

Board Meeting 7-11-18 Transcription

[PRESIDENT BEDELL BEGINS THE MEETING BY STRIKING THE GAVEL SEVEN TIMES]

Bedell: Good morning.

[AUDIENCE MEMBERS REPLY “GOOD MORNING”]

Bedell: Welcome to the Orange County Board of Education. Regular meetings are held each month at 10 A.M. unless otherwise noted. Any person wishing to address the Board on any matter whether or not it appears on this Agenda, is required to complete a request to the...address the Board card available on the table near the door. Please submit the completed card to the Board Recorder prior to the beginning of the Board Member or the Item Discussion if it is an Agenda Item by the Board. Each individual will be allowed 3 minutes per person per meeting and may not give their time to extend time for other speakers. All persons are reminded that this is a public meeting and attendees and speakers should be respectful of each other and the Board, and that includes waving no flags, jumping up with signs, etc.

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 posted online and can be reviewed at www.ocde.us/Board/Pages. Agendas will be available at the Public Meeting at the back table of the Board room. Thank you, thank you, thank you all for attending this meeting. May I have the Invocation, please?

Gomez: Yes. Um, good morning and thank you for being here. Thank you. Um, as we welcome our 2 new Board Members, let us be thankful for another beautiful day in Orange County. Let's be thankful for living in a society that values democracy and for allowing us the opportunity to hear from our citizens. As we conduct our business this morning, we recognize that we are of diverse opinion, but please guide our hearts and minds in the spirit of fairness with good thoughts and speech. Please provide the wisdom to bridge our differences and reach decisions that are best for our community. Please give us insight to lead with integrity as we represent the people of this County.

Help us have the strength of character to make good decisions as we serve the students. Let us be compassionate, understanding, respectful and thoughtful in our dealings. Remind us of the common purpose we have to make our schools, community and World better. Help us to do our very best today and every day not by worrying about whether we are right but by doing the right thing. As we embark into the summer into the upcoming school year, let our minds and hearts be open to peace and diversity. Thank you.

Bedell: Thank you very much, Trustee Gomez. Mr. Fong, will you please lead us in the Pledge of Allegiance to our flag?

Carl Fong: Everybody rise. Place your right hand over your heart. Ready? Begin.

[MEMBERS OF THE AUDIENCE: I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible with liberty and justice for all.]

Fong: Thank you.

Bedell: Thank you very much, Carl. May we have roll call, please?

Sisavath: Trustee Sparks?

Sparks: Here.

Sisavath: Trustee Barke?

Barke: Here.

Sisavath: Trustee Bedell?

Bedell: Here.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Williams?

[TRUSTEE WILLIAMS WAS NOT PRESENT AT THIS POINT IN TIME]

Bedell: Thank you very much. Do we have any introductions, Ms. Boyd?

Associate Superintendent Boyd: Um, we do not have any introductions. Uh, we may have a law student who wanted to observe this morning's Board Meeting.

Bedell: Okay.

Boyd: She's not checked in with me uh, yet but if she does I will let the Board know.

Bedell: Is said law person in the room? Seeing no...I see no law students. Okay. Do I have a Motion to Approve today's Agenda?

Gomez: So Moved.

Bedell: Moved by Gomez. Seconded by...?

Barke: Mari Barke.

Bedell: Ms. Barke?

Barke: Yes.

Bedell: All those in favor of the Agenda submitted, please say, "Aye."

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes unanimously of those present. Minutes of the meeting of June 20th, 2018.

Gomez: I'll move as presented.

Bedell: Moved by Trustee Gomez as presented. I'll...I'll Second it since I was there. All those in fav...any comments to the Minutes? All those in favor please say, "Aye."

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes unanimously. Okay, Public Comments. Ms. Boyd, you want to lead us, please?

Boyd: I...

Bedell: Call the names, but we do this is the first come, first serve basis. This is the issue of general Public Comments or you may speak at the...specifically to an Agenda Item as I said in my opening remarks. People can...your choice. Okay?

Boyd: Okay. At this time, we have uh, 5 speakers who would like to make Public Comments and then we have a number of speakers for Item 13, and 1 Public Comment for Item 14 that will come up later in the Agenda.

Bedell: Okay. So, could we what...Ms. Boyd will call your names and if you would line up here it would save time. So, if you want to give us please, Ms. Boyd, those names?

Boyd: Dorothy Bell will speak first, followed by Kiko Ellsworth. Dorothy Bell?

Bedell: Dorothy? Would you come on down, please?

Boyd: Would you come to the podium?

Bedell: And then next person is?

Boyd: Kiko Ellsworth.

Bedell: Kiko?

Boyd: Oh, yes, I can. So, Shanda Lobatos, are you in...you would be the next speaker after Dorothy Bell. So, Ms. Bell, would you please come to the podium?

Bedell: Thank you. Ms. Belltevue.

Boyd: If you would say your...speak your name. We have a uh, recorder...a timer, excuse me, and so it's going to be on green and then it will go to yellow and then at red it will buzz so there will be 3 minutes allotted.

Bell: Thank you. My name is Dorothy Bell and I would like to say good morning to President Bedell, to Dr. Mijares and the Board Members. Uh, I've lived as a resident of Orange for over 40 years in the City of Orange. I worked in the corporate world for over 41 years in Orange County and I would like to say I'm a...retired from the corporate world and I presently work as a crossing guard for the City of Orange, and I did this because I want to help keep my local school safe. I'm a safe person. So, when I retired, I would like to give back. I've been blessed by AT&T. I recently surveyed the new State Health framework draft for 2019 and was shocked at what I saw. In Chapter 6 it defines all forms of gender and uh, the gender identity refers to one internally deeply-held sense of being male, female, neither of these, both, or other genders.

It may not necessarily correspond with an individual sex assigned at birth. Students may not conform to the social norms of binary gender identification of male and female, and in Chapter 5 it identifies them as expanded...in an expanding concept and ever-changing spectrum. So, basically this is a blank check for definition of gender. This to me goes beyond common sense. I don't think a person needs a doctorate degree to realize that it is not good for kids. My question is if we continue with this type of logic, what's next? Will they say race is a spectrum? Will they say I can be racially fluid, meaning today I am white, tomorrow I'm black, based on my fluctuating perception of feelings?

Or can I be Aracial, meaning I choose to be no race at all even though my DNA exposes my ethnicity no matter what I say, think or imagine myself be. Why don't we just let kids be kids and not impose a gender confusion or stereotype? I've worked with kids uh, since I retired and before and I would like to see kids just be kids. I'm a grandma also. What in the world are we teaching our kids? I look up at this described sexual orientation and one of them I looked up as called Polyamory, which is an orientation toward having consensual non-monogamous relations and multiple partners. This may include open relationships among many other setups. I guarantee you most parents will not want their children being taught this in school. How is this the promotion of a safe and healthy relationship built on mutual commitment? Why are we given license to promiscuously and calling it sexual orientation? Thank you for listening.

Bedell: Thank you for your comments and thank you for protecting the children as they cross the street welcome.

Bell: You're welcome. Thank you.

Boyd: Shanda followed by Brenda Lebsack.

Lobatos: Good morning. My name is Shanda Lobatos. I am a mother; I reside in Anaheim. I currently work as a Case Supervisor for managing in-home Behavior Programs. I'm a Master recipient on my Psychology... a Psychology degree. I've been doing this job for close to 20 years. I do assessments. I walk into homes. I guide parents. I look at maladaptive behavior. I redirect it to Alternative Behavior. So, this brings me to April 27th at Betsy Ross Elementary School. We received a flyer that the Anaheim Elementary School District, along with the LGBT community and Western Youth were going to have a Diversity Week, and what...that what that entailed was unity by pride. Now, I want to make it clear.

I don't have anything against the LGBT community but I am a mother and I have a value system of what I want to teach my children, when I want to teach them. When I went through the flyer, I started to notice that they were...there were 5 days that were going to have different activities and I immediately emailed the principal and said listen, I don't want my children to participate in it. Now if it's 5 days, that means it's mandatory or I pull them out of school. So, it was a catch 22 situation and I wasn't okay with it. So, I went to the school on Monday and they said they were going to postpone it, not take it away, not eliminate it but postpone it. They later set up a uh, meeting at the school grounds and they have multiple parents there that were concerned about it, and when I found out that there was going to be a guest speaker.

Okay, so I followed up with them. I was going back and forth. Where's the curriculum? Where's the guest speaker? What's going to happen? What were the books? What were you guys going to do but yet, you're not implementing S48. What is all of this? Now, because of my background I started looking around, because depending on where the child is developmentally and you implement concepts that are in the gray area and they're not ready to assimilate that, they're gonna have a hard time accommodating that. I went back down to the Anaheim Elementary School District and this was after I started clicking around at the LGBT agency. I found something on spirit and junior high...high school and I found 2 guest speakers.

I want to share what their internet. This is Venus Delight. Click, click, click, click, click; one of the guest speakers. Another video, we have buttocks exposed. You go further through the video, you have a penis exposed on YouTube. I have a problem with this. This is an elementary school campus. Now, I understand where Gender Spectrums come from. It comes from Alfred Kinsey. It was developed upon skewed data off of deep people that had quote unquote, "deviant behavior". Other people may label it differently. My concern is that they're bringing in this information and they're allowing the children to be taught this information. I can't get the curriculum.

I can't find out who the speakers are going to be and I have a problem with this because I have my Master's Degree in Psychology. I know developmentally when you're supposed to introduce things that are in a gray area. Now, I just received information from the teachers that were trained District-wide and they said that if a child has homosexual tendencies, not to tell the parents.

Bedell: Okay, thank you.

Boyd: Your time is up.

Lobatos: Okay. I'm sorry.

Bedell: No, thank you.

Lobatos: Yeah.

Bedell: Okay, we have reached...we can take...we have time for 1 more.

Boyd: I called Brenda La...Lebsack, so we'll take that 1 and we'll...

Bedell: Brenda, and then we have a time certain on the Agenda, which we follow. Brenda here?

Boyd: Brenda here?

Bedell: I'm sorry. Did we get your last name wrong? I'm sorry.

Boyd: Brenda Lebsack?

Bedell: Brenda's pretty easy.

Lebsack: Thank you. On your mark, get set, go.

Boyd: Yes.

Lebsack: Okay, um, greetings Dr. Bedell, Dr. Mijares, and Members of the Board, and especially the new members that just are getting in today. My name is Brenda Lebsack. I am a Trustee of Orange Unified and I represent myself. As you may have heard on May 30th, the Orange Unified School Board voted 6 to 1 against the implementation of Teen Talk pilot due to community opposition and demonstrated medical inaccuracies concerning HIV prevention. Following this action, OUSD received an email and letter from the ACLU. Please keep in mind that the ACLU endorsed Teen Talk. An email from Perryn Reis, who is the Associate Director of Health Connected, the company that published Teen Talk, stated, "the ACLU is a big supporter of our curriculum because it is one of only a few that meet the California Ed Code mandate."

The letter that ACLU sent to the Orange Unified School District Board stated, "Parents do not have the right to dictate what curriculum is used or what information is provided to students in public schools. The United States Court of Appeals for the 9th Circuit has ruled that parents do not have any constitutional right to prevent a public school from providing its students with whatever information it wishes to provide, sexual or otherwise when and as the school determines that it is appropriate to do so. As a parent, Public School teacher, elected official and a community ca...community advocate, I find these comments very offensive and confusing. Section 51937 under AB329 states, "the legislature recognizes that parents and guardians have the ultimate responsibility for imparting values regarding human sexuality and their children."

This is political doublespeak. These 2 legal directives contradict each other, plus Ed Code 6,002 states, "each District Board shall promote the involvement of parents in the selection of instructional materials." The ACLU, or American Civil Liberty Union, defines itself as the guardian of liberty, protecting people's rights as their main goal. Are parents exempt from this protection? The ACLU are huge advocates of anti-bullying. The definition of bullying is superior strength or influence to intimidate, to force one's will on another. If the ACLU promotes anti-bullying then why do they use these tactics themselves? Do they seek to protect students from medically inaccurate curriculum, or are their intentions self-serving by enforcing a self-endorsed curriculum?

Is their priority to keep kids safe or is their priority to promote a social agenda with political interest attached? This is why local control is imperative. We are another check and balance. A County-wide forum could help screen this new State approved curriculum ensuring that it is unbiased, accurate and inclusive, or we could write our own curriculum that follows the law and reflects our community, thus restoring dignity to parental community partnership rather than

creating an adversarial climate with implied threats. Thank you, Orange County Trustees, for upholding parental rights and for considering this County forum.

Bedell: Thank you, Brenda.

Lebsack: Thank you.

Bedell: Okay, we will now have uh, Lisa, would you please be so kind to uh, take the oath of office...

Sparks: Sure.

Bedell: ...with our beloved Superintendent? I would like to welcome Lisa Sparks from Trustee Area 5 who will be...oathed, there is a verb...given the oath is probably better uh, by Dr. Mijares.

Williams: Is that a verb?

Gomez: I'm looking that up.

Mijares: Good morning everybody. It's great to be here. Um, and this is a special opportunity for us to administer the oath of office to Dr. Lisa Sparks and Mari Barke and um, that's a great thing. You can clap if you'd like.

[APPLAUSE AND CHEERS FROM THE AUDIENCE]

Mijares: Last week we celebrated the birth of our nation, Fourth of July, and this is the greatest country on Earth. It's my opinion. Hope you agree.

[APPLAUSE FROM THE AUDIENCE]

Mijares: I don't say it to disparage any other Nation. I'm just an American, this is where I was born and so, this is the country that I believe is exceptional, and if I had to choose a term or a concept, that could even be an ideological construct to define this Nation and our Constitution, it would be the word freedom. Freedom, and to me, when you think about that term it's freedom of speech, that is that you can speak as an individual; freedom to follow your own religious beliefs. So, your core values, you're able to follow those core values, and it also means freedom of tyranny so that you can do that without reprisals, and it also in my opinion a very powerful item here is freedom to learn; education, and that's what we're here about today.

So, both of our Board Members and the rest of the Board and our Administration, we believe that if young people do not learn and achieve at the highest levels of academia that they will be imperiled, frankly. Can you imagine a world of darkness? That...that's exactly what happens to those who had tread out of the system and like drop out of school. So, I just want to encourage our Trustees and those that we are celebrating right now, that they remember that their job is a sacred job. We have a sacred calling. This is...this is only for those who are called that should be actually in these seats and it's the calling to understand that no matter who our students, are no matter what level of diversity, what belief system they have, we have to embrace them.

That's the public schools. It is not my job to indoctrinate them. Hopefully the message of my life will be enough of a signal of how I believe but we have to respect every young person here and there are 500,000 of them. We have over 614 schools. I say over because we're...there are some schools that are just in the process of starting, so it's about 614 schools. That's a vast number of individuals and institutions that we must respect. So, it is my honor now to administer the oath of office to Dr. Sparks and um, oh, we've got a microphone. Thank you, Laura Watson. Okay Lisa, if you would raise your right hand and uh, and by the way, uh, Mari's going to be introduced by The Honorable Michelle Steel, following us.

[APPLAUSE FROM THE AUDIENCE]

Mijares: Thank you, District Board of Supervisors. So, Lisa, I'm uh, here's the word I and then you insert your name. I...

Sparks: Lisa Sparks.

Mijares: ...do solemnly swear that I will support and defend the Constitution of the United States and the Constitution of the State of California.

Sparks: I will.

Mijares: Repeat after me. I'm gonna...I'm gonna break up the sentence.

Sparks: Okay.

Mijares: I do solemnly swear that I will support and defend the Constitution of the United States.

Sparks: Am I supposed to read it?

Mijares: Yeah, read that, yeah.

Sparks: I do solemnly swear that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies...

Mijares: ...all enemies foreign and domestic.

Sparks: Foreign and domestic. That I will bear...

Mijares: Let me go ahead and say it and then you say it.

Sparks: I'm sorry.

Mijares: I'm sorry. We don't rehearse this.

Sparks: Obviously.

Mijares: You got the...the cheat sheet. That I will bear truth, faith and allegiance to the Constitution of the United States...

Sparks: That I will bear truth, faith and allegiance to the Constitution of the United States...

Mijares: ...and the Constitution of the State of California...

Sparks: ...and the Constitution of the State California...

Mijares: ...that I take this obligation freely...

Sparks: ...that I take this obligation freely...

Mijares: ...without any mental reservation...

Mijares: ...without any mental reservation...

Mijares: ...or purpose of evasion...

Sparks: ...or purpose of evasion...

Mijares: ...and that I will well and faithfully...

Sparks: ...and that I will well and faithfully...

Mijares: ...discharge the duties upon which I am about to enter.

