referral.

Williams: Okay, I mean, there's no one in this Board that would disagree that the hard...

Roberson: Yeah.

Williams: and difficult...hearing type of situations are important to treat and take care of. My question has to do with, what is the most appropriate government agency to do this, because I really feel that that when we start dealing with medical public health issues, we're diluting the primary purpose of Education, which is inculcating facts and knowledge and dealing with all these issues.

Roberson: Right. Our focus is educating parents and developing language so the parents can make informed decisions about the communication system that their families maybe...maybe feel is best for their child.

Williams: In other counties within California or this nation, how are these services provided now? Do they all go through the County Board or County Departments of Education?

Roberson: No, no, they're all very different. They could go through...well, I mentioned Regional Center before they could go specifically through their Regional Center. We in our...in our County and our State, we have elected to work with the solely low incidence students that would come to the school districts. Other students with developmental disabilities would go through the Department of Developmental services and through the Regional Centers. So the school districts are serving infants and toddlers that have a solely low incidence disability which would be Deaf and Hard-of-Hearing, which would be Blind, and which would be Orthopedically Disabled. So those would be...and that would be the sole disability; no mental retardation or developmental issues beyond that.

Williams: If you have 1 (one) Government Agency that you would like to work for, that this program could be transferred to, where would it be? What Department would it be?

Roberson: I think...I think our syst...I think our system is...is good the way it's operating right now and I see it even getting stronger, with our students being able to develop language earlier, and be more included...in a more inclusive kinds of environments from infancy all the way through school.

Williams: With all due respect, you didn't answer my question. Outside of what you do now, what would be the next department that you would see this justifiably being transferred to?

Roberson: Well, the Legislative Balance Office has recommended that these Infant Services be shipped over to the Department of Developmental Disabilities, or Regional Centers. I don't agree with that, but that's...

Williams: Okay, that's all.

Bedell: Trustee Gomez?

Gomez: Well, I believe that the Newborn Screening is just very similar to other things that we screen children for, and I think it's out of the...Education Disabilities Act or...I can't remember the exact term or the...but I think this is all part of that, but I think it's a great program.

I've gone out and seen the...the other facilities that University Venado.

Roberson: So I would like to invite you all out. We got a flyer here and I'll give it to Darou and she can...maybe it's time to come out and visit our program.

Gomez: But I think it's a great resource for parents to help their children adjust and...

Roberson: I think that's the critical piece, is that it empowers parents to...and if you...I've seen the kind of the history of Deaf Education and it's been very difficult for some parents there. We have some families have had some families that...they have no means of communication with their deaf child at home. The only time that child gets communication is at school, and I...we don't want to see that anymore.

Gomez: Thank you.

Bedell: Trustee Boyd?

Trustee Boyd: No. Thank you very much.

Bedell: Trustee Lindholm?

Lindholm: Hi.

Roberson: Hi.

Lindholm: I am so glad you're doing this. I do agree with some of Trustee Williams' questions. I know when my new grandson was tested, a person came in the room tested and without telling us who they were, or what they were doing. I think that's highly wrong. That...that is beyond deceptive but I really...

Roberson: It's my understanding that, I mean, and that was the hospital...they have got permission to do that and it's...

Lindholm: ...but they did not.

Roberson: ...it's not intrusive, the screening, they do it while the baby's asleep but they should have asked.

Lindholm: They should have asked, they should have introduced themselves, and not just assume that this was appropriate...

Roberson: I agree.

Lindholm: ...protocol. But aside from that, I love your programs. I visited your schools, and I do think it...it's one of the toughest things there is, for the Deaf to be able to compuni...communicate...

Roberson: Yeah.

Lindholm: ...and for the parents to communicate and know their needs so, I'm very happy you're doing that, and you said you have about 50 (fifty) kids in the program?

Roberson: Abs...we do now, yeah. We have 2 (two) teachers.

Lindholm: Yeah, I wish you all the success.

Roberson: Thank you.

Bedell: I have a few.

Roberson: Dr. Bedell.

Bedell: Yes. First of all, I want to thank you for what you bring to our programs. You are known throughout the county as a class act.

Roberson: Thank you.

Bedell: And the District's really respect you, and I think that's very important, selfishly for us as a Board. You said something that tickled my fancy earlier, and one of the concerns some people have had is the cross articulation of services, and to better serve...to serve better – pardon my split infinitive – to better serve students because they're getting more people communicating about the child. Is that the future of Deaf Education?

Roberson: Well, I think the future is educating parents and I think if we can educate parents to...to go for the resources and understand what resources are available to them, then they can...they can leave their families and their children.

Bedell: Right. At the University, just about every semester, I had signing in my class...

Roberson: Mmhhh.

Bedell: ...and it was very rewarding as a Faculty Member, to see that student grasp the material just as other students had. So most babies...my understanding is I haven't had a baby recently, but fortunately...but, well...no more college tuition. Seriously, Dennis, all the babies I know lately, except if they may be Premie, they go home in 24 (twenty-four) hours. Most of the ones I see...

Lindholm: 48 (forty-eight).

Bedell: ...the mothers...48 (forty-eight)? Is it 48 (forty-eight) now?

Roberson: Yeah.

Bedell: We used to...wasn't it 24 (twenty-four) in the past? Anyway, so they got to get the baby, following Trustee Lindholm, you've got to get the permission early right Is it possible some babies fall in the cracks if they go home? They don't get tested and...

Roberson: Well, we hope not. My...my vision would be that someone would come in and get a release from the parent, and come in and while the baby's asleep, they put the assessment. They have two different types of assessment, or assessments or screenings that they do, and the babies are asleep and then they come to the result. If there is a disability, if they see something in the screening, then they refer that on to the professionals for more intensive assessment, and let the parents know they can make that decision.

Bedell: Sure. Thank you so much. Again, thank you for doing what you do. Okay, we now have no stranger to the Board. Mr. Mathur, who is from OCASA, Orange County Academy of Science and Arts, Kapil, come on down, Executive Director. Can you tell...we have people in the audience who don't know your program? You just give us a pithy paragraph of pride?

Mathur: Actually we're going to cover a little bit about the program in the presentation. So...but just the 2 (two) sentences. We are a K-8 Public Charter School authorized by the Orange County Department of Education. We currently serve, as of this morning, 311 (three-hundred and eleven) students, and we have a waiting list. We'll be doing our lottery for next year on the 18th (eighteenth) of the month, so that's the...does that answer your brief?

Bedell: Yes, that'll do it.

Mathur: I'm having some technical issues.

Lindholm: Where is located? And where are you located?

Mathur: We are located in the wonderful City of Laguna Niguel.

Lindholm: Thank you.

Williams: That was a setup. Go on, pat yourself.

Mathur: All right. So thank you, again. I'm Kapil Mathur. I'm the Founder and Executive Director of the Orange County Academy of Sciences and Arts. We really appreciate the opportunity that the Board Members and Dr. Mijares has given us to give you a brief update about our school. You did hear in Public Comments from a couple of our parents, and so, we wanted to just sort of incorporate those comments into our presentation as well.

So for our brief presentation, I'm going to turn it over to Doreen Fioretto, who is our Principal. She's going to give you an overview of our school and our program, and then I will take it back over from her to talk to you about our Finances and Audits, and then share with you some data that we have on our parent satisfaction. So I'm going to turn it over to Doreen Fioretto.

Fioretto: Good afternoon, it's very nice to be here. Thank you to the Board and Dr. Mijares for us being able to present to you today. We're very excited to be in our 2nd (second) year and provide an update to you on some of the additions and that we have made to our school. As always, our program is focused and centered on our students with support from our families and our teachers. Our program consists of Hands-On learning in every classroom and throughout our curriculum. We have a school-wide Inquiry Arch. It's a theme that the students study for the entire semester school-wide, and create problems and projects based on that.

We have mixed-age instruction with our bands that cover different, grade spans and ages based on developmental needs, but also an ability to work with Kinders and Middle School, and having the benefit of those mixed-age classrooms and across the campus. We create Individualized Learning Plans for all of our students. Our teachers write those for every single student. It is created with the support of the parents and with our students if they're developmentally ready to participate in those discussions. Those are revised twice a year so that we are working towards the correct curriculum and adoptions that we need to do for each student. We have an integrated

STEAM curriculum and I'm going to share a few of the updates that we've added to our program this year so that you can see some of the things that we're doing.

Our K-5, we have added the UCI Math Project to our curriculum. This is our first year. We will be continuing with working with them for next year. We have added Renaissance Star for ELA and Math Assessment to support our Individualized Learning Plans for our students, as well as ESGI Assessments for our Kinder students. We have added an Arts Program. We have bi-weekly art lessons that happen in the classroom with instruction and curriculum developed partly on different grade levels. We've also introduced weekly music instruction with our Arts teacher, and here's a picture of him and our Kinders in their turkey hats; it was an adorable assembly. We have music in K-2, twice a week in their classrooms.

Our 3rd (third) through 7th (seventh) graders meet with our music 3 (three) days a week. They have a variety of instruments that they have access to as well as choir and drama, and they get to perform at all of our assemblies. So you get to see all of those things happening on our campus on a weekly basis. They do Pop-Ups during recess sometimes, they've done some flash mobs and really fun things that he's been able to create. We have guest DJ's at our assemblies that our students come in, and they've been taught how to DJ. They did our band...our...our...our Middle School Dance a couple of weeks ago. They were the DJ's for the event. It was really fun; quite interesting.

Every Wednesday afternoon, we have what we call STEAM Wednesday's. They are weekly activities that happen in the classroom, sometimes school-wide, and they are related to our ARC Projects. This semester we are studying Transportation, all forms of transportation, History of Transportation. Our school studies from Kinder through Middle School the same topic, so they're all studying Transportation. They take all of these activities; you can see how varied they are, and they're looking at different forms, they're creating projects, they're coming up with problems and solutions related to transportation, and we'll have those projects completed at the end of the semester.

For our Middle School curriculum this year, we added Summit Learning Curriculum, is part of the Chan Zuckerberg initiative. We had...it's an online platform, but it's very project-based, so even though the curriculum is online, the students are collaborating, creating a project and they're

working together daily to create projects and solve problems. And there's weekly mentoring involved in this process and there's a teacher, and we also have our Assistant Principal working with them. They sit down with every single student, every single week, and look at their progress; make goals, academic goals; also social emotional goals with them. So there's a lot of interaction between adults and students and the collaboration has been very strong on our campus.

One of the things we do on our campus that makes us unique is we have a lot of field trips. They are related to Art and also our standards. We have 8 (eight) field trips a year per grade, basically one a month. Children come back with, thank you, our children come back with incredible stories. Our Middle School went to Catalina this year. They came back with all kinds of new excitement. Our ARC Project in the fall was Water, so they got to do a lot of experiments with that. Our 5th (fifth) grade returned from Poly Institute about six weeks ago. In our 3rd (third) and 4th (fourth) graders are going to be working with Ocean Institute next month. It will be at Lazy W Ranch as well as doing the Great Horn Spoon down in the harbor.

The rest of the students also go on 8 (eight) field trips a year. Sometimes they do by Band, sometimes they do by grade, depending on what the topic of the field trip is. We have implemented school-wide PBIS. We're working with Orange County Department of Ed with the training and we're in our 1st (first) year of that, so we're putting our teams together. We're very excited with the progress that we're making and the engagement with our staff, and how excited they are to implement this in their classrooms. We've also implemented a Physical Education Program for all grades. Two days a week, they have 40 (forty) minutes of PE and this is in addition to recess time that all of our grades have; it's a lot of physical activity with our students.

Our ASB has flourished this year. The students lead all of our activities, they lead all of our assemblies. They have developed Clubs. There are Clubs every single day of the week at lunch. They rotate because there are so many kids who want to be involved and they want to do more than one. So we've had a lot of interest with our students. We have a lot of student lead...both education and activities and the excitement is so much fun. They can't wait until it's Basketball Club Day, or Dance Day, or Origami Club, so it covers the gamut and we're able to meet the

needs of all of the students on campus with our activities. Very fun days. I think I switch over to Kapil. Thank you for your time, I appreciate the opportunity.

Mathur: As part of the transition I want to tell you my favorite Club at school, the Secret Poets Society, but no one knows who's in the club, but different teachers are the secret poet for the day, and they ha...they...they have to either write a poem or...or photocopy a favorite poem and they keep it in their pocket, and the students walk around to ask the teacher...and I don't know if there's a code word or something, but there's some sort of mechanism to id...to identify that you're a member of the Secret Poets Society. The kids love it; they have so much fun doing it. So switch over to kind of the boring but important stuff. So as far as the school's Fiscal Management...so we've engaged with a firm called Squar Milner.

It's one of the largest Audit Firms in the state of California. They completed our financial audit and which we submitted to your wonderful staff on December 15th. They had no audit findings and they did not question any expenses that we had in our first year. And I want to read just a summary of their opinion: "In our opinion, the final financial statements referred to above present fairly in all material respects, the financial position of the Orange County Academy of Sciences and Arts as of June 30th, 2017, and the changes in its net assets and cash flows for the fiscal year that ended in accordance with accounting principles generally accepted in the United States of America." So, basically, our books are clean.

We also did a Programmatic Audit, so there is a charter school organization called Charter School Development Center. It's headed by a gentleman, Mr. Eric Premack. He is one of the foremost authorities on Charter Schools across the country. He's...he tells me that he's on Jerry Brown's speed dial. He personally came to do a Programmatic Audit of our school. His report highlights all the positive things about our school. He did highlight a few relatively minor areas of improvement, but that is to be expected in a 1st (first) year school. And his summary sentences, "Despite a relatively complex educational vision that requires significant resources and skills to implement, OCASA has succeeded in establishing a strong team that collaborates to create an engaging learning program in a supportive environment."

And one of the things that I'm most happy about is our parent satisfaction. So we are a very data-driven organization. We analyze data whenever we can and collect it whenever we can. We use

the metric called NPS, Net Promoter Score. This is not a metric that's generally used in education, but it allows us to compare satisfaction of our school against non-education organizations. So, the big graph there you can see the trend line, in our NPS score. We've done 3 (three) parent surveys: one in June, one in October, and our most recent one in February. The...the...the scale on NPS scores are from minus (-) 100 (one-hundred) to plus (+) 100 (one-hundred), so fortunately we didn't...we're not in the minus (-) category.

It's generally considered to be an excellent score if you're anywhere from 50 (fifty) to 100 (one-hundred) percent (%). We are in the high 80's right now, and to just give you some comparison, if you look at Best of Class Organizations like Starbucks or Nordstrom, or anything else where they measure parents at...or customer satisfaction. Those leading organizations are generally between 70 (seventy) to 80 (eighty) percent (%). So what this allows us to do is to tell you with confidence that our parents like what we're doing. Charter Schools all...are all about school choice, and it's very important that parents are happy. That...that really adds to their child's success. I want to just highlight a couple of reviews.