Sparks: ...discharge the duties upon which I am about to enter.

Mijares: Congratulations.

Sparks: Thank you very much.

[APPLAUSE FROM THE AUDIENCE]

Mijares: After...after we do, uh Mari, I'd like for you guys to introduce your family members. Okay?

Sparks: Okay, mine are all traveling.

Mijares: Oh, they are? Okay, or if you have close friends because I know you probably...you don't want to start with everybody in this room because that'll take us 2 hours.

Gentleman from the audience: We're all family.

Mijares: We're all family.

Sparks: We're all family, yeah.

Mijares: Okay. So, if you had anybody that you'd like to do.

Sparks: Sure.

Mijares: Okay, so, let's go ahead and do Mari.

Bedell: Our next person that we welcome to our Board is our new Board Member, Mari Barke, who is...

[AUDIENCE APPLAUDS AND CHEERS]

Bedell: ...will be administered the oath by Michelle Steele...

Steele: Thank you.

Bedell: ...who's going to give them the oath of office and I'm glad she's here because she's going to see how a meeting should be run, unlike the Supervisor's.

[LAUGHTER AND GROANING FROM THE AUDIENCE]

Bedell: Welcome, welcome.

Steel: Thank you. How to start this? You know what? I was so lucky to campaign together with Mari and Mari has been hard worker and she's like the Energizer Bunny because she's been working harder than I did. So, you know what? Um, it was just amazing to have experienced with her going to the campaign and her thoughts how to raise kids. We talk about family matters and then you know what? I totally trust her and then how we didn't find her only enough because you know, I thought if we had her much earlier, it was much better than I can take it back to you so, you know what? This is just really great and I'm very much honored to be here and swearing her in so, congratulations and you know what? You're gonna be the best one and...

[LAUGHTER FROM THE AUDIENCE]

Steel: They said it so patriotic. I saw her boots, too, so...okay. I, state your name...

Barke: Mari Barke...

Steel: ...do solemnly swear...

Barke: ...do solemnly swear...

Steel: ...that I will support and defend...

Barke: ...do su...support...

Steel: ...that I will support and defend...

Barke: ...that I will support and defend...

Steel: ...the Constitution of the United States...

Barke: ...the Constitution of the United States...

Steel: ...and the Constitution of the State of California...

Barke: ...and the Constitution of the State of California...

Steel: ...against all enemies...

Barke: ...against all enemies...

Steel: ...foreign and domestic...

Barke: ...foreign and domestic...

Steel: ...that I will bear...

Barke: ...that I will bear...

Steel: ...truth, faith and allegiance...

Barke: ...truth, faith and allegiance...

Steel: ...to the Constitution...Constitution of the United States...

Barke: ...to the Constitution of the United States...

Steel: ...and the Constitution of the State of California...

Barke: ...and the Constitution of the State of California...

Steel: ...that I take this obligation freely...

Barke: ...that I take this obligation freely...

Steel: ...without any mental reservation...

Barke: ...without any mental reservation...

Steel: ...or purpose of evasion...

Barke: ...or purpose of evasion...

Steel: ...and that I will well and faithfully...

Barke: ...and that I will well faithfully...

Steel: ...discharge the duties...

Barke: ...discharge the duties...

Steel: ...upon which I am about to enter.

Barke: ...upon which I am about to enter.

Steel: You know what? This is the United States and I am first generation Korean-American and I was born in Korea and raised in Japan, and I came here to get elected. This is the best Country because all those experiences I went through, so I know and this is really good that having Mari here and then she is swearing in. I am very much honored to be here.

Barke: I am honored. I'm the honored one.

[AUDIENCE APPLAUDS AND CHEERS]

Bedell: Okay, Mari, do you want to introduce your family? And Lisa, if you want to join her and then we can do this so you can...

Barke: Sure. You guys got a little time here?

Bedell: Sure.

Barke: All right, let's see. Well you guys all know Michelle and Tim, they're like family. They're amazing. They work for us every day. My husband, Jeffrey, here. I couldn't forget him.

[AUDIENCE APPLAUDS AND CHEERS]

Barke: I could just list everybody here as my family, but I better stick to mostly the main family. There's Uncle Leroy. Everybody know Uncle Leroy real well.

[APPLAUSE FROM THE AUDIENCE]

Barke: One of my favorite sisters, Sherry Clark.

[APPLAUSE FROM THE AUDIENCE]

Barke: My stepfather, Godfrey Harris.

[APPLAUSE FROM THE AUDIENCE]

Barke: My mother, Barbara Harris.

[APPLAUSE AND CHEERS FROM THE AUDIENCE]

Barke: Sue and Steve.

[APPLAUSE FROM THE AUDIENCE]

Barke: My sister, Ruth.

[APPLAUSE FROM THE AUDIENCE]

Barke: My other mother, Fran.

[APPLAUSE FROM THE AUDIENCE]

Barke: My sort of sister-in-law, Jenny, my brother Michael, my friend Bob I could go on and on so um, I better stop here in hand it over to Lisa. Thank you everybody for coming. So many of you are like family and I appreciate you being here today.

[APPLAUSE FROM THE AUDIENCE]

Sparks: So my...is this one? Is it on? Well, I have a loud voice. So, my family couldn't join me ,

they were all traveling, I was supposed to be traveling today too, but then all this came up, and here I am. Um, so um, my husband couldn't be here, um, but he sends well wishes to everyone, and to me especially, starting this journey. Um, I see members of the Chapman University family. I'm the Dean of the School of Communication at Chapman University.

[APPLAUSE FROM THE AUDIENCE]

Sparks: [DISTORTION] I see Linda Lindholm, back here and I see Wayne over here. [DISTORTION AND [APPLAUSE FROM THE AUDIENCE] I see a number of members of the Chapman family. Uh, I see Chris back here, uh, campaign supporters...um, and I...I just thank you all for your faith in me and...and you have my pledge. I will...I will bring my "A Game" to uh, every...in...in helping every way possible, to do the right thing for Orange County kids and families and uh, hopefully my experience with uh, you know, being University Professor for more than 25 years and...and Dean, leading the school so I know what kids need to succeed in college at that level and what they need at K12. So, hopefully, I can bring that perspective to the Board. Thank you for your support.

[APPLAUSE FROM THE AUDIENCE]

Bedell: Welcome, welcome, welcome.

Barke: Thank you.

Bedell: Look forward to working with both of you as we all, on the Board, work for our unique 7,000 students in particular for the Department. So, blessings to you all.

Barke: Thank you very much.

Bedell: Okay, so now we will take a 10-minute recess to...for photo ops, going down the hall...especially going down the hall, and we will reconvene at 10:42. Thank you.

[AUDIENCE BEGINS TO SPEAK AMONGST THEMSELVES AND PRESIDENT BEDELL STRIKES THE GAVEL 4 TIMES]

Bedell: No, we have...we still have comments. We come back to comments.

[MEETING ADJOURNS FOR SAID 10 MINUTE RECESS AND RECONVENES AT 10:43 A.M. PRESIDENT BEDELL STRIKES THE GAVEL 4 TIMES]

Bedell: We are back. I need...Darou, are you doing comments? You're doing names?

Boyd: Yes. We'll... there's 2 more.

Sisavath: You gave it to me earlier.

Bedell: 2 more?

Gomez: 2 more under Public...

Boyd: Yeah. Renee...

Bedell: And then we go to the rest of the Agenda, and then we come back to Public Comments based on the items. Perfect. Thank you.

[PRESIDENT BEDELL STRIKES THE GAVEL TWICE]

Bedell: Welcome back. Thank you. Thank you. We will now continue. We have a fe...just a few more Public Comments and then we'll first see through the rest of the Agenda.

Boyd: Uh, the last 2 General Comments: Stephanie Yates and Kiko Ellsworth.

Bedell: Stephanie...

Boyd: Stephanie Yates or Gates? I'm not sure, I can't tell. Stephanie?

Woman from the audience: Yates. She ran to her car. She thought she was in session 13.

Boyd: She, okay, she wants to be...

Bedell: That's fine.

Boyd: ...in session 13? We can put her there.

Woman in the audience: 13 or either. She just ran out...

Bedell: Okay, we'll put her in 13 if she can be there.

Boyd: We can put...Kiko's here.

Ellsworth: Let me know, let me know. Hello. My name is Kiko Ellsworth, the father of a 6-year-old girl. I used to be a Special Ed teacher; uh, Children's Acting and Leadership Coach; black belt teacher for Girls Empowerment for Women; self-defense; former Vice President of a um, non-profit, uh, for Domestic Violence Coordinator; um, also, Emmy award winning artist and producer, and I've always been in the realm of empowerment for children and for women and girls and people that have been left, um, not really empowered or underserved. So, what I want to say is nothing in the world is ever done ever without intention. Um, no matter if we consider it good or bad, everything is done with an intention, from the freeways that we've driven, on the streets, the car, the room that we're in right now, the chairs that our little tuches are sitting, on everything is done with intention.

You know, what's the attention...intention of a man who beats and rates...rapes a woman? You know, what's the intention of a man who rapes a little girl, or a man who molests over 1,000 children from the age of 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3 years old, 2 years old, 1-years old, 12 months, 11 months, 10 months, 9 Months, 8 months, 7 months, 6 months, 5 months, 4 months, 3 months, 2 months old. What's the intention of a man that does that? And that's what we're dealing with here, Alfred Kinsey, you know, he's the creator of Gender Spectrum. You know, what was his intention when he sexually experimented on, fondled, molested and raped those countless vulnerable children and infants?

You know, what type of person has those intentions and the conviction to actually follow through with it, repeatedly? And then to create a work, so-called, around it. Well, the LGBTQ organization that the school district is partnered with is using Gender Spectrum, uh, the so-called research of one very disturbed man, Albert...Alfred Kinsey as the basis for their teaching and for...to teach our children with, and I want to know if, you know, the School District supports this partnership? Does the Board support this so-called research of Albert Kinsey as something that's safe to be around our children? Is this the doing the right thing that...that you so eloquently spoke about? Is...is this worth putting around our children?

Is this man, you know, if I even have to ask this question, you know, something is wrong. Why am I even standing up here? This doesn't make any sense. We're supposed to protect our children, protect our mothers, protect our daughters, protect our kids until they can grow up and protect themselves. A 2...2-month old infant can't protect themselves, or 5-year-old. What's...what are we doing here? So, I just ask you, you know, from your heart and from this place, not this place, because this will get us confused. This is why we need rules. This will always have us do the right thing. Thank you.

Bedell: Thank you.

Boyd: I do. Stephanie? Okay, Stephanie Yates?

Bedell: Welcome Stephanie.

Yates: Thank you for allowing me to speak. I know I was outside when you called my name.

Boyd: No problem.

Yates: My name is Stephanie. I'm a mom in Orange County, and I just have concerns because I came before and I spoke regarding the CSE Sexual Comprehensive Sexuality Education. And, as we've been doing a lot of research, because the other side said that we needed to do our research, we need to know what we were talking about. So, we've done it extensively and one of the things we found is the Safe Zone. It's coming in hitting from a different angle and it's bringing in the gender bre...the Gender Bread Man and the Queer Umbrella, but it's also discussing about different sexual aspects too. So, in our research, we found that the Safe Zone comes from the Gleason Model who um, Kevin Jennings created.

Kevin Jennings was appointed by Obama to um, be over the Safe and Drug-Free Schools of all of the country. Kevin Jennings was...took part in writing a book called The Queer...Queering the Elementary's. His whole career, his whole life, is about pushing the homosexual agenda and pushing it in schools. He idolizes and his mentor is Larry Hayes who, if you look up, sits with um, he's passed away now, but he was part of um, NAMBLA, National American Association of Man/Boy Love. That means pedophilia. Okay, he idolizes him. Now, this man is over all of our schools when Obama was appointed. He's who brought created Gleason, who in Massachusetts was um, safe schools, and if you look up Fistgate, he...it was a convention of 300 educators, 200 students as young as 11-years old.

They were handing out Fisting Bag...kits. I'm not sure if you know what Fisting Kits are but you can use imagination, that part of their sexual acts is to insert their fist up an anus and a vagina. They were passing this out to children. Okay? This is the Gleason Model which now is here in Orange County as Safe Zones in the elementary, and it's already been going on for years in Santa Ana. I heard that in Santa Ana Spurgeon's, when their weekend events, they talk about be careful when you're doing mouth-to-anus oral, you might get a brownie. So, is that what we're teaching our kids? Who are we bringing into our schools? How are we protecting them? What are we really teaching them?

So, I think these are things that need to be discussed. We really need to look at the influence that Kevin Jennings has had and his whole agenda and the Gleason Model. Now it's in the elementary schools where across the board of all of Anaheim, the teachers have been trained, and they were told by somebody to not tell the parents.

Boyd: Your...

Yates: So, please.

Boyd: Thank you.

Bedell: Thank you.

Boyd: And I have one, uh, Bryanne...I'm not sure how to pronounce your last name. Ngo.

Williams: Gno (pronounced "No")?

Bedell: No. It's...no?

Ngo: My name's Bryanne Ngo (pronounced "No").

Boyd: No.

Ngo: Really close.

Bedell: Welcome.

Ngo: Thank you. Uh, thank you for taking the time to listen to my thoughts. Um, I think we...I'm talk...I'm here to talk about the AB329. I think we can all agree that our children need to be taught medically accurate information about sex that is presented in an unbiased manner. That is what AB30...329 says. My issue with the curriculum that is being instituted is that the information regarding transgendra...transgenderism is not presented in an unbiased manner. I understand that people who identify as LGBTQ have been subjected to bullying for who they are. I think we can all agree that we should learn to sympathize with them and respect them. Okay, I do not believe though that it is necessary to agree with everything that someone says in order to treat people with civility and respect.

I think this is a skill that is being lost right now in this climate where everything is so polarized. Um, um, in order to be truly unbiased I think this curriculum needs to acknowledge that there are 2 sides to the issue. One side believes that someone's physical sex and gender is determined biologically through the chromosomes given at birth. The other side believes that someone's gender is determined based on the person's perception of who that person is. The curriculum starts off saying that it is important to present information in an unbiased manner, but the idea that gender is not binary is presented as a fact throughout the entire curriculum. I think the only way to teach children to have real dialogue about this issue is to begin by acknowledging there are 2 fundamentally different views.

Um, I think the curriculum should talk about how there are 2 genders and not everyone conforms to the gender stereotypes. You know, growing up I hated shopping. Um, I didn't do girly things. I still don't do my nails and all that stuff, but if I were growing up now people would tell me maybe you're a boy. Okay, but I'm okay. I'm sorry. This is just my opinion. Um, this is what I'm afraid of and I think...I think it's important to have open dialogue about it. Um, I think we can teach that some people with a gender...of some people identify with a gender that is not consistent with their physical body. We can teach people about the struggles these people might have.

We can teach that there are surgeries that help these people to surgically alter their body so that it matches what they perceive to be their gender identity. What I feel the curriculum needs to do is to acknowledge the fact that lifelong use of hormone blockers may have negative impacts on the individual. There isn't enough research to demonstrate that it is completely harmless. I think that the curriculum needs to talk that sometimes surgeries may not fully address the emotional and psychological issues that these people might have um, and that sometimes people become at peace with their physical gender after they have an opportunity to naturally progress through pub...puberty.

Boyd: Your time is up.

Ngo: Thank you so much for your time.

Boyd: That's all we have for the General.

Bedell: Okay. So, when we get to their specific Agenda Items we will...

Boyd: Yes.

Bedell: ...take those cards and their entitlement...

Boyd: Item 11, 13 and 14, we have public speakers for.

Bedell: 11, 13 and 14?

Boyd: Yes.

Bedell: Okay. Thank you. Okay, the floor is now open from my colleagues for nomination for Board President. Do we have a Motion?

Barke: I'll make a Motion.

Bedell: Moved by...

Barke: I'd like to nominate Ken Williams as President.

Bedell: Trustee Barke nominates Ken Williams.

Sparks: Second.

Bedell: Seconded by Trustee Sparks. Any further nominations? All those in favor of saying of...Dr. Williams becoming the new President, please say, "aye".

[TRUSTEES BARKE, SPARKS AND WILLIAMS SAY "AYE"]

Bedell: Opposed?

Gomez: Aye.

Bedell: So it's 4-1, Okay, Dr. Williams.

Williams: Yes, wonderful.

Bedell: I'd like to welcome you over or there if you would like to stay there, whatever is easy for you.

Williams: Why don't we just stay here...

Bedell: Okay.

Williams: ...and continue with our meeting. Thank you, Dr. Bedell, you did a great job for the last year.