So we...we have a...generally a very tech savvy parent population, and they like to go online and write stuff about our school. So I want to highlight a couple of those things. So this is one of the parents in November. He says that his parents...his children are happy, challenged, eager to go to school. He likes the individualized pace, the Hands-On Science, Art and Music. Here's another parent, talking about how the school and staff are dedicated to teaching their kids. The...my favorite sentence in this one is, "The best part of the day for me is picking up my two boys after school, and they can't wait to tell me all the things they learned in school that day. And then, here's...so the...the first one was from Yelp, the other one was a review that's on Facebook.

This is a review that's on Great Schools: "My daughter's attend OCASA. They love their school day." This review talks about how the after-school program is quality and the Hands-On experiences. I just added this one. This is our most recent review. "I've been waiting to..." – and this is a parent that started with our school, I believe in December or January; generally a newer parent. "I've been waiting to write this as I keep pinching myself, wondering if I'm dreaming. After a rough start to 4th (fourth) grade when we changed schools from Private to Public, we

decided to give OCASA a try. Our daughter loves Arts and Science, so we hoped it would be a good fit. We are so impressed after her first 2 (two) months.

She loves going to school since the Hands-On projects are so fun. She has made some smart friends. The science projects are beginning to engage her leadership skills. The music program is fantastic and she can't wait to get home to practice, and she looks forward to the monthly field trips. The communication app is amazing for parents. The PTSA team is filled with ambitious and friendly parents. We honestly are so happy to have found this community of engaged families. The campus is not great, but the environment is warm and loving, and I hope the school district someday acknowledges this amazing school and assigns it a better home. If you are looking for something more unique in your child's schooling, please visit an upcoming tour and check it out.”

So there are tens, if not, maybe almost 100 (one-hundred) reviews online about our school now in various places. They're also on...on Google as well. They're mostly very, very positive. Obviously, there's a few that aren't, but the bottom line is we have a strong leader, we have a strong program, financially sound and happy parents. Thank you very much.

Trustee Boyd: Thank you.

Bedell: Okay, Trustee Lindholm, it's in your area. Do you want to lead us off?

Lindholm: Thank you.

Williams: What area is that?

Lindholm: That's Laguna Niguel.

Mathur: I'll go back to the slide that has Laguna Niguel on...

Lindholm: Yeah, we need to get that on there.

Mathur: There we go, Laguna Niguel right there.

Lindholm: And I did visit this. I don't know which other Trustees...with Trustee Boyd. It's a pretty exciting school. The classrooms are...have a lot of challenging things going. You have 3-D printers in every grade? Are...tell me about the 3D printers do.

Mathur: So we have a Maker Space, and in the Maker Space we have 2 (two) 3-D printers. We have a 3-D laser cutter. It's like this big giant machine you put a piece of wood in, and it'll cut it

or engrave it. We have a...a vinyl cutter, we have hand tools. We have an electronics workbench, and even my Kindergarten kids are out there, supervised...

Lindholm: Yes.

Mathur: ...and trained, with hammers and hammering copper, and all kinds of different things. We have the Art Lab with a kiln. We have 4 (four) pottery wheels. We have cooking equipment, painting, we have our Computer Lab with 32 (thirty-two) brand new iMac's. We have 2 (two) Science Labs, 1 (one) for the Middle School side, 1 (one) for the Elementary side with microscopes and all of the various equipment that you need. We share a 300 (three-hundred) seat Auditorium with another school and then we have a fully stocked Library as well. So we have a variety of... we've made...you've...you've been there. We've made the most of...of...of what we can on the facility and we will be at the same facility next year, but we're hopeful that we can have some improvements.

Lindholm: And you also have...what's your computer ratio? Your Chromebook or...to student ratio, and by age? Kindergarten, maybe...

Mathur: So we have we have a...a Chromebook for every single enrolled student. So, the...we are full one-to-one school starting in Kindergarten. We actually have more internet-connected devices than students, because we also have in addition to the Chromebook for each student, we have an iPad cart. That iPad is used more for Content Creation type of things, where they need to do video or audio editing. Our kids like to do Stop-Motion Animation with the iPads, and then we have the Computer Lab, and then we have the computer controlled devices in the Maker Lab. So I...if I had to calculate a ratio, it's not like most places where the ratio would be 1 (one) or 2 (two) students for every computer. Ours would be more like 1.2 (one-point two) devices for every student.

Lindholm: It just sounds like you really are following up with your STEAM theme for your school. I mean...and STEAM is the Science, Technology, Engineering, Arts and Math. It sounds pretty...it's pretty exciting, and we did a...we did visit, I think, all the classrooms. The facility is a little older that's...Crown Valley School is about 50 (fifty) years old?

Mathur: I think the main campus is 52 (fifty-two) years old, but we're in all portables. I believe

our portables are about 35 (thirty-five) years old. We do have one brand new. We did get a brand new Restroom Facility for this year.

Lindholm: Good.

Mathur: So last year our restrooms clogged pretty much like clockwork at about 10:30 in the morning.

Trustee Boyd: Something to look forward to.

Lindholm: That's all I have. I'm sure that it's...there's a lot going on there and I'm glad to see your finances are up there, and your Academic Program is good. That's all I was...

Bedell: Where was that school again?

Lindholm: Oh that's in Laguna Niguel.

Bedell: Thank you. Trustee Boyd.

Trustee Boyd: Yes, Trustee Lindholm and I did have the opportunity to visit. I think it was early in your Academic Year, and what...what I remember is your music class, which may have been its...in its first week?

Mathur: Oh yes.

Trustee Boyd: Very memorable, shall we say?

Mathur: Beginning Band.

Trustee Boyd: Beginning Band. Where do you stand with WASC? Are you doing anything with WASC?

Mathur: So, the deadline to apply for WASC for next year is actually April 15th, so we are going to, by the end of this week, submit our application to WASC. Principal Fioretto is...serves on WASAC Committees to evaluate other schools, so she's very familiar with the entire process. So we're going to do our WASC next school year, probably in the spring. We may be able to fit into the fall, but...but more than likely into the spring.

Trustee Boyd: Okay. All right, and with respect to your location, what are the prospects, year-and-a-half from now? Are there viable options you feel will become available to you?

Mathur: There are viable options today, for next year. Our analysis of the facilities in the Capistrano Unified School District identified 8 (eight) school sites that could accommodate our entire enrollment, not just next year's enrollment, but the full enrollment. We are a startup. We

don't have a lot of money to, or desire to, enter into litigation and so in in the area of facilities, we kind of have to take what the School District offers us, and we're very grateful that they offer us anything at all. What...so we are...we will not have enough facilities next year for the number of students that are approved in our petition last fall. We did a Material Revision to increase the numbers just because of the number of applicants that we have.

We will not be able to satisfy the demand for our school. In...in exchange for...essentially an exchange for agreeing not to pursue litigation regarding facilities. Our School District is waving the Pro Rata Share and waving our portion of utilities, so that will be a cost savings to OCASA of about \$150,000 (one-hundred-and-fifty-thousand) for next school year. So that was the trade-off that we made and the reason why, you know...what we plan to do with that money is hopefully use it to help us secure better facilities in the future, whether that's...

Trustee Boyd: That's a wise decision. Anytime you can avoid litigation and reach a compromise, it's in everybody's...

Mathur: I...I've never sued anyone, and I've never been sued, and I hope to keep it that way.

Trustee Boyd: Well, thank you and good luck going forward.

Mathur: Thank you.

Bedell: Trustee Gomez?

Gomez: Yes, just a couple of clarifications on... the slides aren't numbered but I think it's Slide 4 (four). You mentioned the UCI Math Project. Is this a UCI Curriculum or do you have actually have a partnership with UCI?

Mathur: So we have...it's a vendor relationship, so it's not a partnership in...in the sense of that UCI has any ownership in our school or I mean...

Gomez: Okay, that's...that's what I needed.

Mathur: ...organizational ownership. We...we purchase the Curriculum and Professional Development from UCI. Our teachers go to UCI for training. Their faculty comes to OCASA to provide training...

Gomez: Okay.

Mathur: ...but I wouldn't call it a partner.

Gomez: Okay, that's what I wanted to clarify. Two slides later, I guess it's Slide 6 (six) about STEAM Wednesdays. I see that you have Gas Automobiles, but nothing about Electric Vehicles.

As you have 2 (two) Board Members here that both drive electric vehicles, I'm a little disappointed that you've got to address that.

Mathur: So, you know...

Gomez: That's a new technology and looking at Gas Automobiles.

Mathur: Absolutely, and to be very transparent and honest with you, we were trying to set up a field trip for today to have some of our students come to the Board Meeting, but then after the Board Meeting go to the Tesla Service Center, that's right across the street here. And...it didn't come to fruition, but...

Gomez: Okay, so you're going to address the Electric Field.

Mathur: Yea...oh, it's being...just because it's not a topic on here doesn't mean that it hasn't...

Gomez: Okay, that's all that I need to know. Okay, so next, under the Middle School Curriculum, you have the Chan Zuckerberg initiative. What's the relationship there?

Mathur: We have no relationship, direct relationship with them. They are a Foundation that funds Summit Learning, so they fund the development of this online platform, and so that allows OCASA to use the online platform at no cost to us.

Gomez: Okay, so it's just an online platform...

Mathur: Correct.

Gomez: ...that you're using?

Mathur: So they...Chan Zuckerberg Initiative....

Gomez: So is it...it's like a grant then?

Mathur: It's a grant to Summit Learning...

Gomez: Okay.

Mathur: ...not to OCASA.

Gomez: Okay, okay.

Mathur: We do have a partnership agreement with Summit Learning which outlines the fact that we don't have to pay any fees to Summit Learning that...

Gomez: Okay.

Mathur: ...in lieu of us paying it, Chan Zuckerberg's paying it.

Gomez: Okay. You also mentioned something about social and emotional goals when talking about that slide. Can you give me an example of one of those?

Fioretto: Sure. So within the curriculum a lot of what happens in their...can you hear me? Should I be on the mic?...is to sit down with mentors and talk about relationships and goals and how you work with that social emotional maturity. Our students are across the Board know full...are well known to be widely, developmentally different. The curriculum builds in social emotional activities. They do a lot of team building. They do a lot of collaboration with each other. They're doing mindfulness as they work with the social emotional piece of that. It's supported by the teachers. It's also supported by the mentors and the students themselves, so they build it through the curriculum. It's not a specific curriculum; it's within the classroom.

Gomez: Okay, all right. All your field trips, sounds like fun. How are you...how are you funding your field trips?

Mathur: So we...we build into our budget, funds for the field trips. Many of our parents do...do donate to...to cover the cost of the field trips, but the student attendance is not related in any shape or form to...to any donation that they may provide.

Gomez: Okay, but the parents may help subsidize...

Mathur: Yes.

Gomez: ...like one field trip or another or something?

Mathur: Correct?

Gomez: Okay.

Mathur: I mean, some of these overnight field trips are...are fairly expensive, and so the parents understand even at the...the traditional Public Schools when the kids go on the overnight field trips, generally the parents understand that...that they provide some sort of funds, but we did have kids go on the overnights and the parents...

Gomez: Okay. So if a child cannot afford to go...

Mathur: They still go. They still go.

Gomez: Okay.

Mathur: So, the only time that the child doesn't go on a field trip is if the parent says I don't want my child going to that field trip. It has nothing to do with the finances.

Gomez: Okay.

Mathur: And we have had that situation.

Gomez: Okay, on your Parent Satisfaction, you said you compare the school with non-educational groups. Did I hear that right?

Mathur: So this NPS metric is something that is not...it can be...we can use that metric to compare it to...non-education activities as well, so...

Gomez: Why would you do that?

Mathur: Because it's really hard to...to understand. If I...if I tell you that parents at my school are as happy as parents at XYZ Academy, most people don't have a...that detailed familiarity with different schools, but if I tell you that parents at my school are happier than customers at Nordstrom, people have...might have...

Gomez: Well that would be good if you could do that.

Mathur: ...and I can do that and we do, do that so...

Gomez: Okay, I'd like to see a copy of that if you could?

Mathur: Absolutely. Sure.

Gomez: Okay, that's all my questions.

Bedell: Trustee Williams?

Williams: I share Trustee Gomez's concern about Electric Vehicles, but I need to correct the record. She has a BMW Hybrid. I have the true Tesla; I'm the purest here.

Mathur: Wonderful. Well I believe our...

Gomez: I gave up my other Electric Vehicle.

Mathur: ...I believe our Principal is on the waiting list for the Model 3 (three), so...

Fioretto: I am.

Williams: Okay.

Gomez: That could be a while.

Williams: On a more...on a more serious note, Kapil. I think we met in 2015-16, around that time period, and you came up to me, you contacted me and I was impressed with your vision, your dedication, and what you wanted to do, but even now I'm more impressed. I'm impressed with what you've done. You've created the school. You've created a vision and what you've done in Laguna Niguel is this made...

Lindholm: It's by accident, right?

Williams: The...the sewer drainage, that's a problem for our good Trustee Lindholm. I would go to her and petition her to clear that up. But uh again...

Mathur: Thank you, I really appreciate it.

Williams: ...I really am very impressed with your presentation what you've done. I'm very, very supportive and I'm touched by how wonderful you have implemented this program. We've had many personal conversations about your frustrations and getting started, but you've done a great job. Congratulations.

Mathur: Thank you. I appreciate that, and...and I do...I do want to um add to that. We have a wonderful relationship with Kelly and Aracely, and the entire team at Orange County Department of Education. Even our Special Ed team has...your Special Ed Team has come out and...and looked and touched it every single one of our...our IEP's and you know, we have a really good working relationship, and we really...it is really unique in the charter world to have a collaborative relationship with the authorizer. So we really appreciate that.

Bedell: This is so sweet. If somebody's a diabetic they're going to be in a coma. Let me just change it. No. As I understand the Charter Act, the Charter Act encourages innovation developing within charters, to be shared broadly...

Mathur: Correct.

Bedell: ...as I understand. Professional Meetings were going there, but also local schools and people who might be interested. Could you tell us how you share...

Mathur: Yes.

Bedell: ...what you have with the host district and the other districts in your service area?

Mathur: Absolutely. So, we have invited, particularly in the area of 3-D printers, we...we hosted a Professional Development Day. It's actually UCI School of Engineering, came out to train our teachers and staff on how to use a 3-D printer. When that was set up we reached out to Heidi Crowley who's the Coordinator for charter schools of Capistrano Unified School District, and invited her and any of her staff at the school that wanted to learn about 3-D printers. We invited them to come out to the school. That's the kind of thing the...despite our relationship, that's the kind of thing that we...we want to do. We want to contribute and be...be positive.

Beyond that, we have presented papers and abstracts at professional conferences I believe 3 (three) times. Our charter had a goal that we would...we would present at 2 (two) conferences over the 5 (five) years.

So in the 2 (two) years we've done 3 (three) times and that's primarily because different organizations have asked us to present. So, and I believe, Dr. Boyd you were at one of our presentations that we did...

Trustee Boyd: Right, in Sacramento.

Mathur: ...in Sacramento last year, and then we did one in San Diego, and another one in San Diego. So it's...we want to collaborate. We're very new, we're only 2 (two) years old, so I don't really...we're not there yet where we can be hosting our own Professional Development and having teachers come in, but that...that would be part of the long-term plan.