[APPLAUSE AND CHEERS FROM THE AUDIENCE]

Williams: You are my...you are my dear friend and colleague, and someone who I go to uh, in many instances for advice and counsel. Um, we will continue on with the uh, #2 of our uh, meeting here with the election of the new Board Vice President, and I would like to make a nomination for Mari Barke.

Sparks: Second.

Williams: Okay, Second. Any other nominations?

Bedell: I'd like to nominate Trustee Gomez.

Williams: Trustee Gomez. Okay.

Gomez: I'll Second.

Williams: Okay. So, uh, we have 2 people who have been um, nominated for Vice President. If I can have our dear uh, Counsel to give me advice on how we should do this. Should we hold a separate election or vote on...on both of these individuals, or should we do...?

Wenkart: I would recommend that you take the first Motion and have a vote and then the Second motion. So, the first Motion was to elect Miss Barke as Vice President. If that motion, uh passes then uh, we don't need to go to the second Motion. If it doesn't pass then we'll go to the second.

Williams: Very good. Very good. Thank you, uh, Ron. That was deeply appreciated. Okay. So, the first Motion that I made was to nominate Mari Barke for Vice President. All those in favor, say "aye".

[TRUSTEES BARKE, SPARKS AND WILLIAMS SAY “AYE”]

Williams: Oppose?

Gomez: Oppose.

Bedell: Abstain.

Williams: Okay, so the vote is 3-1-1. Very good. Thank you, um, Mari Barke, for volunteering and want to be Vice President.

[APPLAUSE AND CHEERS FROM THE AUDIENCE]

Williams: Moving on with the Board Member assignments, uh, Nina if you can um, uh, lead off with this and give a brief discussion of what we're going to be doing.

Boyd: Okay, so, the Board Member assignments are listed in your packet and uh, historically we present this at the July meeting, but oftentimes the Board waits until August before...so that new Board Members can get a sense of what the positions are and what the meeting time schedule and so forth is. Uh, there are uh, the Executive Committee by virtue of President and Vice-President have already been determined. That would be Dr. Williams and Mari Barke. Uh, our CCBE, which is the County Boards of Education Statewide Board of Directors, and our CSBA Delegate Assembly has already been determined because those are uh, nominations and typically 2 or 3-year commitments.

Dr. Bedell is serv...currently um, and this is the first of a 2-year term uh, that began in the fall. So, he will continue in that capacity. The remaining positions are Political Action Group. Uh, OCSBA which is Orange County School Boards Association and PTA liaison. Uh, so depending on what the pleasure of the Board is, the...those would be the 3 remain...remaining um, positions that need to be identified either at this meeting or carried over to the August meeting.

Williams: Very good...

Gomez: For point of clarification. The um, the Political Action Group, the Page and the O...OC...OCSBA. Don't those dates line up? Aren't they the same date?

Bedell: Usually, yes. One's at...

Gomez: Yes.

Bedell: ...5 o'clock and the other's at 6:30.

Boyd: Yes, that would be correct. The Page meeting is a uh, typically 1 hour before the dinner meeting and Speaker for the Orange County School Boards Association, and uh, that is typically a legislative effort, uh, meeting and to our subject matter. And so, that person would typically attend that meeting and carry information back to the Board. And then, Orange County School Board dinner meetings, uh, all of the Board's invited to that but there is a Board Liaison that goes to the Board of Directors meetings and they meet uh, 3 times typically during the year.

Williams: Very good. Any other questions from the Board? Moving on to the Consent Calendar. Do I have a motion for the Consent Calendar?

Gomez: Are we going to vote on this?

Boyd: Are you doing to hold that over till next month...

Williams: Right.

Boyd: ...for those?

Williams: Right. That's what we'll...

Bedell: I'll Move Approval of Consent.

Williams: Okay, may I have a Second?

Gomez: Don't...don't we need to make a Motion to...to ta...ta...extend that to the next meeting?

Boyd: Yeah, let's table the...

Williams: Okay, that is very good for Robert's rules and order. So, we'll go ahead and we'll table um, Items 3 and 4 for our August meeting.

Boyd: Okay, we didn't discuss 4.

Bedell: 3. We didn't discuss 4.

Williams: No?

Gomez: Only 3. Just 3.

Williams: Okay, that's correct.

Boyd: So, do we have a Motion...

Bedell: I Move to Table #3 to August meeting...

Boyd: And a Second?

Barke: I'll Second it.

Boyd: Mari.

Bedell: If we could get to our new colleagues the information about those respective organizations...

Gomez: And the...and the dates, too.

Bedell: And the dates.

Boyd: I will get that information to...

Bedell: All those for me were good introductions to the Board and what the County does and what the organizations are. They were a good learning experience.

Boyd: So, Dr. Williams, #4. You want to talk about?

Williams: Yeah. So, uh, is it all on agreement that we'll Table #3 for August and there's consensus here. Uh, let's go ahead and just make a formal vote on that. All those in favor, say "aye".

[ALL REMAINING BOARD MEMBERS SAY, "AYE"]

Williams: Opposed? Motion passes, 5-zero. Moving on to Item #4, uh, our Board Meeting dates for August through June of 2019. Nina.

Boyd: Uh, we had a conflict on dates and we polled the Board to look at all of the dates. Uh, there were other Board Members who had conflicts with the new dates that were proposed. So, the only date that uh, there was a consensus that was problematic for uh, Board Members was October. So, at this point in time uh, we...the dates that have been identified for you for the calendar year are the dates that we would still hold, with the exception of October, but the Board needs to identify new dates for October.

Bedell: So, in this...when you were polling the Board Members, Ms. Boyd, they couldn't do the same day later or earlier?

Boyd: We historically if we lose another member we don't put because it...it...you...you're still losing a member.

Bedell: Sure.

Boyd: So, um and some we lost 2 members. Um, so we left the dates alone but October, 3 Board Members had a conflict with the existing date so we would not have a quorum in October regardless of...at this point, any of the dates, so we need to go back and identify a new date for October.

Bedell: So, Mr. Chairman, are you taking a Motion to Approve the calendar as submitted except for October, or do you want to roll this one?

Williams: So...

Gomez: The January meeting is not listed in here. Was that a typographical error?

Boyd: We didn't poll January because January was not a conflict and it just was missed on the...

Gomez: Okay, okay, so it's scheduled for January 9th?

Boyd: Yes.

Gomez: Okay.

Williams: So, for my understanding, the October 10th meeting we have to find a date that everybody's going to be able to attend that or at least uh, 3 out of the 5.

Boyd: Exactly and we can re-poll the Board for October and send you some dates that um, and...and we can match that up.

Bedell: Okay.

Williams: Okay, so, uh, Dr. Bedell, you're Motioning then to confirm the meeting dates except for October?

Bedell: Yes.

Williams: Is that your Motion, sir?

Bedell: Yes, that...if that meets the Chair's approval and I'd also like to just insert the editorial purposes, the January 9th meeting as well, which was left off.

Williams: Because everybody can make that day.

Bedell: That...that...

Boyd: Right, that would be a part of that.

Bedell: ...that was one of the previous ones. So, the Motion would be to...

Boyd: It's not January 9th, it's actually January 16th.

Bedell: 16th? Sorry. 16th.

Williams: Okay, so we have a Motion, uh...

Sparks: I have a question.

Williams: Absolutely.

Sparks: September 12th, I'm in France. Can I Skype in if...if I'm available? Or, how does that work?

Williams: Yeah, so we do have teleconferencing that we have done in the past.

Boyd: As long as we can publicly notice it...

Sparks: Right.

Boyd: ...we typically...you give us a location. We send the information to wherever you are. Um...

Sparks: Everybody would be dying to come to the meeting.

Boyd: Exactly. It would need to be posted outside of the meeting and um, we communicate with, you know, the other party, and then you're certainly able to uh, participate. We haven't Skyped in but we have done audio in and audio out. So...

Williams: Mr. Wenkart, do you uh, almost came to the podium. Is there anything that you can contribute?

Wenkart: Um, actually, Nina answered the question. Nina answered the question so I didn't feel necessary to comment, but she correctly indicated that we would have to post it at the hotel or wherever you are. Uh, there has to be an audio connection, it has to be a speaker phone so that other people can participate and has to uh, be in an area that's accessible to the public like a conference room or something.

Sparks: Okay.

Williams: Very good. Thank you. Mr. Wenkart. So, we have a Motion. Do I have a Second for that Motion? I need and a Second.

Barke: I Second.

Williams: Okay, Trustee Barke. Any more further discussion or questions regarding the Motion and the Second? Okay, all those in favor, say "aye."

[ALL REMAINING BOARD MEMBERS SAY, "AYE"]

Williams: Opposed? None. Motion passes 5-0.

Gomez: Um, as a point of clarification, um, the meetings, with the exception of the August meeting, are all scheduled for 10 o'clock. I know that there were number of conflicts with some of the dates. Would making the meetings earlier in the day help anyone?

Bedell: I suggested that and I was told...I suggested 8 o'clock, but that means the staff has to get here about 5 o'clock in the morning to get set up with audio and everything. I suggested that.

Gomez: I would settle for 9.

Williams: So, uh the question that good Trustee Gomez brings up is do we want to begin earlier at 9:00? Um...

Sparks: It doesn't work.

Barke: Yeah.

Williams: Okay, so I see I see 2, uh who say no. I don't have any problems with it um, but we...we really defer to...

Sparks: Unless the meeting lasts 45 minutes, which my understanding is none of them last 45 minutes.

Williams: No.

Bedell: That's...

Williams: None of these will last 45 minutes.

Boyd: And then, also just for a point of clarification for our new Board Members, August of every year we do afternoon meeting because there is a Time Certain, 4 o'clock. We can't uh, take action on educational materials prior to that. And so, that's the why we back into that so that you're not having to come back, but typically if it's not a long meeting uh, then we recess and we reconvene so that the action can be taken on that singular item. Uh, there was conversation last year though to start the meeting at 2 as opposed to 1 um, just so that you didn't run into that. And so, I just want to bring that up to the Board again because if you were wanting to do that, we notice it now.

Williams: What's the consensus? 1 or 2 o'clock?

Gomez: I think 2 would work.

Barke: Works for me.

Williams: Works for me.

Sparks: It doesn't matter.

Williams: Lisa? Dr. Bedell?

Bedell: Yes.

Williams: Okay. So, um, we're gonna have to modify your Motion then for the August meeting to start at 2 P.M rather than...

Bedell: Right.

Williams: ...the listed 1 P.M.

Bedell: Sounds good.

Williams: Okay. Are you...are you...that's a...a friendly Amendment.

Bedell: A friendly Amendment.

Williams: And uh, you...you accept it so 2o'clock is noted.

Boyd: With vigor. I accept it with vigor.

Williams: Accepted with vigor. Excellent. Okay, uh, anything else on these uh, Items #4 or/and 4? Moving on with our meeting with the Consent Calendar now as a typical uh, rule with Consent Calendar because these are usual and typical decisions that the Board makes. We make it uh, 1 item that we vote upon, so we'll be voting upon Items 5, 6, 7, 8, and 9 with a single vote.

Bedell: So Moved.

Williams: I got a Motion by Bedell.

Gomez: Second.

Williams: Second by Trustee Gomez. Any questions? Very good. All those in favor say, "aye."

[ALL REMAINING BOARD MEMBERS SAY, "AYE"]

Williams: No's? Abstain? Motion passes 5-0. Moving on to a Time Certain we have uh, um, Aracely Chastain, if you please come up to the podium there and uh, we're going to be talking about uh, Scholarship Prep's Material Revision to the Board.

Chastain: Correct. Good morning President Williams, Members of the Board and Superintendent Mijares. Today the Board will accept a request for Material Revisions to the Scholarship Prep Charter petition and hold a hearing to consider public input regarding the changes. On June 25th, the administration of Scholarship Prep Charter School requested the following Material Revisions to the school's Charter: 1) Revisions to the Instructional Program concerning art classes; 2) Revisions to comply with Education Code regarding suspension and expulsion due process measures; and 3) Revisions to comply with Education Code regarding admission preferences when the number of peoples who wish to attend the school exceed the school's capacity.

For today's Public Hearing, representatives from Scholarship Prep Charter School or allotted 15 minutes to speak on this item. Santa Ana Unified School District has been provided all relevant documents. Then the hearing will open for pom...for Public Comment. I now open the public hearing and call Jason Watts, Chief Operations Officer for Scholarship Prep Charter School to the podium.

Boyd: And as he's approaching, for our new Board Members, there's nothing in your packet for this because this is a first hearing, uh, when you leave you will have binders in your chambers that you'll take with you which will have all the pertinent information, so you'll hear it at this meeting, there'll be action at the next meeting.

Barke: Thank you.

Sparks: Thank you. You saw me looking for it?

Boyd: Yes, I did.

Sparks: Sorry.

Chastain: It is. I should have mentioned that it's a combined submission and hearing because of time constraints.

Sparks: Thank you.

Watts: Well, first of all, good morning Trustees, Superintendent Mijares. My name is Jason Watts, the co-founder of Scholarship Prep Charter Schools. Before I state my reason for being here today, I wanted to first congratulate Trustee Sparks and Trustee Barke for your appointment to the Board, and on behalf of our entire organization, we look forward to working with you to continue to bring high-quality educational options to the families of Orange County. Congratulations. My purpose for being here today is to explain a little bit more about the submission of our materially revised Charter petition. Proposed revisions in our original petition, or from our original petition, for which we are seeking approval include the following items: 1) First of all, changes to our electives program.

They comprise Arts and Athletics. We've been providing this program to our students since our first day of operation and these have been taking place during the instructional day. What are changes to then instead move the electives component to the...to a extended lunch time, so essentially, an extended structured lunch time, whereby the students would have a longer period of time to engage, not only a lunch but a recess period. That recess period would be structured providing them opportunities to choose so that's the electives component. Uh, and the choices would comprise Arts and Athletics opportunities, not any different from what we offer now. We have right now Soccer, Basketball, Studio Art and uh, Music Choir and so, we're very happy with our program.

We've got phenomenal instructors um, that have been doing a great job, but we would be moving that to a structured lunch period. This change will allow these expert, non-credentialed staff to continue working with our students during this supervised time while still maintaining the purpose of our electives program, which is ultimately to expose our students to high-level experiences that would normally be inaccessible to them, while at the same time, creating possible scholarship pathways to college. We know we're TK-8 so students are not going from our school to college, but the concept is that once they leave our school they're thinking about these opportunities to get them into potentially a...a place where they could get into college, because for so many of our families, 92% of which have been low socio-economic, college is not a discussion.

It's not an option. Uh, it's not an opportunity for them. So, we want to eliminate that opportunity gap the best we can. Again, we are just a K-8 but the idea is that we're getting them thinking about what is possible for them. An additional change to the petition includes updating the enrollment preferences as uh, Aracely talked about to make clear the prioritization that students who are residing within Orange County over those who are out of County. As a countywide charter, we want to ensure that families resided within the County have the greatest opportunity to enroll in our school. Finally, we're...we are upping our petition to come into compliance fully

with Assembly Bill 1360, which includes a suspension and expulsion procedures which were previously mentioned.

Other components of AB 1360, which we were already compliant with, includes not mandating parent involvement or volunteerism. It's not a component of our school, but that is a mandate of AB 1360. That is not structure within a petition to force parents to have to volunteer time to enroll. Uh, these requested changes to the petition had been discussed at length with staff. Uh, we've worked collaboratively with them on this process for a number of months.

Just kind of going back and forth and again to a place we both felt comfortable with uh, the content going forward, uh, we expect there to be ongoing conversations with staff as well between now and the time that you would get the opportunity to vote. Uh, and so, we welcome any additional questions and collaboration that we need to have with staff from here going forward. I'm happy to answer any questions you have. Uh, I'm not taking up your 15 minutes, so I'm done on my end, but I'm happy to answer any questions you have regarding this, uh, Material Revision.

Williams: Any questions from the Board?

Gomez: I just have one question for clarification.

Watts: Yes.

Gomez: Um, you mentioned about some of the changes. Did you say credentialed staff or non-credentialed staff?

Watts: Non-credentialed staff.

Gomez: Okay.

Watts: So, the folks who are working with our students in this elective capacity are non-credentialed staff.

Gomez: Okay, and where would those folks be?

Watts: They would be the ones who are su...basically they're...

Gomez: In which subject matter?

Watts: This is Athletics and Arts only.

Gomez: Okay.

Barke: I would just comment that I have been to Scholarship Prep. I'm trying to get around to...to all of the...

Boyd: Do you want to scoot up closer to the mic so that you...?

Barke: Sorry. Is this my mic here?

Bedell: Yeah.

Barke: I just wanted to comment that I have been to Scholarship Prep and very impressive campus.

Watts: Thank you.