Bedell: Well, I think that everybody who does one of these presentations, I'm very interested in seeing that part of the Charter Act implemented, because I think that's clearly in the best interest of all the children at the innovation...

Mathur: Well...

Bedell: and it helps, I think, District's may be reluctant to get involved with charters. I think it helps. This is what you're going also get and I think that's positive.

Mathur: Well, even if it...even if a District doesn't...doesn't directly engage with us, we actually...we do have a Principal from...from Saddleback School District who actually wants to come and see our school, but even if a District doesn't directly engage with the charter school, the fact that the charter schools demonstrate that there are parents who want this for their kids, it creates...it creates the mandate for the School District to...

Bedell: Sure.

Mathur: ...to innovate themselves, even if they innovate without our partnership. So in our local area, the School District has taken 7 (seven) Elementary Schools, and they've made them into sort of charter-like schools. And some of the...some of the ideas that they're implementing in those schools are things that are being done in the variety of the charter schools in Orange County. So that...just that piece alone, even if we don't go out and...and share, just that piece alone fulfills the part of the Charter Act where it's supposed to encourage innovation.

Bedell: Thank you. You have 311 (three-hundred-and-eleven) students, you say?

Mathur: Correct.

Bedell: What do you say you lose from the beginning to the end of the year? How many do you lose, would you say?

Mathur: Well, the 1st (first) year we lost, I want to say, 40 (forty) to 50 (fifty) kids. This year it's been far fewer. 1st (first) year of any new...

Bedell: Yeah, sure.

Mathur: ...charter school is always, you know, parents are...the program is unclear even though, we can describe it, until you experience it. So I wouldn't say that we have any abnormally high number of students that have left our school.

Bedell: What would be the most modal reason they would tell you?

Mathur: Most of it is that they're relocating. Some of it is that they...they like the idea of our program, but obviously, the...the school day is...is the same number of minutes, whether in a charter school or in a traditional school. So, like we had 1 (one) family leave because they really, really wanted their kid to learn violin, and we teach drums and guitar and woodwind and bass, but we don't teach violin. So, sometimes there are very specific things that parents want and they come to our school and they like the STEAM concept, and they like all of that, but that one specific thing kind of washes over everything else. And so, we have seen some of that because, you know, we...we are in a good school district and they have a lot of different things and...

Bedell: Options.

Mathur: ...violin is a big thing in Capistrano District.

Bedell: Sure. Linda, did you want to comment?

Lindholm: Just a quick follow-up. What's your waiting list?

Mathur: Well, we're going to be doing our...I'm going to defer answering the number because we're going to be doing our lottery next week on the 18th, and I will provide Kelly and Aracely with the waiting list. We have for next school year, returning and new applicants, we have...it's probably around 600 (six-hundred).

Lindholm: Okay.

Mathur: And we will...because of the facilities issue, we will likely only be able to accommodate about 380 (three-hundred-and-eighty), 382 (three-hundred-and-eighty-two), so

they're going to be several families, many, many families that want to come to our school that cannot because of the facilities.

Bedell: This year, your highest grade is what?

Mathur: 7.

Bedell: Okay. So, do you anticipate losing students who want to go to the normal 8th (eighth) grade or 9th (ninth) grade? Or how...I was thinking of 6th (sixth) grade. That's where I was going.

Mathur: So we're going to be adding 8th (eighth) grade next year.

Bedell: Right.

Mathur: We...we will lose some, but it's not because they want to go to their neighborhood 8th (eighth) grade. We...there is a very high-quality Charter School in Santa Ana that focuses on the Performing Arts, and we will have several of our kids...they leave to go to OSHA, but I'm not anticipating a large number of students leaving to go back to their...

Bedell: The reason I say that. One of the schools in my districts is Pre-K through 8 (eight) and they lose a chunk, in nature it varies, at the end of 6th (sixth) grade to make me want to go to a different school because it's more, particularly for, interestingly enough, for athletics.

Mathur: Correct.

Bedell: And so that school does not do the athletic program that those pa...and I was just wondering if there's a parallel?

Mathur: We will see.

Bedell: Yeah. I'd be very...

Mathur: It goes...it goes to that sort of that specific thing, you know? If you really want your kid to be able to be on their neighborhood football team...

Bedell: Right.

Mathur: ...and the high school has a feeder program with a specific middle school, then the parent may leave our school...

Bedell: Right.

Mathur: ...to go there.

Bedell: I just want you to keep that in the back...and I'd be very interested in a year from now for you to tell us where your kids are going to high school, and the year after that how they're

doing. Thank you.

Mathur: Thank you very much.

Bedell: Oh no, you've had your chance already, Dr. Boyd.

Trustee Boyd: Follow-up on this. The lottery. Will it be public?

Mathur: Yes, we are doing it at 3 p.m. on Wednesday the 18th. We're going to do it in our Auditorium. We have been advertising that online, on our website, on Facebook. We will be live streaming the lottery.

Trustee Boyd: Okay, good.

Mathur: So if a parent can't attend in person, and then we will be following up by May 1st (first) to every applicant to let them know whether they've been accepted, or if they have a waitlist spot.

Trustee Boyd: Okay, good, thank you.

Mathur: And we publish our waitlist online, on our website, so anybody can check that at any time.

Williams: Do you use a Random Table? How do you secure the website?

Mathur: We actually had Ms. Blunkie, who spoke earlier today, She and her husband wrote the lottery software and then we...we took their code and submitted it to a 3rd (third) party to audit it, to make sure that there was no funny business going on. So, basically we load up all the...the names and I hit a button, and our friends from CCSA usually are there to monitor the whole thing, and I actually had to ask her to add a delay in the software because it was very anti-climactic. I would hit a button and it would be all done. So now just a student name, then it waits a second, and then another name, but it's done. It takes all of about 15 (fifteen) minutes, so I know a lot of charter schools do it manually with like a Bingo-type of system. It takes all day; ours is done very quickly.

Bedell: Okay. Thank you very, very much.

Mathur: Thank you so much.

[AUDIENCE APPLAUSE]

Bedell: Do I have a Motion to Approve the Consent Calendar?

Gomez / Williams: So moved.

Gomez: Second.

Bedell: Moved by Williams, seconded by Gomez. Just like to, you know, we don't discuss it, so

please familiarize with...I'd like to thank on Item Number 7 (seven)...

Williams: If I can say a few words?

Bedell: Pardon me?

Williams: If I can say a few words, if you please.

Bedell: On the Consent Calendar?

Lindholm: You can.

Williams: May I? Will you be so kind?

Bedell: I'm always so kind to defer to the Senior Statesman on the Board.

Williams: I want to thank David as we worked on the language to make it less emotional, I think, and make it to the point. So I think it reads much more like an...

Bedell: I agree. Thank you, both of you for doing that. We will give that wide distribution. The Number 8 (eight) is just something we lobby for every year when we go back to Washington together, almost \$60,000 (sixty-thousand dollars) to cut down as low as 20 (twenty)-something didn't it? So that's back up. It's interesting to see which districts participate, and always one of the highlights of being chair, is to sign the diplomas, so thank you for that and School First Credit. So all those in favor for the Consent Calendar, which we don't normally discuss, please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Pass of 5-0 (five-zero). Renee, come on down. You're going to...you have 5 (five) item...4 (four) items for us? 4 (four) Public Hearings?

Hendrick: All right.

Bedell: Okay.

Hendrick: Good afternoon, President Bedell, Members of the Board. Thank you for allowing the Superintendent to conduct this hearing for public input into the CSCA proposal to the Superintendent for the 2018-19 school year, and I am handing out, Dr. Mijares, the proposals. And so this time I'd like to open the Public Hearing to invite any members of the public to comment on CSCA's proposal for 2018-19.

[A BRIEF PAUSE WHILE WAITING FOR ANY PUBLIC COMMENT. NONE IS HEARD]

Hendrick: Hearing no comments, I'd like to close the Public Hearing at this time.

Bedell: Thank you.

Hendrick: Our next Public Hearing will be for allowing the Superintendent to conduct the hearing for public input into the Superintendent's proposal to CSCA for the 2018-19 school year. Proposals are being handed out once again. I have 3 (three) more, Darou. You might as well just hold on. At this time I'd like to open the Public Hearing and invite any members of the public to comment on Orange County Department of Ed's proposal for 2018-19.

[A BRIEF PAUSE WHILE WAITING FOR ANY PUBLIC COMMENT. NONE IS HEARD]

Hendrick: Hearing no comments, I'd like to close the Public Hearing at this time.

Bedell: Thank you. Item 11?

Hendrick: Thank you for allowing the Superintendent to conduct the hearing OCSCA's proposal to the Superintendent for the 2018-19 year. This time, I'd like to open the Public Hearing for any public comment, invite any members to speak.

[A BRIEF PAUSE WHILE WAITING FOR ANY PUBLIC COMMENT. NONE IS HEARD]

Hendrick: Hearing no Public Comment, I'd like to close the Public Hearing at this time. My last one...

Bedell: Thank you.

Hendrick: ...this is to conduct the Public Hearing for input from the Superintendent's proposal to OCSCA for the 2018-19 school year. At this time, I'd like to have any comments.

[A BRIEF PAUSE WHILE WAITING FOR ANY PUBLIC COMMENT. NONE IS HEARD]

Hendrick: Hearing no comment, I'd like to close the Public Hearing. Thank you for allowing us the time for our hearings.

Bedell: So, Superintendent Boyd, would you like to give us some direction here? And your rationale for said direction?

Associate Superintendent Boyd: I would like to propose to the Board that they take a 15 (fifteen)-minute recess, have their lunch and let us reset the room. We have parents who have been waiting for Inter-District Appeals, and they're here and ready to go. So...

Bedell: So we....

Associate Superintendent Boyd: ...and then we would come back after the Inter-District

Appeals. We would take the remaining items and do the rest of the Agenda.

Trustee Boyd: Okay, with respect to Number 13 (thirteen), and that's been pulled, so there's obviously no actions going to be taken. I do understand there are some technical issues that need to be addressed with respect to Scholarship Prep, and I would encourage staff and Legal Counsel to work with them as quickly as possible.

Associate Superintendent Boyd: We have a meeting scheduled with them next week.

Trustee Boyd: Okay, thank you.

Lindholm: And I'd like add...I'd like to see that on the next Board Meeting, the correction to that issue.

Associate Superintendent Boyd: We plan to do that if the meeting, depending on Legal Counsel...we're meeting with their Legal Counsel, so we...our plan would be to bring it back in May, but depending on how they react to what we're proposing, it may or may not be on the Agenda.

Lindholm: Okay, but...

Associated Superintendent Boyd: But we would do it as soon as possible.

Lindholm: I would encourage on this particular item that it comes back quickly.

Associate Superintendent Boyd: Most definitely. That would be our intent as well.

Bedell: Okay, so we will...I need a Motion...

Lindholm: Just a sec, I gotta grab my Agenda? Hang on.

Bedell: ...to do item Number 14 (fourteen).

Williams: I will so Move to move item Number 14 (fourteen).

Bedell: I second, Dr. Williams. Any discussion on that?

Trustee Boyd: Any issues on that?

Bedell: No.

Associate Superintendent Boyd: And there were no changes to either 14 (fourteen) or 15 (fifteen). It's exactly the same document you would use...

Gomez: Oh, good.

Associate Superintendent Boyd: ...in the previous...

Gomez: Nice.

Bedell: Okay, so move...all in favor of 14 (fourteen) please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY “AYE”]

Bedell: Opposed? That Motion was made by Williams, Bedell. 15 (fifteen), approve the Agreement between Board of Ed and Vista Condor Global. Moved by Williams, Seconded by Bedell. Any discussion? All those in favor, please say “Aye”.

[ALL REMAINING BOARD MEMBERS SAY “AYE”]

Bedell: Opposed? Passes. We now go to item Number 16 (sixteen).

Williams: I so Move.

Lindholm: Second.

Bedell: Moved by Williams, Seconded by Lindholm. She wants her name in the middle.

Lindholm: That's right.

Bedell: This is moving in a month, from April.

Associate Superintendent Boyd: Is there...they're still working on the document.

Bedell: And that's a negotiation with our staff?

Associate Superintendent Boyd: Yes.

Bedell: All those in favor of 16 (sixteen), please say “Aye”.

[ALL REMAINING BOARD MEMBERS SAY “AYE”]

Bedell: Opposed? It is done. That was Moved by William, Seconded by Lindholm. Okay, all those in favor, passes, passes, 5-0 (five-zero), 4-0 (four zero). Okay, we now go to...what is the wisdom of the staff? Do you want to go to the...do we need a Closed Session?

Wenkart: A short Closed Session.

Bedell: Okay, we will make a 5 (five)-minute Closed Session with our lawyer.

Wenkart: We can do that.

Bedell: I'm going to hold him to it.

Lindholm: I think we should, yes.

Trustee Boyd: Okay.

Bedell: We convened at 3:33 P.M.

Williams: Dr. Bedell, since we are at the late hour of 3:30 P.M., the Board Discussion Items are very, very important. David and I have talked about a Legal Brief by Mr. King that we obtained about 3 (three) years ago...4 (four) years ago?

Trustee Boyd: I'm pretty sure there was a written opinion from Cota Cole. I...and it wasn't that much different than Ron's if I recall, other than the ultimate conclusion on what happens if

there's a two-two...

Williams: Yeah, but I think that, yeah, you may be right, but my understanding was that there was some indifference, that the Board did have a say-so in the selection of Legal Counsel, and since we don't have that document review, that's really important. I thought we would have it here today. That was something that David shared with me this morning that we wouldn't have. So, would you be okay to put this at the next meeting?

Trustee Boyd: I have no objection, but the main reason this was put on was to allow the Superintendent to lay out the game plan as to how he sees this process evolving over the next weeks or month.

Bedell: For the sake of the audience, our wonderful aid which is out there with his yellow pad...

Williams: Mr. Wenkart.

Bedell: is...has decided, and I'm sure the great deal of angst and regret and rue, to retire July 31st at 5 (five) P.M., necessitating the need to begin a process that we all feel comfortable with, in trying to replace or minimally staff the position, and we've asked the Superintendent to lay out for us what he thinks is the best for the Organization, the Administration, the Board, but most importantly, we always could do first is what's in the interest of the students in the organization.

Mijares: Okay, thank you, Members of the Board, and it's great to be with you today. Let me just say that everything you, said, Dr. Bedell, about Ron applies. Ron has been here for 35 (thirty-five) years and he's working until Jan...July 31st, 2018, and so, it's going to be no easy feat to replace Ron as our Chief Legal Counsel. As most of you know, Ron serves not only the Orange County Department of Education, but the Orange County Board...School Board, so he has a dual role and we felt that having looked at the issues that we face, and the need for moment-by-moment, or day-by-day, I don't think that's an exaggeration, Council, that we wanted to move as quickly as we could to find a replacement for Ron.