Williams: Any other further comments or questions for Jason? Okay, so, do we...we don't have a District response. Is that correct?

Boyd: She'll finish...

Chastain: The hearing's now open for Public Comments from individuals who have submitted a comment card to address the Board.

Boyd: And we have no comment cards for Item 10.

Chastain: Okay. Um, no, they've been provided the documents and did not submit a comment card, so they won't be speaking. And so, as we have no speakers for this item, this concludes the

Public Hearing for Scholarship Prep Charter School. The Board will render a decision at the August 15th Board Meeting, President Williams, and I turn the meeting back over to you.

Williams: Very good. Moving on with our meeting. We are now on Item 11. Um...

Boyd: We do have one speaker for Item 11.

Williams: Item 11? Okay. So, um, help me out here Nina. Do we do the speaker before or...

Speaker: It's whatever the Board preference is.

Williams: It will be the Board preference to hear the speaker before or after...

Boyd: There's just one speaker.

Williams: ...the motion.

Bedell: I'd like to hear the speaker presentation so I could make sense of what this person says.

Williams: Okay.

Bedell: Thank you.

Gomez: Is there a Staff presentation?

Boyd: There is no presentation on Item 11. This is um, a um...

Bedell: Second part. We've heard this before.

Boyd: You've heard this before. Uh, Legacy College Prep um, wants to relocate their new facility. All we're asking is for the opportunity to negotiate the Agreement and bring that back to the Board. So, there's not a presentation. If you have questions, I can have a member of my team come up and answer.

Bedell: So, this is the development of the MOU?

Boyd: That would be correct.

Bedell: Thank you.

Williams: So, we're approving the Material Revision for Legacy Prep and we're granting authority to Nina to negotiate that agreement.

Boyd: That would be correct.

Williams: Is that correct? Okay, very good.

Boyd: So, if you have you want to take a Motion on that and...and then we'd hear the Public Comment we can do that, or I can bring the Public Comment...

Williams: Let's go ahead and take a Motion for it. I so Motion for it. I need a Second.

Bedell: Second.

Williams: Second, okay.

Boyd: And Michelle Anderson.

Anderson: Good morning President Williams, Vice-President Barke, honorable Board Members and awesome staff. My name's Michelle Anderson. I'm the Southern California Regional Manager for Advocacy for the California Charter Schools Association. I'm here today sis...to wholeheartedly support the Material Revision for Legacy College Prep to relocate to a new facility that will give their school an opportunity to continue forward, to grow, to have the stability of a more permanent address and we hope...and we will work with them to actually find them a permanent home as the future goes on of this great school. They're doing great things and I would also like to thank staff for their smooth um, review of this process and the way that they work so diligently with us, and we would like to see the process that was used on this particular school and looking at their ability to find a facility to be used across the board. Perhaps we can get together and I'll come up with some standard procedures. We had a slight hiccup with the last school. That was um, done through um, Orange. That was the um, Unity school. So, we would like to have a clear and stable process going forward for finding facilities. Thank you so much and we look forward to this being approved.

Williams: Very good. Any other Public Comments on Item 11? Being that there is none, I believe we do have a Motion and a Second. Any other questions or comments by the Board Members? If...

Gomez: Oh, I'm just ma...just for clarification and for the new Board Members. The change in location if we can just maybe briefly explain that in a couple sentences?

Boyd: Uh, Teresa.

Johnson: Good morning President Williams, Board Members and Superintendent Mijares. The Legacy College Prep, formerly USC Ednovate College Prep, must change locations due to a temporary location that they had in the years of 2016-17 and then they were able to renegotiate a 1-year extension from 2017-18.

Williams: Very good. Trustee Gomez, are you satisfied?

Gomez: That's fine. As long as they know what they're doing.

Williams: Very, very good.

Gomez: Thank you.

Williams: Okay. Good point. Okay, all those in favor say, "aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Williams: Opposed? Abstain? Motion passes 5-0. Uh, moving on with the Agenda Item Number 12, approving the Material Revisions and Agreement for Vista Heritage Charter Middle School and uh, I have a Motion.

Bedell: So Moved.

Williams: So Moved, and a Second by...?

Barke: Second.

Williams: Trustee Barke. Uh, and again, what we're doing is we're uh, approving Material Revisions and is it regarding the Board vote for that particular Charter School, Nina?

Boyd: Uh, yes, Aracely, can you give some background on that also for our new Board Members?

Chastain: So, at the last Board Meeting we held a Public Hearing regarding the Material Revision request from Vista Heritage Charter Middle School, and they involve changing the name of the school to Vista Heritage Global Academy and approving...you guys at that point also granted Nina authority to negotiate an Agreement. And they also made the changes...the same changes to the admissions and preferences to comply with Education Code and to the changes in suspension/expulsion, uh, due process rights also to comply with Education Code. And uh, staff is recommending approval of all the changes.

Williams: Very good, very good. Okay, um, we have a Motion and a Second. Any Board discussion or questions to staff? Being that there's none, all those in favor say, "aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Williams: Opposed? Abstain? Motion passes 5-0. Moving on with our Board Meeting, we move to Item Number 13, which is a resolution to establish a public forum or meeting regarding AB 329, also known as the uh, California Healthy Youth Act. Since I am the maker of this Resolution, I will make the Motion. I will need a Second to bring it to the floor and then we'll have Public Comments. So, do I have a Second?

Barke: I'll make the Second.

Williams: Make the Second, okay. So, we have a Motion and a Second and uh, would...would the Board like to hear Public Comments on this now or have...

Bedell: I'd like to hear the rationale for it first.

Williams: Sure.

Bedell: Help me be informed about what the Public's responding to, Trustee.

Williams: Okay, so, the Resolution itself, I think uh, Trustee Bedell, speaks very specifically as to the rationale for it is in that we've had much confusion, much, uh differing opinions, community discord; a polarized state of being because of this law. And I think because you have led the effort in the past on our Common Core meeting whenever there is such a controversy that uh, such a public forum and meeting would be reasonable to hear from both sides of...of this issue. Experts that would be able to um, give number one, um, uh, the due diligence and demonstrate, uh, that the Orange County Board of Education has done its due diligence, and to learn...learn more about evidence-based and scientifically-based health and sexual education facts and further evaluate and obtain knowledge of this, uh, California Healthy Youth Act. And an associated, uh State recommended sexuality education curriculums, and uh, probably most importantly to understand the legal...legal ramifications from a constitutional uh, perspective.

So, uh, the uh, the resolution is...is quite clear. Um, the...the vision would be uh, Dr. Bedell, your vision of a very neutral meeting in which um, we hear from both sides; equal time is given. And uh, the hopes that it would bring some form of reconciliation to the different groups that have different opinions. I had a...an email today, lots of emails, um, about 20 of them uh, and I just wanted to share one of them with you. Um, it was a...I...I can't give away because the privacy of the private nature of this but somebody who supported the California Healthy Youth Act. And, by the way, I think we all support the California Healthy Youth Act. There's just a lot of questions that remain so, uh, I just wanted to give uh, you my reply to her because I think it speaks volumes to the heart and the matter as a Board.

Um, and I began by thanking her if she's a school teacher and I thanked her for sharing her...her words, and I went on to say, "I believe there are several misconceptions about the California Healthy Youth Act matter that is falsely promoted by certain groups." Uh, schools uh, need to be safe places. Um, the OCBE, this Board, has been maligned publicly. Uh, nobody has ever come up to me and asked about my position on the California Healthy Act, and I said I was surprised by the vitriol in emails and as a matter of record, nobody from this Board, either the past nor previous Boards, as well as from this great department, has ever threatened to stop the California Healthy Youth Act.

Uh, in...in fact I said the OCB and myself are strong supporters of protecting children in our school regardless of sexual orientation, gender or ethnicity. Schools need to be a safe place for our kids, I stated. It I've always voted to accept anti-bullying programs and funding. I'm a part-time Sheriff Deputy for the Orange County Sheriff's De...uh, Department, thus making the safety of our children a priority. As a physician, I want the content and age-appropriate curriculum that is scientifically-based and based upon best educational practices regarding sexual health. I said there are many aspects and complex um, um, material to this Act.

I believe the Board needs to demonstrate its due diligence, and understanding all of the dynamics of the law, and we need to protect parents' rights while protecting student...vulnerable student populations. A long-winded response to your simple request, Trustee Bedell, but hopefully it helps you.

Bedell: Thank you.

Williams: Very good. What would be the prerogative of the Board and any more questions?

Bedell: May I speak, Mr. Chairman?

Williams: Oh absolutely, sir.

Bedell: Uh, this whole topic is making me very, very nervous. I'm going to speak a great deal about Item Number 14 when it comes up on the Agenda, but this one and Item Number 14 is involving a choice that we have to make or will consider about what we do legally. Dr. Williams and I were, I guess, the only 2 Board Members around at that time when we had the Common Core hearings. I received a petition of a...of 100 signatures and I held in my church an open forum on the Common Core. And it is no exaggeration to say a person got so heated on the Common Core that he jumped over about one of the pews to get closer to me. Now that was an exception, but I visited a lot of schools since Common Core went down and nobody in the past 3 years has said to me oh, it's the worst thing since.

Nothing...nothing like that. Parents that originally were upset because they didn't know how to teach the multiplication tables anymore.

That's gone. All right. That was...comes from the Federal Government. You could talk No Child Left Behind, ESSA, you can talk a whole lot of things, California State Department of Education, regulations, curriculum. What was done at the Local District was done at the Local District, okay? And, I worry. because Common Core was the law of the land, so to speak, and it was implemented; it's working. Candidly it has not had the effect on test scores that some people hoped it would have, but the reality is it's the law, okay?

And we had this whole big...they would say in Yiddish, a whole big tzimmes over it. All right? And I'm worried. I do not have the romantic vision of those hearings. They went on and on and I...I learned a lot, candidly, and I...a lot of good people made a lot of good points, and I appreciated that as an academic. This issue, however, and I'm going to get verklempt here, this issue deals with human beings, very, very vulnerable young people, and...I wasn't an athlete...should be obvious. I wasn't macho...should be further obvious and I was bullied in school and I will do whatever I can do to see that no other child is bullied. My brother was bullied because of his sexual orientation. I am afraid.

Unlike Common Core which is history now, and is in the classroom, this involves live human beings. Some of them are suicidal. Some of them have terrible psychological rejection. Some of them have all sorts of horrible experiences, all right? Now, I really...I have deep affection for Ken. We may not agree on a lot of things and some things but I know he's...he's really committed to having good conversations, and I have always respected that. I am worried that the end of the day the California Youth...Healthy Youth Act is going to be exactly the way it is when we open those meetings, and my suggestion would be that we take all the comments we've heard over the past few months and...and while I was sitting here as a former...I spent 9 years

on the Fullerton Board, what I heard from all these wonderful people today, 99% of that should be taken care of the Local School District.

What Irvine is doing is very different than what some other school districts are doing, and they have that choice. We can't change that. Now if we want to change the California Youth Act, I would ask to see that we see 3 or 4 legislators and this is what our constituents are telling us. I can tell you may I never live to see my grandchildren again, after our first meeting on this, we had people crying in the School District office because the way they felt what they heard from over there, what people were saying about their choices. I don't want to be part of that, all right?

[APPLAUSE FROM THE AUDIENCE]

Bedell: That...that said, I take what the constituents say very, very sincerely. I did with the Common Core. I had...I got a lot of grief from my daughter, Laura. She was navigating it, but this is different. It's not some abstract State standard of whether a science definition is appropriate versus physical science definition; whatever. This is human beings, this is babies, and when I...you know, I...my mother who had a 5th grade education said, "Jack, Jack. God doesn't make garbage." And I'm thinking, okay, have you experienced what I experienced having seen what my brother experienced, I don't want to institutionalize that. There is an answer here that I would recommend. Dr. Williams, with all due respect, it's not this resolution.

It's going to the power brokers with the information that we have. For example, parents need clarification of what can we do? How can we help that? This kumbaya moment, the people coming in and venting and vetting for me is not gonna help kids, because at the end of the day like Common Core, the law will be there, and for me, if I have trouble with what's going...my...I have 2 grandchildren in Fullerton schools, if they're having trouble they should go to that office, just as that wonderful lady said earlier, she went to Anaheim. That's what this is about. We can't change this. We can make people feel good. Frankly, I'm gonna say this and I...we had a person come up to that dais not too long ago.

We had 60 some-odd kids in this room at least and that person got up there and said...started talking about oral, anal sex in front of all those kids. At the same time, people are moaning and groaning, opt out, opt out, opt out. Those 60 kids didn't have the option to opting out. They heard that and frankly I was appalled. And during some of these comments and now I'm going to put my...sorry, Lisa, I'm going to go to the academic route here, some of these people what they said at this podium for me, as an academic social scientist, was very Freudian about the concepts that they used, if you get my drift. I'm trying to be...I'm not usually classy but you get my idea here. I am really, really concerned how this could play out.

And the casualties will be human young little creatures who could really be hurt, and that piece, I can't be part of. And I can't even promise that I would even go to this, so that is...that is...I'm doing a disservice to my constituents. I really am...I'm really nervous about this. I wasn't nervous about Common Core, but I'm nervous about this and how this could play out. Given with some of the stuff we heard from here. Mr. Chairman, thank you for indulging me. You've been most generous.

[AUDIENCE APPLAUSE]

Williams: The Board recognizes Trustee Sparks.

Sparks: I have a couple comments. Um, as a researcher, I'd like to uh, see and I think it's the public's right to uh, to bring, you know, the research to bear and...and sort of take the emotion out of these arguments, and really let's just get to the research. What does the research say? What um, what did the parents want? Um, I have to say...now I haven't researched the Common Core to the extent that many educators have but um, but my understanding from you know hundreds and hundreds of parents is there's not a great satisfaction with Common Core. So, um until we do some formative research on these topics, we don't really know. Um, there's a lot of emotion being thrown around so I um, I could go 2 ways with this: I could support having a separate forum, but I'd want to put parameters around it.

Typically when I run a Town Hall at Chapman University, we have...which we have very open Town Halls on all sorts of subjects, many of which are controversial, um, and uh, and it's...it's the right of people to voice their opinions in a respectful...respectful way. Um, uh, so I would say put parameters around it um, where it would last 1 hour. That's how we usually do it. That's been...and follow best practices, what the research tells us. Um, so either do it in a separate forum when we're all able to be present or embed it in one of the meetings where um, you know, I mean, we're new on the Board, so we haven't been privy to all those discussions before. I'm not saying that's why we should do this or not do this. I'm just saying I'd really like to get to the bottom of the research behind all of this argument and take the emotion out of it.

Williams: Trustee Barke, any thoughts, comments?

Barke: Um, I actually even though I haven't been on the Board, I've been sitting out there for 6 months so I have been privy to a lot of it and um, I would agree that I...I think the research is important. So, I think the best way to get at the research is the way we should do it because we have heard a lot of comment. Um, if something different is going to come from that comment then...then you know, I'm...I'm agreeable to more comment. But um, but I...I...I agree that the research of what is the law? You know, what...can you opt out? Can't you opt out? What I agree that the research is...is a good way to go.

Williams: Trustee Gomez?

Gomez: Well, I don't want to belabor too many things here, but, you know, the law is...is already written and it's trying to be implemented and I think where a lot of the heartburn comes from is that there's a lack of communication, um from some of the districts to the parents. And so, I think it's incumbent upon the parents if they don't understand something to get to their leaders at their local school district or their principal and get the information. Parents can opt out. Um, maybe it's not as easy to find how to opt out. Um, and that again is an issue at the local school and the district. So, um, you know, I would just implore the...our local school districts to make that information available if parents want to make that choice.

I will also um, make mention and...and Dr. Bedell said something about the kids in the audience. Um, I don't remember what meeting it was, a meeting...last meeting on the meeting before we had high school students who were here, um, to lobby for their school on one of the charter schools. Um, I heard that after one of um, our folks came from the LGBTQ community that

those students went and asked her for information. So students need and want that information. They're not getting that information.

[APPLAUSE FROM THE AUDIENCE]

Gomez: So...so, I think that there's...there's some communication that needs to happen, and you know, we need to figure out the best way to do that because if our students are asking it, but our parents are saying we want to opt out, maybe there's issues at home as opposed to the school. So, you know, I would like to hear from the public at this point...

Williams: Very good.

Gomez: Um, but...but I am concerned about the communication in all aspects.

Williams: Thank you, Trustee uh, Gomez, and I want to thank all of my Board Members' response and thoughts and especially your uh, impassioned response, Trustee Bedell. Uh, good job. Um, there's a lot of things here that were...that were talked about. I...I think the confusion the complexity, the controversy, uh, the unknown facts about this law, uh, still remain out there. This uh, this is an issue that is very special and endearing to parents uh, as well as to students and Board Members. I have been asked by many Board Members in this County for this Board to lead on this particular issue to disseminate information. It's been correctly identified by Trustee Gomez, that there is a lack of District leadership and uh, dissemination of information on this.