And we thought it would be important to have some carryover, some lap over of duty and responsibility, and give Ron an opportunity to familiarize the next person that will come in and fill his shoes. So what we are proposing is that...we have posted the position as of the 9th of this month and it's found in EdJoin and Educational Associations. This is where we go out to notify the public that we're looking for an individual, as a professional circles and...so we elicit from prospective employees to submit an application, and of course we have a job description. I think you guys have a copy of that. Right? Did you get a copy of the job? You don't have? Okay, well,

we, no, we don't have, but we'll make sure you get that update.

Associate Superintendent Boyd: It will be in their Friday update; the Friday folders.

Mijares: Okay, yeah, and this is...we...what we did was we took the job description that Ron was under and pretty much just refreshed it, because it was comprehensive back then and you'll see it. It's...it's...it's...it speaks for itself in terms of what we're looking for. So make sure that you get that. My feeling was that we would get the applications and paper screen them and then take them through the interview process. There's usually a first-level face-to-face interview that's given to the candidates or provided for the candidates, and then we screen that down and do a final interview, and I have commented with the Executive Committee of the Board that we want the...the Board to be involved, and I think we said that...I said that in a letter that I sent to the Board concerning Ron's retirement.

And the process that we would follow, so I am hoping that we can gain unanimity between the Board of Education, and in my office, concerning who we select. I think we're going to be looking for the same type of person. We want somebody who, and by the way, the Code does talk about somebody who has education, school experience, you know, so it's not just education, experience in the general sense. They could have come out of the university world, but we're looking for somebody who has ample K-12 experience, something like 10 (ten) years' worth of that experience. That's how we're quantifying it because you can see we live in breathe these issues, and it's not a place for a novice because then you'll spend all of your time having to consult with external Legal Experts, which will defeat though the purpose of this...this job.

And then the other thing is that we provide abundant Legal Counsel for Districts, especially the small Districts that don't have the budgets and really need support in terms of you know, what does the Ed Code say? What does the Law say? And we always have a Proviso that tells them that you need to consult with your own attorney, but for the most part, they take what Ron has to say and then if there's a, you know, something that's more confounding or...or perhaps more controversial, or there's just the Board cannot resolve, then they go out and find their own Legal Counsel and they have to pay for that, but you know that. You know that we do provide services to the 27 (twenty-seven) Districts, the LEA's that we serve and we also provide some...some counsel to Community Colleges as well.

We have 9 (nine) Community Colleges in the County. So back to the process. So my thinking was that I would use the Executive Committee of the Board to go through the process here and advise the Board as to where we're at, who's applied for the positions, and you know, I...it's not going to take a long time, I don't think, to do some paper screening, just based on experience. Looking at the criteria that has been noted in what we have posted. Find the top candidates. We also will do a background check to make sure that there's, you know, nothing hidden under a rock somewhere. You want real transparency, sunshine over the process, and make sure we're finding the right people.

So working, I think, with the Executive Committee of the Board will give us a chance to make sure that, you know, you reflect the sentiments of the Board. Naturally, I'll talk about what I think we need here in the department and then when we have a...go into the final interview, we'll do it together and you can see who the candidates are. So you feel comfortable with that. Then I think we can get to the point where we're unanimous. That's my goal. Why would I want to bring somebody in here that you don't like? You know, and...or you bring somebody in there that I'm not sure of? I think it's...I think it behooves us to go at this as a team and find the right person.

Bedell: Okay. First of all, I'd like to say thank you for that clarification of what your thoughts are. This has the...we look around the state. I think we've been blessed to have good Superintendent-Board relationships, you know, there are always going to be issues, that will be something, but I think we've been blessed. Many counties around the state do not have that particularly where both...all of them are elected including the Superintendent, so I appreciate your reaching out to the Board to incorporate this and recognize the unique relationship we have.

Mijares: Right.

Bedell: Trustee Williams has been, I think, excellent over the years highlighting that we really need to be sure that the Board is being heard on this and I appreciate Ron's work on that area. So I am comfortable with what you're suggesting. I appreciate it. I've done this picking a new Chancellor for the CSU; is a very similar model...

Mijares: Right, right.

Bedell: ...and confidentiality is always maintained and the integrity of the process is maintained. Trustee Williams, you raised this whole subject, I believe. Did you not?

Williams: Yeah, yeah. So I love the spirit and all that you expressed and I think that's the right spirit and in finding Ron's replacement. It's gonna be hard shoes to fill and what a great man he is. The questions I have, because it's not really put out in any sort of document, is it's good to go through the Executive Committee, but the Executive Committee really can't go then to the rest of the Board, correct, because of the Brown Act? So that kind of leaves three Board Members out of the process; there's only two people involved so I'm not sure how the process was. Ron...Ron, when you were brought on here, was there an existing...? It's been so many decades now, was there...?

Lindholm: Thirty-five years.

Mijares: Thirty-five years, wow.

Williams: It was an existing...was it private, independent relationship with the Board Attorney or was it a hired full-time employee. Can you...?

Wenkart: My recollection is that when I was hired to be General Counsel, there was...the first interview was a panel of District Superintendents and the Assistant Superintendent for Business Services, and then the second interview was just one-on-one with the County Superintendent, Bob Peterson at the time, and then the decision was made. As far as I know, I don't know if the County Board was involved at all.

Williams: Was that because originally in the State Law the...your position, or the Legal position, was delegated by the Supervisors.

Wenkart: That was before I got that...was 1977, and so, you know, I was hired as Counsel in 1982 and then the General Counsel left, and in 1984, they had the interviews for General Counsel, and there was other candidates who, you know, I don't know who they were and so I went through an interview like with two District Superintendents and the Assistant Superintendent of Business Services for the...for the OCDE and then I was told that I was qualified for the second interview. I don't know if there was more than one candidate for the second interview. I went for a second interview with Dr. Peterson and then I was told I was hired so whether he consulted with the County Board or not, I don't know.

Trustee Boyd: So it sounds like the relevant law was the same...

Wenkart: The relevant law was the same...

Trustee Boyd: ...and you were appointed as...

Wenkart: As Legal Chamber took place prior to prior to that in the 1970s.

Trustee Boyd: What are the chances we could find some Board Minutes from those days?

Wenkart: I don't know.

Gomez: Old.

Wenkart: Probably wouldn't be any. If he did consult it would have been in Closed Session and so he...there wouldn't be any Minutes...

Trustee Boyd: Okay.

Wenkart: ...for something like that because that would be a Personnel matter.

Trustee Boyd: Okay.

Williams: Dean...Dean McCormick was on the Board and so was...

Wenkart: Yeah, Dean, was on the Board.

Williams: Maybe we can...

Wenkart: They might have some recollection. This was on the Board.

Williams: Yeah, get back to them.

Wenkart: So they may know if Dr. Peterson consulted them or not.

Williams: Yeah.

Bedell: Okay.

Trustee Boyd: Okay. Well, anybody else have any questions, comments?

Bedell: Okay then, we go the second item you had, Ken, was your...

Williams: Yeah. I'm going to...

Bedell: AB 329.

Williams: There's...there's so much that was discussed today on that, and I'd like to see the actual program that was...so what was it called? Teen Talk?

Trustee Boyd: Teen Talk, right.

Williams: Yeah, if...if...we can give a copy of that curriculum...

Mijares: Ken?

Williams: ...to all the Board?

Mijares: Would you mind well, while you're thinking this through a little bit, if I just make a couple of comments about this?

Williams: Sure.

Mijares: Okay. So first off there is an Opt-Out Provision and I know that some people thought that there was not. We are currently going through our web page and developing it out further.

So some of that information may not be up to speed, but we have advised all Superintendents across the county of the Opt-Ed Provision. We will have a statement that will be right on our web page that says it.

Williams: For everything, it has...?