Uh, so I'm not too concerned about Trustee Bedell's uh, ideas and concept of how this is going to turn out because uh, to answer Trustee Sparks' question, there are very strong parameters put on this meeting. Again, I'll go to the Bedell model which is to have a very balanced approach, everybody who has expertise in this area will be asked to, in a congressional type meeting, there will be 5 people at 2 different uh, tables here. So, they'll be given all a time-limited opening statements and they'll get closed statements, and then uh, there'll be Public Comments because that is the part of the law and then um, the Board Members...we have 3 rounds, 5 questions each that we can ask all these questions, you know, you're talking about the research.

We'll have the experts here. Uh, so it is very controlled as far as the uh, uh, um, the answer, uh, the remark that it may get out of control. Um, I just don't think so. I think what we're trying to do here is to demonstrate civility, to demonstrate professionalism, to demonstrate charity, grace and compassion for everybody. Um, again the vitriol that's out there; the division is...is terrible. I think as a Board we want to lead on the showing compassion as trustee Gomez talked about, you know, helping these kids who are the vulnerable, um, individuals and po...and student population. So, uh, I mean Jack I hope you can make it to the meeting. I hope you want to be there. Uh, it'll...it'll be modeled after you. We of course will have security, we will have a moderator. So, that allows this to be very, very neutral; a professional moderator of these type of public meetings. Uh, so there will be parameters, Trustee Sparks.

Sparks: I think the point that I was making is there's a saturation point at which where you have both sides giving their arguments, And the point at which the...the arguments tend to be repeated and repeated is when it can get a little crazy, and I wanted...I would just suggest that we I mean, you know, put some parameters around all that repetition that starts to occur that stirs people up, jumping over benches or whatever happens.

Williams: Okay.

Sparks: So, that's what I'm saying.

Williams: That's...that's a good point. So...so what we did for Common Core is an Executive Committee, and we met with staff: Ron, uh, Jeff, Nina, uh, and our good Superintendent. We met, kind of planned this out. Uh, Jeff um...took the lead and finding the experts and the Executive Committee had an input. So, again, the idea is, and I think everybody will visualize, that this is a very balanced uh, neutral environment. The vitriol, the incivility uh, will not be present. Uh, there will be emotions because I think parents are emotional about this law. I think the LGBT community is emotional and passionate about this law.

Um, so I...I think um, this is something as a...as a County organization to help our...our individual school Boards who have come up to me and asked for us to take the lead on this. I think this...this is a reasonable neutral environment to get the research, to get the information, to get the facts out there and to help us understand this and help disseminate it to the individual school districts like Anaheim, which apparently is having some problems.

Sparks: I'd like to see our Board take leadership on some of that curriculum working with districts. Um, and you know, I'd be happy to participate in that whatever capacity that I can, um, so that there's less confusion and there's better communication between us and our leadership as the Board in working with separate districts. Of course, it's their purview to run things however they want to within their districts, but I think, you know, the point here is we should be showing some leadership on...on these big issues.

Williams: Yeah. Okay, what is the privity...privilege and desire of the Board? To hear Public Comments now?

Gomez: Yes.

Williams: Any...any other questions? Okay. Public Comments?

Boyd: Okay, we have 30 speakers, um, so I will start...I will call 3 names. So, the first person, if you come to the podium and then the other 2 just line up over to the side and then I'll continue to do that.

Williams: Just...just a comment, since we have 30 speakers. That's going to be uh, quite a bit here. If the speakers are coming up...if you've heard what you've shared...

Boyd: They can't hear you.

Williams: 30 speakers is a lot of time and uh, we welcome you. We have been very open about that as a Board in the past. If you have heard someone say what you would like to say, you can just uh, repeat that uh, that you agree with speaker A, B, or C. Uh, but we're not telling you what to say or limiting what you would like to say to us. So, this is an open opportunity to have Public Comments and some Board dialogue.

Sparks: When we have that many speakers, is it under our purview to uh, have the minutes be less than 3? Like, for example, one-and-a-half? 90 seconds?

Boyd: Yes, it is.

Gomez: I was just going to suggest that.

Boyd: It is under your purview to um, shorten the amount of time. It's also under your purview to um, limit it to 30 minutes and that 30 minutes, you could cut off. Um, so, it's at your purview

in terms of whether or not you hear all of these or not, and you would set the parameters before we start. So...

Williams: Thoughts? Yes, Dr. Bedell?

Bedell: Yes, Mr. Chairman. Thank you. Uh, you remember the last time we addressed this subject? We had a lot of people waiting and then we all of a sudden said we're not going to deal with the subject. So, I would hate to do that twice because we've done that once already on this very subject, right? And we tell people we're going to deal with it. I think we took a break; we came back and said we ain't dealing with it, right?

Boyd: That's correct.

Bedell: Am I right?

Boyd: Yes.

Bedell: I was...

Williams: It was tabled. The Motion was tabled...

Bedell: Yeah, I...we wouldn't do that again.

Williams: There was lack of Board...

Bedell: General discussion.

Gomez: Could we suggest, maybe, a minute-and-a-half so that we can hear all the speakers...

Unidentified woman: Let the people speak.

Gomez: ...as opposed to um, cutting it off at 30 minutes? I would rather hear all the speakers but give them less time so that we can get through all of them?

Williams: Um, so...so there's no...Ron, maybe you can...

Boyd: Ken, you want to control the meeting?

Williams: Yeah. [STRIKES THE GAVEL TWICE] Okay, so, when I beat that...when I hit that, that means if you are out of order, you will be asked to leave. We do have Sheriff Deputy, and it is a misdemeanor to disturb a Public Meeting, so I would ask that you would demonstrate civility on this. The Board is trying to determine what is in the...their desire at this time. We do not want to cut anybody off. We do have Public Comments, uh, at the last part of our meeting also. So, um, if...if the Board's privy is to have 30 minutes of dialogue and then move on with the subsequent Item, we can do that. Dr. Bedell has left the room. Let the record reflect that. Um, so I need some...I need some direction from...

Sparks: Well, um, just a couple thoughts. So, if we do a minute-and-a-half, it's going to still be about an hour. I...I would like to hear from everybody and I would...I'm leaning toward, let me hear what you guys think, maybe giving each person a minute so that we can hear everybody but if we can discuss it and decide how we think it's going to be best, because our time is very valuable as is yours. We want to hear from everybody. Um, so the question is, do we want to go with either a-minute-and-a-half and hear everybody, which is going to take close to an hour, or do you want to hear a minute of everybody? It's going to be a little more than 30 minutes. I can go with either way.

Williams: Yeah, so I mean again because the complicated complex nature...

Gomez: I have to figure it out.

Williams: [STRIKES THE GAVEL TWICE] Okay. Um, this is the situation where we need to be civil and kind um, and there is no Board um, dialogue with the public, and this type of uh, behavior uh, has not been allowed in the past because it is disruptive to the meeting. I want to have a...a civil meeting here. Um, so what I'm gonna do uh, is ask for input from Ron. What...what...what would be legally what we could do at this point? If you can give us our options.

Wenkart: Well, all the options that you've discussed in the last minute or so would be fine. You have the authority to set the parameters on...on uh, Public Comment. So, there was one suggestion for a minute each. There was a suggestion for a minute-and-a-half each to allow for all the speakers, and there was also a suggestion to head it off at 30 minutes. Let people talk for 3 minutes and when you hit the 30 minutes, cut it off. All of those, uh, uh, options are available legally to the Board.

Williams: Okay.

Unidentified male: You know what we want.

Williams: So, uh, again as I shared any public, uh, outburst and...and even this type of behavior that we see we have not characteristically asked in the past. I don't want to limit your constitutional rights, but it is disruptive to the meeting. So, if I can ask you to put your hands down and let's be all civil, we'll...we'll go on with this. I so appreciate that.

Sparks: So, I move that we go with the minute-and-a-half model and that would...that would give plenty of time for all the speakers to have a say. Um, and that would be a time that's reasonable so that we can continue the rest of our Agenda, given that these meetings are going to go extremely long.

Barke: I would Second that Motion.

Williams: You want to Second that Motion? Okay, so we have a...a cons...a developing consensus of that we would limit the speakers to a minute-and-a-half, and that would decrease the total amount of time. I don't have any problems with that. Ron, does that meet the...

Wenkart: That does meet the legal requirements.

Williams: Okay.

Gomez: Can I...can I make a substitute motion? Um, I would entertain that we allow all the speakers to have 30 minutes, but we go for the first 30 minutes, hear all the speakers that we can get through in that 30 minutes, finish our business and then continue with the Public Comment, so that we can hear everyone.

Williams: And...and that if that is an option, too. Dr. Bedell, you are the wise...owl.

Bedell: That's his nice way of saying I'm old. I don't like changing this. We've done 3 minutes. Let's do 3 minutes. These people...this is the second hit with this discussion.

[AUDIENCE APPLAUDS]

Bedell: So, I make...I don't like the way it looks being very parochial now for the 5 of us as a Board-qua-Board, that if we on this topic do something that's unorthodox, that we don't do one of the subjects. I just think that crassly politically looks dumb, and I don't...I don't think it's fair based on our tradition. New paragraph. So, I would stay with the 3. We advertise it for 3, we have the machine 3, and if it does help if somebody says Joe already said this, I want to align myself so we get a sense of the depth of that feeling, but I don't like changing rules like that, especially on a...we're not talking about what kind of light bulb we bought...

Williams: Right, right. So...so, we really...we could have precedence but we'd have no formal rules or a Board policy on this matter. I hear 2 uh, differing opinions, uh, Trustee Sparks talked about limiting it to a minute-and-a-half. Uh, Trustee Gomez thought let's just do 30 minutes, move on to the next subject and then go back to the agenda for the Public Comments on this. Um, is...is that an...an accurate summary...?

Wenkart: Well, here's a bit of a problem with Trustee Gomez's, uh suggestion, because if you uh, take some of the comments after you discuss the Item, people won't have an opportunity to influence the Board as to whether you approve uh, the item or not. So, the speakers should have an opportunity to speak before you vote on the item.

Williams: Okay.

Gomez: Well, we could not vote on the Item, finish what we need to until...I'm...I'm a little bit concerned just because I have another commitment that I have to be at 2 o'clock.

Sparks: So do I.

Gomez: So, I do want to hear from as many people and we're kind of wasting time right now, uh, talking about it. So...

Wenkart: Yeah, you could do it that way, uh, then vote after all the public speakers.

Williams: Okay. So, uh, we have um, a Motion and a Second to limit the discussion to a minute-and-a-half. We have an Amendment. I think Robert's Rules are in order. We have to vote on...

Wenkart: On Trustee Gomez...

Williams: ...Trustee Gomez's. So, um...

Wenkart: Is there a Second for her Mo...?

Williams: No, there is not.

Bedell: What is it?

Gomez: To take the 30 minutes, get as many people as we can, finish the rest of our Agenda and come back um, to that and then finish the rest of the...the comments, so that we can have 3 minutes to hear everyone.

Bedell: But, are you saying we're going to vote on the Agenda Item before...?

Gomez: No. No, we will not...

Williams: No, no, no, no, no. We're just voting how we're going to listen to Public Comments.

Gomez: Yeah.

Bedell: Oh, okay.

Gomez: Yeah.

Sparks: So, that'll be about 10 people for the 30 minutes if you do it in that model.

Gomez: If everyone uses their time.

Sparks: Yeah, correct.

Williams: So, we have a Motion by Trustee Sparks. We have the...the Secondary Motion by Trustee Gomez and our attorney just said that that may not be good.

Wenkart: Well, you know, Trustee Gomez, you know...

Williams: But there's no Second...

Wenkart: Amended her Motion, so it's...it's fine, legally. Was there...there needs to be a Second to her Motion, though. If there's no Second that...

Williams: Being that there's no Second...

Wenkart: ...and it fails...

Bedell: I'll Second it for the purposes of discussion.

Williams: Okay, so we do have a Second on Trustee Gomez. So, um, earlier on you were saying that there may be a problem legally with...

Wenkart: No, she fixed it by saying it will take the vote after all the speakers speak; vote on the Item afterward.

Williams: Vote on the all the Items afterwards.

Wenkart: Right.

Williams: Okay, so, so...

Sparks: Can I just bring up one...one point? Is that, if we do that even after we may run out of time. Is that correct? Or so speakers know, we do 30 minutes now and then we do our business. We may run out of time until that 2 o'clock, so just so people know that's...that's something that may happen. So...

Gomez: You will still have a quorum.

Sparks: Okay.

Gomez: Okay, so people can remain.

Williams: So, the Motion we're going to be voting on is to, tell me if I'm wrong here, but we're going to be voting on doing 30 minutes of Public Comments, and then laying that Item on the table, going on to the next Board Agenda Item, which is Item Number 14. After completion of Item 14, going back to Item 13. Is...is that what we're talking about?

Gomez: That's accurate.

Williams: Okay, does everybody understand that?

Bedell: Yes.

Williams: Okay, so we're going to be voting on the subsidiary Motion by Trustee Gomez. All those in favor, say "aye".

[TRUSTEE GOMEZ SAYS, "AYE"]

Williams: Okay, all those against?

Bedell: No.

Williams: No. Abstain?

Sparks: I'll Abstain.

Williams: Abstain.

Barke: I'll Abstain.

Williams: Abstain. Okay. So, uh, so I will um, so you're a no, and you're a no. Okay, so I'm going to go with Trustee Gomez on this one and uh, I'm going to uh, vote in favor of her subsidiary Motion, which is to have 30 minutes of Public Comments, laying Item Number 13 on the table, and then coming back to it after I leave 14.

Wenkart: So, there's 2 votes in favor of Trustee Gomez's Motion...

Gomez: Yes.

Williams: Right.

Wenkart: ...and 1 opposed and two of them Abstained. Okay, so then the Motion would pass.

Williams: Okay.

Bedell: Mr. Chairman?

Williams: Yes.

Bedell: I hate to belabor this but as I understood what you said, we're going to have 10...30 minutes of comments on this docu...on this Item. We're then going to what, table this Item so we can pick up Item Number 14?

Gomez: Yes.

Williams: We're going to lay it on the table, come to Item 14, and then come back to Item 13, listen to the rest of the Public Comment.

Bedell: You see personally for me, if we tabled Number 14 to the August meeting and handled all this today so we can honor the people, we don't do that, and if somebody has to leave then we don't have that problem. I'm...I'm not used to taking a whole substantive Motion, insert it in the debate of another substantive Motion, and then coming back out on it.

Gomez: And do you want to table 14?

Bedell: We...my...I...that would be...I would like...I would like to honor those 30 people, all right? So, I don't know how to do one-and-a-half. I can't even get the microphone in one-and-a-half minutes. So, I'm about...see what I'm saying? I...that...that's very unorthodox to me, parliamentary wise, because we're going to end in 13, trap people in 14...

Sparks: Well, in public speaking, best practices are 90 seconds, so, it's not unorthodox at all.

Bedell: Well, it's unorthodox here.

Gomez: But not everybody...

Bedell: It's not the tradition to them.

Barke: I know. I understand. Not everybody's a public speaker.

Williams: Oh, okay, everybody. Let's bring civility to our Board dialogue. Uh, so I...I do...I want to validate. I want to listen to all the...everybody too...

Bedell: Yes.

Williams: ...uh, but we have a timeline. Unfortunately, Item 14 needs to be heard because of the...the time urgency and the time of the essence um, nature to it. Uh, so, uh, we did take a vote. The vote was uh, 2-1 and 2 Abstentions. So, the vote carries. We'll listen for 30 minutes. After 30 minutes we will table which is...which is fine according to our Robert's Rules uh, that we have adopted as Board policy, and we'll do 14, hopefully do that quickly, and then come back to 13 and listen to all the Public Comments. Okay, Public Comments. We're gonna do this for 30 minutes.

Boyd: Jessica Hubbard? Jero...Jordan Brodie, followed by Juli Stowers. So, Jessica How...Hubbard, you're first up. Jordan Brody and then Julie Stowers.

Hubbard: Good morning Board Members in attendance. My name is Jessica Hubbard. I am a lawyer, a former middle school teacher, an educator with over 15 years of experience and I currently serve as the Director of Programs for Girls, Inc. of Orange County, one of the county's direct service providers of California Healthy Youth Act compliant, comprehensive sexual education. Before I continue, I would like to note that at Girls Inc., we do not use the Teen Talk curriculum, but instead Girls Inc. uses its own internally developed, tried and compliant, age-appropriate, medically accurate, research-based, inclusive curriculum and Girls Inc. has been providing compliant, sexual education to girls in Orange County for close to 30 years.

When I speak today, I bring with me all of my experience as an educator, my role as a youth advocate, and also my personal, academic and professional commitment to uphold the law of the State of California and the United States of America. My comments echo the sentiments and statements from Justice... from Trustee Bedell and Trustee Gomez but seeing that the Board is divided and clearly the attendants are, I'll proceed. There are many local parents who have appeared before the Board and will continue to appear before the Board to voice their opinions about the merits of the CHYA curriculum. While this public forum is designed to provide an amplifier for the voices of the community, it is not the proper assembly to request changes to the law.

I would like to remind the community and of course the Board that is the duty of the Board to implement the law as it is written. When you are petitioning the Board or the school district to not enforce the California Healthy Youth Act, you are asking it to be out of compliance with the law. You are saying please, Orange County Department of Education, let us ignore the law. Let us violate the law. But, how great is it that we have the ability right now to teach our children a few important lessons? Yes, we have the ability to teach our children about inclusive healthy sexuality, but this Board also has the power and the responsibility to teach our children a greater lesson: one about being a law-abiding citizen; a lesson that instructs our youth that whether we agree with the law or not or we agree with the lawmaker, it's our duty to uphold the law.

So, do we teach our children that laws are meant to be followed or we teach them what we can pick and choose which laws we want to follow and which ones we want to break? I implore you to consider this regardless of your personal views of the CHYA curriculum. Remember, our children are always listening and our children are always learning. Thank you.

[AUDIENCE APPLAUDS]

Boyd: Jordan Brodie.

Brodie: Hi. Um, my name is Jordan. Uh, thanks for having this meeting. Um, first off I want to say I'm kind of disappointed that we spent 10 minutes um, debating on whether or not you should hear all these people who showed up to speak and um, um, your time...you guys are public servants. We pay your guys' salaries and all of your...your livelihood is based off us, the people, then that is what the Constitution is for. We have the right to speak. You guys serve us. This is our country. These are our streets and I am here on behalf of my friends and family that are LGBT and I feel really strongly about this issue because I grew up without having a voice from myself in um, in our sexual education. Um, and you know, I turned to the internet.

Where is a kid gonna go if they're not getting their sexual education from the institutions that they go every day from 7 A.M. to 5 P.M., Monday through Friday? Um, where are they going to get their education from? They're going to go to the internet. What do you find when you type homosexuality on the internet? You're gonna find pornography. The kids are learning, all my LGBT friends are learning about their sexual education from porn institutions that are selling uh, lifestyle that is based on promiscuity and all kinds of countless things, but...and I was bullied in...in elementary school for being gay before I even knew what gay meant. I didn't even know what that word meant and people calling me faggot and all these things.

I didn't even know what it meant and I was afraid to talk out about it. I was afraid to speak to my family about it. Who...my family is very supportive of my sexuality and I internalized all this and I went down this dark hole, this dark journey, and I just want to encourage you guys to listen to the people that are here. Because we all have a voice and um, we want to be heard and we want institutions in place to teach the kids about healthy forms of sexuality.

Um, I think there needs to do...be a lot of research, of course, about this but um, I don't know. I...I wrote a lot but I decided to just say what's on my mind and thank you guys for being here. Um, I think the point of school is to educate. If we are not fully educating our children on the truth of everything that is going on in our world, then we are failing to do the job. So, um, thank

you so much and please let everyone speak, even if you have to be here until 10 P.M. That is your job. Thank you.

Williams: Thank you, Jordan.

Boyd: Juli Stowers, followed by Naz Hamed...Hamid, Lisa Richardson and Jessica Corson.

Stowers: Good afternoon. My name is Juli Stowers. I'm a teacher, a Union Rep and a parent in Saddleback School District. Um, CHYA is supported by the California Teachers Association, which is made up of teachers who know how to design lessons, who know how to teach children, who know how to ensure that students receive sex ed that is current, comprehensive, medically accurate, age-appropriate and ex...and inclusive, Teachers also know that LGBTQ students are too often made to feel invisible even stigmatized in classes, and especially in sex ed. CHYA was written to prevent this. Today's resolution states that discussions of gender identity and sexual orientation are issues that many parents desire to introduce to their children in their own time, and in a manner consistent with their values and beliefs.

This one is concerning to me. Are you aware the LGBTQ youth have a disproportionately higher rate of homelessness and suicide than their cisgender or straight peers? Are you aware that the majority of these youth are homeless because they have been kicked out of their homes for being gay, or for being transgender, or for not conforming to their parents, to their religions expectations? Or because they were abused for these same things? We can't leave these lessons up to the parents alone. Parents tell me all the time what a struggle it is just to do homework with their kids. Think back to when you had questions about sex. Did your parents provide you the information? Did they really?

If a parent isn't ready or willing to have a proper fact-based conversation with a child about sex or sexual orientation or gender identity, where is a child going to go? Like Jordan just said, to the internet, to their friends who may or may not have accurate information. The anti-CHYA people have said at these Board Meetings that they're supportive of LGBTQ kids, but that they don't want these sensitive topics to be discussed at school. These same people have said that teaching about gender identity is just one step away from teaching bestiality. They claim that they can cure gays. They talk about the LGBT gestapo. They compare being gay to pedophilia. They are all over social media declaring LGBTQ people as being sick, perverted, mentally ill, saying that teachers are grooming our children for homosexuality or transgenderism, which isn't even a real word, by the way.

Do you think that those parents are going to provide their kids with a facts-based informed education about sexual orientation or gender identity? What if they actually have a transgender or gay child? Maybe they'll send them to conversion therapy or have their religious leaders tell them that they're an abomination. Good lord. Do we really need to give these people a platform in September to discuss both sides? Enough about this people on both sides stuff. These people want to exclude, demean, diminish LGBTQ youth in our schools. I'm thankful that the authors of CHYA were forward thinking and inclusive of all youth in this law. I look forward to seeing CHYA implemented in all of our OC schools very soon. Thank you for your time.

[APPLAUSE FROM THE AUDIENCE]

Boyd: Naz Hamid.

Hamid: Hi, my name is Naz Hamid. I thank all of you for giving me this platform to speak with you. I had not prepared Public Comments. I am a resident of Irvine. I am on the uh, school district's Health Advisory Committee uh, and it is the job of this group of parents to look at curriculum that's being proposed by our science TOSAS. They look at uh, curriculum and what it's supposed to be and the content that would be best suited. And they bring that...those choices to a group of parents for them to look at for cultural sensitivity, for all kinds of bias, and to be able to rule that out. The group of parents is incredibly diverse, representing different ethnicities, different faiths, and when this committee has approved this curriculum, it's actually made available to our teachers in our middle as well as high schools.

So, the process is fairly rigorous. So, I'm not here as a representative of this committee, but I am here as a parent. I have my middle schooler with me. Um, the point I want to make is that, you know, we instill our values at home. We tell our children what it is we expect them to do, how we expect them to behave, and what their belief system should be. They learn that from the time that they're very young, but when they go to school, what I'm expecting them to understand and to learn and to have a finer appreciation for is inclusivity at all levels. I work for a global consulting corporation and there is a strong Pride Network at my um, at my company. I work with people who identify as LGBTQ.

My children go to school with kids who identify as LGBTQ. And to us, it's a no-brainer. They are people, just like the rest of us. So, it's best that they understand that when you graduate, when you leave your parents' homes, how you fit within the community that you find yourself in. And if they can get that education in school, it's best for them to have that and to develop that sense of appreciation and respect for the individuals that they work with and that they're going to interact with for the rest of their lives. Um, I have come across a couple of kids in just this last year alone who have been bullied because of how they identify um, on the LGBTQ spectrum, and who have attempted suicide uh, because students who go to school with them don't understand the challenges that they face.

And, I personally am really glad that the lessons that I teach to my kids at home before they learn in school are actually mandated by this law to be taught in a public school system. If your values and your uh, principles don't agree with that, yes, you can opt your child out, but I would strongly encourage this Board to continue to support the development and the deployment um, of curriculum that supports the California Healthy Youth Act, and uh, to provide whatever support is necessary. Thank you.

Boyd: Thank you.

[AUDIENCE APPLAUDS]

Boyd: Lisa Richardson, followed by Jessica Corson and Michael Richardson.

Richardson: Hello. Thank you for the opportunity to speak to you all today. My name is Lisa Richardson, I'm a retired teacher from the Irvine Unified School District. I retired after 37 years of teaching. This is my husband, Michael. I'm a community member and a...the School and Community Outre...Outreach Coordinator for South Orange County PFLY, an organization that

promotes LGBTQ equality and provides support to the LGBTQ community, families and friends. As such, I work with local students, families, educators and schools. On January 1, 2016, our legislators enacted the California Healthy Youth Act. Perhaps it's because they have learned what I have learned: that suicide is the second-leading cause of death among young people ages 10-24, that LGB youth are five times more likely to attempt suicide than their straight peers.

92% of transgender individuals report having attempted suicide before the age of 25, and each episode of LGBT victimization, such as physical or verbal harassment or abuse increases the likelihood of self-harming behavior by 2.5 times. Education can change these statistics. The LGBTQ community is a minority, although not such a small one; approximately 3 students in a class of 30. So it's not surprising that at our monthly support meetings, I've heard youth and their families who lack adequate information on how to help their children develop healthy, positive and safe relationships and behaviors. The California Healthy Youth Act provides that information to all students by allowing students to see themselves reflected in the school curriculum and validating that they are important and valued members of the community.

It requires sexual health education that teaches respect and addresses the needs of all genders and sexual orientation. It is inclusive of same-sex relationship. It also teaches about Gender, Gender Expression and Gender Identity and the harm of negative gender stereotypes, all of which are critical in creating safe and inclusive school communities. To those parents who are fearful of their child receiving this instruction, they should choose to opt their child out, although I hope they don't for their children's sake. They should not seek to deprive other children and students of this vital information and instruction. Learning about the diversity that exists in our world only serves to create greater understanding and inclusion in our community. I strongly encourage Orange County School District's to commit to full and robust implementation of the California Healthy Youth Act of 2016. It's the law and school districts must comply. Thank you.

[AUDIENCE APPLAUDS]

Boyd: Jessica Corson.

Richardson: I'm Michael Richardson. I'm gonna Abstain.

Boyd: Thank you.

Corson: Uh, good morning, Orange County Board of Education. Uh, my name is Jessica and I am a recent graduate of El Modena High School in Orange Unified School District. Um, simply put, I'm here to state that I will hold the Orange County Board of Education and each school district in Orange County accountable for implementing the California Healthy Youth Act . Um, as a recent graduate of El Modena High School of Orange Unified School District, I believe I received a sexual health education that was not comprehensive and was lacking in inclusion of LGBTQ identities, leaving me and my peers since...severely misinformed. Um, this is a problem that can and will be solved by the California Health Youth Act. The California Healthy Youth Act, the State mandate requires school districts to provide students with comprehensive inclusive, medically accurate and unbiased sexual health and HIV...HIV prevention education at least once in middle school and once in high school. I would quickly like to ask those of you who are here to advocate for the implementation of the California Healthy Youth Act to please stand for few moments.

[VARIOUS MEMBERS OF THE AUDIENCE STAND]

Corson: I, and the rest of these folks here, are dedicated to returning and working to hold this Board and each school district in Orange County accountable and responsible for implementing the California Health Youth Act to ensure each student in Orange County receives the sexual health education that is guaranteed to them. The California Health Youth Act is a law. School districts and the Board of Education must comply. Thank you for your time.

[AUDIENCE APPLAUDS]

Boyd: Laura Kanter, Susan Meyer, and T Perreira? Laura Kanter, Susan Meyer, and T, and I'm sorry, your last name is P-E-R-R-E-I-R-A. Are you here? Okay, thank you.

Kanter: Um, good afternoon. Um, my name is Laura Kanter. I'm the Director of Advocacy and Youth Services for the Orange County LGBT Center. Welcome to the new Board Members and um, I'm back. Um, I have some concerns about the um, debate style forum that has been proposed because I do not believe it will provide the education that community members and Board Members need. What exactly are you planning to debate? Will it be about ensuring inclusivity in the curriculum, or will it be about who should be included? Will religious conservatives be allowed to hurl opinions at our community while we listen politely until it's our turn to plead for acceptance?

What is your plan to make sure the subject matter does not become about the existing...and dignity of LGBT youth? Because for my community, it is a psychological risk for us to be in a room among people who are hostile towards us, even when they say they love us, who have been invited by an elected leader to share their views. It is divisive and for me and those in my community who have been the target of attacks in these sorts of forums, it is an indictment to bullying. Please don't mistake my exhaustion for fear. It's just that we have heard all of this and there is nothing to debate. It is time that LGBTQ youth be given the full opportunity to access a safe and equal education just as the law says. CHYA is the law.

If you want to do something useful have a group of people work together to find the best possible curriculum so you can make sure students get the best possible education, because the people on the other side do not need a debate. They need to be educated. I would also like to address previous speakers who brought up the work the LGBT Center does in the community. You are correct, we do tell teachers that under the law, a student's right to privacy is protected and that includes sexual orientation and gender identity.

So, if a child discloses what you call homosexual tendencies and is afraid that by telling their parents they would risk shaming, rejection, violence, or being kicked out of their home, we follow the law in order to protect the safety and well-being of students. I would finally like to know what your plan is for doing due diligence when you...if you do create this forum, but I honestly feel that it is a very bad idea and I'm not sure that I could ask my community to support it. Thank you.

[AUDIENCE APPLAUDS]

Boyd: Susan Meyer.

Meyer: Hi. My name is Susan Meyer. Um and uh, I'm in District 2, so I'm...I'm in your District. Um, I want to ask uh...uh...the...the new Board Member, uh, Lisa Sparks that if you could at minimum, just pretend to listen to people. So AB 329, it is the law and school districts must comply with this law. I want my son to participate in the CHYA curriculum. Parents can opt out if they want to. It's the law but legislators already heard expert testimony and voted on this law. The Board oversees the taxpayer's money and as an Orange County resident, taxpayer, parent of a student in a public Orange County High School, I demand that you do not expend taxpayer funds to conduct a public forum regarding a law you have no authority to change.

[APPLAUSE FROM THE AUDIENCE]

Meyer: The Board should be a resource for school districts to comply with laws regarding education, not to find ways to skirt the law. Board Members must have a passion for democracy with a true understanding that their role is to implement the will of the majority, not to impose their own will on other people's children. Board Member Williams, in your bio it says that you de...defend the traditional family values, the sanctity of life and traditional marriage between a man and a woman in scientifically-based sex education programs that decrease sexual promis...promiscuity, sexually transmitted diseases and teenage pregnancies. This is in your bio. Apparently, sir, you want to impose your own will on other people's children. You, sir, should be ashamed of yourself.

[AUDIENCE APPLAUDS]

Boyd: T. Perreira, followed by Michelle McNutt and Pierce Livingston.

Perreira: All right. So, uh before I begin I just want to give a really quick shout out. It's...you can say anilingus instead of saying mouth to anus. It's just called anilingus and if you want to avoid a brownie use something called a dental dam. It is FDA approved. That's, you know, quick sex headline. My name is Tia. I attended Kappa Middle, okay? Um, and I am here because, and this is not to all the Board Members, but you know who you are as soon as I start talking. I don't think that you guys understand that your short-sighted decisions have resulted in you guys being seriously the laughingstock of multiple scientists and organizations. You have made yourselves into clowns.

Professionals and many different fields of science look at politicians like you and see pathetic puppets controlled by an insignificant group of people by whom you've allowed yourselves to be intimidated. They have no facts to stand on and yet you bend to their will at the drop of a hat because you're scared and you specifically, Dr. Hairplugs, They're um... you're acting like imbeciles, okay? Um, do you also think that there's both sides to an argument about whether or not the Earth is flat? I think it would be really fun to have a public forum on that one and see what both sides of the argument have to say about this really easily-provable scientific fact that is already unanimously agreed upon.

I could march NASA in here to tell you that the Earth is round and you would respond, seriously respond with, "let's hear what the opposition has to say" and then proceed to act like Flat-Earthers are on the same level as astrophysicists. You must understand that doing so would rob you of any credibility and you would definitely be a martyr for the flat earth cause, but you

would not get sympathy from anyone else because you shamelessly renounce science in the face of scientists. I don't think that you realize that by refusing to give peer-reviewed scientific literature the consideration it deserves, and by refusing to listen to people with degrees in the fields of medicine, pediatric science and childhood development, you are doing the exact same thing which you're allowed to do, but I want you to know that you look really stupid doing it.