Mijares: So in terms of Sex Education, HIV teaching, there's an Opt-Out Provision. We'll make sure that everybody know that.

Williams: Even...even for the more controversial gender identification and the AIDS and all that?

Mijares: The...the...

Williams: Ron...Ron...the reason I bring this up, Ron's earlier memo to us. In other words, is that a Public Document or is that just...is that...qualify as something that's covered under the Board Communication?

Trustee Boyd: I don't think it was marked confidential.

Williams: Yeah.

Wenkart: I didn't mark it as confidential because I thought that it might become Public and so...

Trustee Boyd: Yeah.

Wenkart: ...you know, if you wanted to make it Public, you could.

Trustee Boyd: Okay. That did seem to indicate, though, that there was no Opt-Out Provision for...

Wenkart: For things like...

Bedell: Pieces of it.

Mijares: Well the...the thing about what he's gonna tell you...God bless you...

Lindholm: Thank you.

Mijares: ...is that...I think what you're going to say, Ron is that there may be something you can't Opt-Out on...

Wenkart: Right.

Mijares: ...but that is pervasive throughout the entire...all of the state frameworks.

Trustee Boyd: Right.

Mijares: Okay, but go ahead and say it.

Wenkart: Yeah, I mean, for the Sex Education and the HIV Education portions, parents can Opt

Out but they added a provision that says that you cannot Opt Out of discussions about Gender, Gender Identity, Gender Expression, Sexual Orientation, Discrimination, Harassment, Bullying, Intimidation, Relationships, Fa...Family and Relationships if they do not discuss Human Reproductive Organs and their Functions. So they...the reason I read all those categories is because they put them all together. The Legislature decided to put those all together.

So...and I think one of the speaker's today pointed out that the Legislative intent was...that the Legislature looked at this as Bullying and Harassment Issues, and they wanted students to receive this information because they thought it would cut down on bullying, and you can agree or disagree with that. But I think that that speaker was probably correct, but that was the...the Legislative intent or that was the general thinking of the Legislators when they passed the Legislation, but that's probably what's caused the controversy, because from listening to the speakers, some of the speakers want to be able to Opt Out of the discussion about Gender Identity, Gender Expression, and Sexual Orientation as well.

Lindholm: Question for you on that. Does that have to do with...that's Alcohol and Tobacco that was the bill that was passed by taxpayers, and that was to, well supposedly, to educate our students about Cancer that has to do with Tobacco, and Tobacco uses, and etcetera..

Trustee Boyd: There's a tax associated with that...

Lindholm: ...and...

Trustee Boyd: ...and it was supposed to be used for those purposes.

Lindholm: It was specifically supposed to be used for that purpose. Is that...is that tied to this? Is the funding tied to the requirement to have this questionnaire go out?

Wenkart: Well that yeah, the TUPE Funding is tied to the questionnaire, but the overall Legislation, the California Healthy Youth Act, is not tied to the TUPE Funds. That's just a mandate that we...that all School Districts have to follow. The questionnaire is tied to the TUPE Funds.

Trustee Boyd: Mr. President, if I can make a suggestion. We're going to lose the quorum in the not-too-distant future. Perhaps Ron could give us a written update on these issues, and if any Board Member feels it's appropriate, it would be put on the Agenda at an earlier part of the next meeting. So...

Williams: You know, this issue is so very important. I'm so very troubled by the...the ruling political class that's in Sacramento dictating to parents what they can and cannot teach their kids,

and that's a troubling aspect, and this is very, very fascist-like. It's you will listen to this even if it disagrees with your religious values, and that's the problem with this. You can Opt-Out of Sex Ed but as far as Political Indoctrination, Political Correctness and Cultural Issues for those parents who feel very strongly, they're now going to break the law, and we're going to force some of these parents to become criminals. And what is the School District going to do if the kids don't go in. So this is very, very...of deep concern. I think it's troubling. I like to see a little bit more time and I would make the Motion if we can move this to the front of our meeting next time, because I'm not done with this. I would be willing to the halt because we're going to be losing our quorum here. Would that be acceptable?

Bedell: The Executive Committee has heard your request, and...

Lindholm: Well, I can second that.

Wenkart: If I can if I could get a little clarification...

Lindholm: It goes earlier on the Agenda. I believe two people can have something Moved on the Agenda.

Trustee Boyd: Okay. All right.

Wenkart: Beyond what's in the Legal Opinion that I gave you, or the memo I gave you, what specific issues did you want me to grab?

Trustee Boyd: Why don't you let us read that and if there are things we can communicate with you...

Wenkart: Okay.

Trustee Boyd: ...we'd like clarification here, clarification there.

Lindholm: And I'd like a copy of the...I was looking on the website. It is a...it's a mess to find this, on the State website, find the California Healthy Kids Survey question.

Mihjares: We have...

Lindholm: It is...look. It is almost impossible to find. In fact, I could not find it on the State website and I'd like a copy of that one. I know...but I know there's about 12 (twelve) other questionnaires.

Wenkart: The questionnaire? Okay.

Lindholm: If I could find a link for that...

Wenkart: It may not be on their website.

Associate Superintendent Boyd: That we gave you...the Healthy Kids Survey?

Lindholm: That yes, I would like that survey.

Associate Superintendent Boyd: So we can just pull what we've given the Board previously and send that to you.

Trustee Boyd: Okay, before we adjourn we have...

Lindholm: ...but you have a Public Comment on this.

Trustee Boyd: ...probably the most patient person in Orange County. Public Comments, Dawn Urbanek? I greatly appreciate your patience and we'll...

Lindholm: Uh oh, we're going to have to tell Ron.

Wenkart: Oh, I'm sorry. Sorry.

Urbanek: I think this is a very important issue because I don't know if you guys know how this curriculum came about. This law was authored by Assembly Member, Shirley Weber, and was sponsored by the ACLU. The curriculum was written by lat...California Latinas for Productive Justice, Equality for California, Forward Together, Planned Parent...Planned Parenthood Affiliates of California. Essentially, we have political activist groups that have bought access to our children and I can tell you it won't stand. Every one of you and everybody in Sacramento will lose their position if you go forward with this. Right now the State of California doesn't look very good because we have...get your phone.

Williams: That's your phone.

Bedell: We won't count that against you in the time.

Urbanek: I'm almost done. If you think about it, the state of California has gone from the number 1 (one) Public Education System in the world to 44 (forty-four) and I had to pull my child because I found out that under Local Control, the...the California Content Standards and Curriculum Frameworks are a recommendation. They're no longer a requirement. So when my daughter was in Algebra 1, she didn't get the last 3 (three) chapters of Algebra. So our kids got A's in the class. Parents would never know until their kids go take the State Exam...the College Entrance Exam, and their kids wouldn't get in. So it wasn't that my child couldn't have done the work when we tested her to get into private school. She actually got to go into Geometry Honors because they gave her a month to study those 3 (three) chapters. The only thing that California requires as a mandated curriculum is P.E. minutes, like, I think it's like 217 (two-hundred-and-

seventeen) every 2 (two) weeks, and now, Gender Studies. That's...that's shameful that the Legislature allowed these political organizations to buy access to our kids, and they are selling the data. They want the Sexual, Social-Emotional data from our children, and I have documentation to CUSD doing that, if you ever want it. Thank you.

Trustee Boyd: Thank you. Adjourn?

Bedell: Motion to Adjourn?

Lindholm: We move to Adjourn.

Bedell: All those in favor, please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Oppose? Thank you. Thank you to staff for staying this long.

[MEETING ADJOURNS. THE REMAINING CONVERSATION OVERHEARD IS
PLANNING FOR THE BOARD MEETING ON MAY 9TH, 2018]