We've given you piles of evidence proving to you that the curriculum is nothing but positive to the health of both straight and queer students and you know we are correct because we've proven it to you countless times, and yet you continue to ignore fact because one, you've allowed yourselves to be controlled by a group that thinks saying the word anus will repeat the events in Genesis 19. For anyone who doesn't know, it's Sodom and Gomorrah. Um, and 2, you don't actually care about the welfare of vulnerable students in these districts, so the fact that this curriculum greatly improves their lives doesn't matter, which is why you're not doing anything about it.

Continuing to disobey CHYA will canonize you as a Board that votes based on fear. Your faces will be in history books in the section labeled Orange County Embarrassments and you'll share a page with State Senator John Briggs, who in 1978 tried to make it illegal for gay people to work in public schools. How fitting. You'll be famous for your pathetic resistance to science and your names will be in bold writing in a paragraph stating that you thought you could stand against a near unanimous scientific consensus from professionals across all different fields of Health Care and science. Go ahead and obstruct us. It will only be a matter of time before your actions...oh, you know what, just do your job, actually.

Boyd: Your time's up.

McNutt: Thank you.

[APPLAUSE FROM THE AUDIENCE]

Williams: What was his name?

Boyd: Michelle McNutt followed by Pierce uh, Livingston.

McNutt: Good morning, Trustees. My name is Michelle McNutt. I'm a parent from Capistrano Unified. I'm also a practicing Registered Nurse. I'm deeply concerned about the divisiveness surrounding the topic of comprehensive sex ed in my community. I'm also concerned about my district's lack of compliance regarding the implementation of the California Healthy Youth Act. It is unbelievable that we have to gather here in 2018 to defend facts, science and human progress. I'm here to remind you that our community...to remind you and our community that there are not 2 sides to this issue, as your last resolution states, but there is only 1 side. There is no need to debate how sex ed should be taught or what should be included in the curriculum.

We already have a law that mandates the implementation of comprehensive sex ed. There are several curricula options, all of which are aligned with California's Health Education Content Standards. As Trustees, you took an oath and have a sworn duty to uphold that law. School Board meetings are not the place to counter or argue against a law that has already been passed. These meetings should not be focused around how the community disagrees. It should be focused on the best way for districts to implement the law using vetted and readily available,

CHY...uh, CHYA compliant curricula. It is disturbing to me that you are recommending a special meeting to hear quote “both sides of the CHYA issue.”

I understand this is a place where all community members can voice their concerns. I don't understand why we are using a Board of Education meeting to debate...to debate what is and is not considered to be medically accurate and research-based facts implementy compreh...implementing comprehensive sex ed is a matter of public health and safety. When districts continue to pander to parents who oppose the implementation of sex ed...who oppose the implement...implementation of sex ed despite their legally available option to opt out, the needs of the parents are being placed ahead of the health and safety of the students.

The opposition groups in our community such as United Parents.net and Informed Parents of California, whose members are here today, are actively involved in spreading misinformation via social media and Town Hall meetings in an attempt to turn our community against the law. Their social media websites are full of anti-gay rhetoric. Informed Parents of California promote conversion therapy for LGBTQ people.

This practice is wholly refuted by the medical and psychiatric professionals as pseudoscience and harmful to the LGBT community. Please understand that it is a basic human right that all people and especially youth have access to this information in order to make informed decisions about their sexual and reproductive health. I'd like to conclude by stating again that there aren't 2 sides to this issue. There is only the law which must be implemented. Do not delay any further. Your time is up and you must act now. Support CHYA now.

[AUDIENCE APPLAUSE]

Boyd: And Pierce Livingston will be our last speaker for the 30-minute period.

Livingston: Sorry, I'm just testing the mic. Okay, um, my name is Pierce Livingston. I was a student in Capistrano Unified School District from Kindergarten to 12th grade. I graduated in 2015 from San Juan Hills High School. Um, in my experience as a student in high school here, sexual education was not given the attention it needed. In high school, I was required to take only 1 semester of a health class with a unit on Sexual Health that lasted maybe 2 weeks. As a gay student, there was even less information relevant to my experience and safety. I have gay friends from this area who don't know how HIV is transmitted. Many people in this room have probably never heard of preventive medications such as pre-exposure prophylaxis.

I have a friend who grew up in CUSD that has HIV now; he's 19 years old. I learned most of my sexual health and safety knowledge from my own research. I have been fortunate enough to always have access to the internet but not all students in this area have that same access and even if they do, they might not pursue that information on their own time, or if they do that, it still might be inaccurate. It's dangerous and also completely avoidable by fully and properly implementing CHYA using the Teen Talk program. Sexual health and safety information is not something children should need to search out themselves, but this asinine moral judgment that we must keep children's purity or innocence is keeping schools, which are government-funded secular institutions, from providing Sexual Health knowledge that is accessible to everyone.

I would implore the Board to ignore the demands of an oppressive vocal minority that is trying to deny the rights of children to learn about their bodies and their safety in a safe environment. They can always choose to opt out their own children although I wouldn't recommend it, but children will have questions that they will never feel comfortable asking their parents. School has to be the place for those questions. Trust that the professionals trying to inkle...implement this curriculum have more knowledge than the vocal minority of parents trying to make decisions out of fear of the unknown. Additionally, I agree with all the statements of Laura Cantor, um, and I do not think Mr. Williams' resolution would be effective. Thank you.

[APPLAUSE FROM THE AUDIENCE]

Williams: Okay, thank you all for your comments to the Board. Um, as we talked about 30 minutes ago, we're gonna use uh, Robert's Rules in order our adopted protocol here. We're going to lay on the table Item #13 here and for the sake of time, we're going to move on. I'm going to come back to this Item after Item 14 and hear the rest of the Public Comment. So, moving on to Action Item 14 uh, and this is my...my uh, Item that I submitted for our agenda and I do...

Boyd: You do have one Public Comment.

Williams: We have one Public Comment? Okay, so this is uh... I'm going to hand out to my Board Members the essence of this issue.

Gomez: Is this official record here?

Williams: Uh, I'm going to read into the record. This is just if you want to follow what I'm saying. So, um, to begin I will make the Motion then for, um, Item uh,14. I...I need a Second to begin this Board Discussion.

Sparks: Second.

Williams: Okay, we have a Motion and a Second. Questions? Yes, Trustee...

Bedell: I have a substitute Motion that Item # 14 be tabled to August and I...if that is Seconded, I would like to address the issue that this is not in fact urgent. The person who is being discussed is on board. The person who is discussed is basically in a probation period for a year. There is absolutely no urgency to this document.

Gomez: I'll Second that.

Williams: Okay, so we have...

Bedell: The Motion is to table it to a Time Certain in August.

Williams: Right. So, we have the original Motion and Second. Then there was a subsidiary Motion by Dr. Bedell to table this...

Bedell: Table it.

Williams: ...for the August. That was Seconded by Trustee Gomez. Okay. So, um, we're going to have the discussion on Dr. um...

Bedell: Point of parliamentary inquiry. Is a Motion to table debatable?

Williams: Yes, it is.

Gomez: I don't believe it is.

Boyd: Ron.

Bedell: That's a question, Mr. Chairman. I...

Wenkart: Ah, usually you take a vote on whether to table it or not. You don't get into the substance. If the Motion is defeated then you go back to talking about the substance of the Item.

Williams: Right. So, it has to be voted upon.

Bedell: Oh, yes. Yes.

Williams: So...so once it's been tabled, you're absolutely correct. If...if...if...it's voting in favor

of your Motion, it will be tabled to August.

Bedell: Yes, and my understanding is that a Motion to Table to a Time Certain is not debatable, so that we would immediately go to a vote to the Bedell Motion to Table, if that fails we go to your Motion. That's my understanding but I may...that maybe...that's pure Robert's Rules that we may...we may not...

Boyd: So, you all follow Parliamentary procedure.

Bedell: And so what is that...what is the rule there?

Boyd: For subsidiary Motion? That you vote on the subsidiary Motion before the main Motion.

Bedell: But, is it debatable?

Wenkart: You know, based on the Parliamentary rules that we've adopted, it's not debatable. You would vote on it.

Bedell: On the Motion to Table?

Wenkart: On the Motion to Table. If it's defeated then you can go back to talk about the substance. If it's granted, if it's Approved, then you move on to another topic.

Williams: So, we...we do vote on the subsidiary Motion.

Wenkart: Right.

Williams: And if it passes then we table it. Is that correct?

Wenkart: Right.

Williams: Yeah.

Wenkart: If it's approved, if there's 3 votes to Table, then you...it's Tabled to the August meeting and then you go on to another Item on the Agenda.

Williams: Gotcha. Okay, good. Okay. So, uh any discussion by our Board on the...on the Motion...

Bedell: It's not debatable.

Gomez: It's not...yeah.

Bedell: It's not debatable.

Williams: Okay, so we take a vote on at then. Okay, uh, so all those in favor of this Motion uh, vote by saying, "aye".

Bedell: Aye.

Gomez: Aye.

Williams: Those opposed? Opposed?

Sparks: Opposed.

Barke: Opposed.

Williams: Okay, the Motion fails by a 2-3 vote. Moving back to the...the original Motion by myself and the Second was by Trustee Spar...Sparks? Okay, very good. Uh, and the Action Item is regarding obtaining outside counsel to provide legal advice to the Board on a recent selection of our Board counsel. I have passed out a summary of what I uh, would like to read so you're welcome to follow that or listen to my words. With great respect for educational institution and mission of the Orange County uh, Department of Education, I had or I have submitted a request for urgent hiring of legal counsel to assist this Board with the controversy we face. For the record, Epstein-Barr Law Firm um, has not been legally or officially retained by any member of this Board.

That vote to retain outside counsel will occur after Board Discussion on this matter. As a summary, in April 2018, our Board learned of the uh, soon retirement of our good counsel, Mr. Ron Wenkart. In the April board meeting, um, the general, uh, selection uh, process was openly

discussed um, on June and that is available in the transcripts that you should have been given before. On June 15th, the Honorable Superintendent uh, announces unilateral decision to our Board and an email regarding the selection of new counsel for the OCDE as well as the General Counsel for the Board. Dr. Bedell was the lone Board Member giving advice and consent on the selection process of the final 2 candidates that were at the top tier.

To begin, the situation we face uh, was first discussed 4 years ago when the question was asked, who would participate in the selection of the General Counsel? Was it the Superintendent by himself? Was it the OCBE, or was it both? A legal opinion was uh, given by Mr. Wenkart in a...a... that was dated September um, of actually 2014. Uh, that opinion has been earlier distributed to you. That opinion was completed without malice or controversy, but retrospectively, uh, clearly not allowed under the California State Bar Rules of Professional Contact 3...310 C as no waiver was obtained by the General Counsel client, that is the Superintendent as well as the Board of Education.

Subsequently to that uh, discussion and a Board vote, was that we would obtain a second legal opinion and that was attained by Mr. Daniel King from the law firm of Cota Cole. That uh, opinion is dated January 2015, and it was distributed uh, to you earlier. And that came opinion the question of who has the authority to hire a General Counsel was discussed in...in great detail, and that opinion we learned and I quote from the opinion from Mr. King, “but unique status of General Counsel serving and owing duties to both the Board and Superintendent, combined with the express language in Education Code 35041.5 requires joint appointment by both entities.”

And again, I go on to quote, “This is the best understanding as both sides must come to a compromise they can live with.” Mr. King continues, “There is no language in the State Education Code which supports the conclusion that the Board of Education rights of joint General Counsel appointment is limited only to advise or consult. Indeed one party...indeed giving one party the right to voice unacceptable Counsel on the other would be a grave departure from long-standing and well-established principles governing the at-will nature of relationships between clients and nature...and – excuse me – clients and their attorneys.”

In the same legal opinion, King states, “The power to unilaterally control or influence Counsel to both clients would have...would have obvious advantages, that either party might improperly seek to obtain for themselves in any matter where their interests our policy objectives might diverge. Thus, the unilateral selection of General Counsel by the Superintendent creates a potential and direct Conflict of Interest in controlling the legal advice given to both clients in any matter.” Mr. King continues um, quoting Education Code 3504.1 but at the very last 2 sentences of that State Education Code, it states quite plainly, “The County Board of Education and the Superintendent of Schools of the same County shall appoint the same Legal Counsel.”

At the last Board Meeting on June 20th, I made a statement into the Board record that supported...that was supported by Trustee Lindholm regarding the June 15th memo from our good Superintendent announcing his General selection. Lindholm says, “I want to join Trustee Williams on this one. I was a little surprised that there was an appointment made. My understanding was that the top candidates would come through the Board and we would have input.”

Again, this is from the transcripts of that June 15th meeting. During the April meeting dialogue, from the transcripts page uh, 63 through 67, but specifically on 65, our good Superintendent stated, "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 to the candidates and then we screen that down and do a finer interview, and I have commented with the Executive Committee of the Board that we want the Board to be involved." So then the summary we have a jo... a job description for this position that was put out statewide uh, then according to our good Superintendent there would be a paper screening and round of interviews.

The...the reference that...that was made that the Board would be involved was again agreed to by uh, uh, Trustee Lindholm and later in an email to our good Associate Superintendent, Nina Boyd uh, that the Board would be involved in the top tier final selection process. Again, without Board waiver, giving unilateral authority to the Executive Committee or to the Superintendents who select General Counsel, or an official Board Policy giving unilateral authority to the Executive Committee or the Superintendent to select General Counsel, or even a...a Board vote giving unilateral authority to the ease of the Executive Committee or the Superintendents to select GC counsel.

We collectively have many uh, facts and background to this that creates the controversy. Uh, the uh...so with collectively the...the facts and mind of the 2015 Cota Cole opinion, the April Board Meetings transcripts, Trustee uh, Lindholm and uh, Nina uh...Associate Superintendent Boyd's um, agreement in that she thought the Board would be involved. We have a controversy and the higher road requires greater public uh, and private dialogue and clarification for our Board. That dialogue and clarification with the Board never materialized by the Executive Committee which, by the way, David Boyd never participated as he, unfortunately, was in the hospital. Uh, it was uh, never iterated by our current Counsel or the County Superintendent at a personal or public level.

So, I respectfully submit the General Counsel selection process was flawed and unlawful, uh, therefor unlawful retention of uh, this General Counsel has occurred and a controversy exists. So, what are the next steps? The next step, uh, I believe for this Board is that we obtain a second opinion. We are allowed that by the State Education Codes um, and in talking to many different, uh, private attorneys on this issue, I feel the Board has been overlooked and they have not selected uh, our Board General Counsel. The process of General Counsel is a very sacred and hallowed relationship and being that the Board never had a policy, was never given an opportunity um, or a vote was on it, I think that the Board needs to listen uh, to Legal Counsel on what are the rights of this Board.

And it's not only for now. This has nothing to do uh, with anything personal but this sets a precedence for this Board in the future, because the next General Counsel, should he last, again, the many years that our good Ron Wenkart have lasted um, this won't happen in our lifetime, most likely. So uh, what I've done is I have uh, discussed the issue with a...a law firm, uh, Epstein Barr Becker and Green, and the...this law firm today is represented by uh, one of the Board of Directors, Adam Abrahms, and he is here to um, in open discussion; again, uh, there was a Board prerogative by the President not to put this in Closed Session uh, and that's okay, so we may need to have a special meeting next week to discuss this in Closed Session.

Uh, so I've invited Mr. Abrahms who is a General Counsel from uh, and Board of Directors from this law firm to come and answer any questions for my Board Members uh, that he can speak to in Open Session. And that concludes my remarks. Any other Board dialogue? Wha...what is the consensus and desire of the Board?

Bedell: What is the Motion on the record, Mr. Chairman?

Williams: The Motion on the record is to retain outside counsel of Epstein Becker and Green um, to provide Counsel to this Board on their legal rights.

Bedell: Could you please be so...I'm sorry. Could you please be so kind as to tell me why...and the rest of our colleagues, why you consider this an emergency?

Williams: Uh, because of Civil Service Laws of...of such and because of the um, the...the time of the essence nature of this. Uh, thi...this is important to this Board.

Bedell: Can I...well, I'm not trying to be...I don't understand the time of the essence nature because this person has the...the norms of the department as I understand them, is that this is a Superintendent employee. This Board does not evaluate, we do not set salary, we do not, in fact, do any of those things which are major of somebody who is the...the boss, all right? We don't check attendance and the reason for me that this is...and I am a fiscal conservative, more of a personal libertarian but a fiscal conservative. This could very easily be handled. We've already had 2 opinions and 1 of them instates party is the prerogative of the Board or the Superintendent the letter in which...my distinguished colleague is referring is kind of convoluted for me and I am not a lawyer, but I am very concerned that uh, we have the option.

Again, we've had 2 opinions and our policy says we can get second opinions. We've had 2 opinions but if you're a fiscal conservative, the State Attorney General has an option that you put together a packet with the views represented as I understand it, it is no cost to the agencies other than the staff time putting together that packet, and we can get an Attorney General opinion. Now, I am not in favor, with all due respect, in going around shopping for a lawyer on beha...by 1 Board Member on behalf of the whole Board. I don't like that. I would be much more comfortable if your proposal was, we develop an RFP describing the content of what we need studied.

But, again, I come back to the no cost, low cost of an Attorney General opinion and that would settle it, because you know, I can find a lawyer who's going to tell you the opposite. I can find us...another lawyer who would tell you twice what's said. I don't believe in that. I don't think that's good public policy, but I like and it's easy because I'm su...everybody in this pal...panel is politically connected, everybody on this panel, when you need a legislator to carry it to the Attorney General. Easy. There's been no specification of how much this would cost.

There's no parameter of how it would be done, and you can bet your sweet bippy as they used to say in Laugh In – I'm dating myself – that if we get an attorney, do you think our great Superintendent is going to sit there in his good looks and do nothing? Do you think the other 57 or 55 School Boards up and down the State are going to do nothing? I can see Amicus...what is it called?

Wenkart: Amicus Briefs.

Bedell: Briefings flying across the State because they have a vested interest in this subject. We would be doing a major service, no cost to our taxpayers really of any significance, compared to an open-ended. This document, I believe I have this correct, that Tru...and thank you for this...this document that Trustee uh, Williams referenced, was about a \$35,000 experience. That does not count...now this piece would not account what Trustee...uh, what the Superintendent Mijares will cost, what ours would cost; frankly, I'm more concerned about the 7,000 students whom we serve uniquely than something that could be taken care of as a low-cost item – as a fiscal conservative – by the getting an opinion from the Attorney General. Then it's done.

So yes, you're right, Mr. Williams, in 2 years we could have a wha...we could have a whole new Board majority who don't like that opinion. So, they shop for another lawyer. What is that about? That's not in the best interest of our 7,000 students. So, I would recommend as a s...that we, in fact, have a more fleshed out proposal that you're thinking of and how we can...and the cost and I don't know anything about this firm. The examination that I did was at work, it has a very fine record dealing with major corporations. I did not... thi...my school board contacts did not know anything about that. That doesn't necessarily mean anything but again, I don't see the urgency.

The person is guaranteed basically a salary for a year, as I understand it, as a Civil Service employee. There's no urgency here. What are they going to do, let him go and eat the salary? How dumb would that be for the taxpayers? So, I don't see how it's in the interest of the kids. I don't think it's necessary and I sure as heck don't think it's urgent.

Sparks: I have a couple of comments. Um, um, my...I echo, uh, some of what Linda Lindholm had said um, in my understanding of the issue, in that there could be some sort of...well, 2 things, I think: 1) Any...any organization when you're hiring a lawyer, a major HR person and, you know, involve...it involves the body of senior staff, which is kind of what we are. So, I...I...I...I'm not sure why this wasn't done. Um, um, that would be in good faith, you know, considering that we're all moving forward. I mean, I would have liked to have been a part of selecting who we're going to be working with, given that you're not going to be with us. Um, I think that's important for us as a body.

I...I don't know anything about this guy except what I learned is that there could be some sort of conflict of interest, this is my point number 2, because apparently there was some um, litigation within Anaheim Union and he is an attorney from Anaheim Union. So, I'm not sure what's going on there and I would definitely want to understand more about that because that seems like a conflict of interest. Maybe that's not the right language, but it seems like I need to understand that. So, I just want to say that for the record.

Williams: Is there...is there any other questions? I'd like to bring up, uh, Mr. Abrahms, Adam Abrahms, who's a General Partner of this law firm.

Wenkart: Could I comment on her uh, questions?

Williams: Oh, sure. Absolutely.

Wenkart: Um, first thing was that the Board was involved because at the April meeting it was discussed that the Executive Committee would be involved, which was Mist...uh, Mister...Dr. Bedell and uh, Mr. Boyd. Unfortunately, Mr. Boyd was in an acc...uh, you know, broke his hip and was in the hospital shortly before the interviews. And so, there wasn't time to replace him

wi...with somebody else, but that was the understanding at the April Board Meeting. Uh, the other thing about the conflict of interest with Anaheim Union is that Anaheim Union hired outside counsel uh, to handle that litigation.

This Board hired outside counsel to defend against that litigation and, uh, my understanding was that the uh, in-house counsel for Anaheim Union was not intimately uh, intimately involved in the litigation and also, uh, what we can do with that is that the...the new person will not be involved in the litigation from this end. Uh, Nina Boyd would be the liti...the uh, liaison with our outside counsel. So, I don't see any problem there.

Sparks: What do you mean was not intimately involved?

Wenkart: He was...he wasn't involved in deciding on the litigation; wasn't involved in preparing the pleadings, preparing the...

Sparks: But was he involved to some extent?

Wenkart: I...that I don't know exactly...

Sparks: To what extent exactly? That's what I want to understand.

Wenkart: Okay, that I don't know the exact...

Sparks: I think he...

Wenkart: My understanding is that he wasn't very involved but uh, I can [DISTORTION] certainly get more information on that.

Bedell: I would just like to add here, Mr. Chairman, and thank you for your patience. It was my understanding after the May Board Meeting that this had been delegated and I certainly would never have acted as if it were if were it not, and during the course...to the Executive Committee, everything unduly, during the course of that meeting, the Superintendent gave me, as a representative of the Board, absolute veto power over the choice. My understanding is that we cannot do certain things in public as a per...as a Personnel Agency in terms of hiring. There were applications that were cleared, and I don't think I'm violating anything here, that said my name is not to be disclosed unless I'm a finalist.

Wenkart: Right.

Bedell: So, we have a Public Hearing interviewing 20 people, we're not going to have the...you're gonna have 8 of them out of their at least, or something like that, about they can't...they....because they could get fired.

Wenkart: Well, there's an Attorney General's opinion that says you can't meet in Closed Session on personnel matters because you're not the employer, so that would mean you'd have to do it in public. You can't have the whole Board interviewing candidates in public. It's just not uh, practical because the people won't want to do it. Uh, so the only way you can do it is to appoint 2 Board Members to represent the Board, which is what was...what happened...

Bedell: And that was my understanding through the whole point and given that, I wouldn't have done anything differently, and candidly, everybody in the audience and my colleagues, because I know how sensitive this is particularly to Dr. Williams. That was my understanding.

Williams: So...so Dr. Bedell, if I can correct the record, there was no conversation about this at the May meeting. If you look at the transcripts it was only in...it was only in the April meeting.

Wenkart: Microphone.

Williams: And again, there was no Board Policy or Board vote delegating the authority to the Executive Committee or to the Superintendent to select a Board Counsel. In fact, the transcripts in the April 15th meeting are quite clear where our good Superintendent said we want the Board to be involved, and again that was echoed by our good Associate Superintendent, Nina Boyd, as well as fellow Trustee Linda Lindholm at our last Board Meeting. So, you know, we...we can argue around this. Uh, if I can I'm going to take the Board.

Mijares: May I speak, Mr. President? Would you mind?

Williams: Um...

Mijares: This is your meeting. I want the public...

Williams: Yeah...

Mijares: ...to know that we have a bifurcated Form of Authority.

Williams: Right.

Mijares: I am elected, as you are elected. So, my authority is different than your authority, and I am the employer. Somebody made the comment about this employee that we've hired would only be here for a year. That's not necessarily my opinion of this individual. We evaluate him, not this Board, and back to your comment. I...I indicated that the Executive Committee would be involved because the full Board couldn't be involved. It was just stated here to interview an employee.

Williams: Yeah.

Mijares: You can't even bring him here from public. You start asking him questions on...on how he feels about his political ideology. That's...that's defamation. You can't do that to him. You could do it to me as an elected official but not to somebody with a lower threshold, and I did say I want the Board involved and the Board was involved. The...the morning of the interview [DISTORTION]...we got a call...Nina, I mean, Renee received a call saying that Mr. Boyd was in the hospital. He had broken his hip. I think he...the call came in 8:30 or so in the morning. We were interviewing at 10:00. So, we went ahead but I told Dr. Bedell unequivocally, Dr. Bedell, if you...[DISTORTION] you will have full veto power.

If you don't like this candidate or these 2 candidates, we interview the top 2 candidates, that we would abort the process and we would start over. But we found this person to have the qualifications necessary to handle 90% of the work he's going to do here is with the Department. Not the Board. I understand your need to have that and we can argue all day if you want to and I don't want to do that because it's a Board Meeting and I want to respect that. But I have to insert that I think that you're being disingenuous as to how you present the facts.

Bedell: And I want to stand corrected...

Williams: If I may make counter that because that was thrown at me as um, an untoward remark. I'm not being disingen...ingenuous um, Dr. Mijares.

Mijares: You're not quoting me properly.

Williams: You said the Board would be involved. Again, as I iterate my comments, there was no

Board Policy, there was no Board vote. You said the Board would be involved. There's only 1 Member of this Board who was not vested by this Board with any decision to make a...a decision on a candidate. We've had a public uh, uh opinion by Cota Cole, January 215 that said that it is a joint requirement. So...so we're...we're kind of in this situation. I'll be...I...I love you to death. You're my...you're my brother, right?

Mijares: You're my brother, too.

Williams: But we...we have a serious disagreement about this and the controversy exists that it could have been all avoided if this...if there was greater transparency and open dialogue. You could have reached out to me. You only had 1 Board Member present and he only interviewed 2 people and he told me that you made the decision for the Board. Not this Board. So, that leaves us in a very difficult situation. So, I'd like to move on because we...we have Item 13...

Wenkart: Can I just add 1 more comment? Very quickly. On Page7 of the Cota Cole um, uh, opinion at the bottom, and I found their opinion to be very internally inconsistent the...the... it says, "Education Code section 35041.5 authorizes either the Board or – in underlined or – the Superintendent to appoint in-house legal counsel." So...and then he goes on and says it has to be a joint decision, but this is internally inconsistent. He said either or. I don't, you know, I don't agree with that. That's not my opinion, but I'm just pointing out that this is an internally inconsistent opinion.

Williams: Right and...and you're absolutely right on that the um, Board Education...State Board Education Code 35041.5 does say that can either go to the...to both parties to select. However, it says at the very end, "The County Board of Education and the Superintendent of schools shall jointly appoint." So, that...that is the controversy that we have here and that's why this Board needs to listen to Legal Counsel uh, on it. So, if we can uh, without delay, I'd like to have um, sir Adam Abrahms as General Counsel for uh, Epstein Becker and Green come up and uh, tell us about why we should be concerned about this.

Gomez: Oh, uh, Trustee Williams. Um, I...I feel like I need to say something before this goes any further. Um, first of all, you...you know, according to the legal opinion that we got in 2014, and granted I wasn't on the Board then, it says, "The County Superintendent has the right to select in-house Legal Counsel. It allows for the Board of Education to have input." The Executive Board planned for the council interviews with the Executive Board, which was David Boyd and Trustee Bedell, but for David's accident, he would have been there and that would have been our input. We entrust the President and the Vice President to act on behalf of the Board. Now you're saying that the Superintendent is acting unilaterally. Well, I feel like you acted unilaterally by seeking this other legal opinion. I mean, this is extremely frustrating...

[APPLAUSE FROM THE AUDIENCE]

Gomez: And so, when we're talking about acting unilaterally, I don't see that there's any mechanism here that allowed you to do that. The only exception that I saw was whether or not there was some specific expertise that is needed, which we saw by appointing outside counsel to the Anaheim situation. I do not see that there's a lack of expertise here that weren't outside

counsel. I go to Trustee Bedell's argument that we need to spend our money on students and not on frivolous legal issues here.

[APPLAUSE FROM THE AUDIENCE]

Gomez: Um, the...the Superintendent, not the Board of Education, is authorized to appoint School Employees. The Superintendent is the employer. I thought it was gracious of him to allow Board input which we got, but for Trustee Boyd's accident, there would have been 2 members and not just 1. This is...this is extremely frustrating to me to waste so much time on something that is really not necessary.

[AUDIENCE APPLAUDS]

Williams: Well, to...to correct the...the record, there is no mechanism that exists. I went out on my own to select and...

Gomez: You ju...okay, you admit that it was unilateral by going out on your own.

Williams: It's unilateral, that's right, but there's no commitment, Trustee Gomez, on this. The Board's going to decide that here when we vote on this. So, please don't be critical of me before that. Uh, and again as...as I shared with you, this whole thing can go away. Let's...let's...let's not have the final selection. Let's go back to what...what...what we talked about at the Board Meeting, was the top-tier people, the Board would have an input to uh, to select. So, this whole thing could go away. The Board did not put us in this situation, my dear Trustees. Uh, the good Superintendent made it a unilateral decision and put us in this situation. I did not. So, if we can go on because we do have to get back to Item 13. Mr. Abrahms, could you tell us why this Board should be concerned and tell us about your law firm and your expertise?

Abrahms: Yes. First, thank you uh, honorable Trustees uh, Superintendent for having me here today. I'm happy to answer any questions. I want to state right off, we...this firm is not provided any opinion uh, to either uh, Trustee Williams or anybody else. We have answered questions related to our expertise. Uh, we have spent some time reviewing um, the basic publicly available information uh, about the issue uh, that you've all discussed. I've sat here today and listened to it, but um, you know, we...we have not provided an opinion and quite frankly absent retention, we won't provide an opinion and...and quite frankly, it would be something that would have to be studied uh, because there are issues here.

Um, as uh...as the introdu...the introduction indicated, my name is Adam Abrahms. I'm an attorney for Epstein Becker Green. We are a nationally recognized law firm um, and I sit on the Board of Directors. Uh, the team that would be put together, uh, should the Board decide to go this...this route would be full...would be led by my partner, Jonathan Brenner, who cannot be here today, because he's in another meeting advising a Board of uh, Board of Directors on uh, in-house counsel matters uh, presently in a meeting that had already been scheduled. But he would lead the team. He's got experience dealing with Educational Institutions, both higher education institutions uh, as well as others.

Uh, our firm has, and I personally have experience dealing uh, dealing with uh, government entities of many different sorts, uh, and as well as representation of charter schools on issues uh, involved in this, though I primarily would not be uh, much on this particular team for this very

narrow issue that uh, that is before you now. Uh, the rest of the team, um, uh, would primarily be uh, involved. A...a woman by the name of Christina Rents, who has spent most of her career um, guiding public agencies on...on issues, including uh, School Boards um, and other issues involving the Education Code.

The issues as I see that you have before you though uh, many of which deal with employment issues um, that you may...may be faced with uh, as...as I understand it, and it wasn't clear for me to uh, from what I saw today, but it sounds as if this person has been hired. If they have been hired or in the...or the vernacular of the Code they've been appointed um, that raises with it Civil Service issues; it raises with it liability issues; it raises with it ethical issues and conflict of ish...uh, interest issues. It also sounds from what I heard today is if this body has not made any vote to appoint. Um, it...it's clear to me again, I cannot...we have not done the necessary groundwork to ex...to express an opinion and you haven't asked us yet to do so, but it's clear, just based on this discussion, that there is some conflict going on here.

You have a...you have a...an...an internal opinion by the current General Counsel. You have a external opinion uh, that conflicts with that. You uh, you then have some public uh, discussion related to the process for appointing your new Counsel that, from my reading of the Minutes, made it sound as if there would be an appointment process from the Board. Um so, as it's clear from the discussion, it doesn't appear as if everybody agrees on what has happened or what should have happened. My understanding is that...that's what your guys are considering to do now, whether it makes sense to retain a firm like Epstein Becker uh, to go ahead and do the analysis and provide you clear guidance.

Uh, as the current, uh, General Counsel's tenure should suggest, these are not short decisions, often times. You should not have a General Counsel for a short period of time. You should have a General Counsel that knows your agency, knows your departments, knows you're...you're...all of the issues that are confronted. Um, and so that should be a deliberate issue and I can make no opinion on what was done from the Superintendent's Office to validate the current selection uh, but it is a serious issue that will have...have Civil Service ramifications uh, that...that should be looked into. I think there's also some concern that's been raised about what has been phrased as a conflict issue, but may also be an ethical issue. Um, I can tell you I'm involved in the hiring...we have over 300 lawyers in our firm.

When we hire an attorney to become one of our attorneys within our firm, we go through a very detailed conflicts check. We go into everything that they have done, who they've represented in the past and what that representation has been. And sometimes there's a necessity to...to build what are called Ethical Walls and put them up between certain um, individuals sometimes, but prior to hiring we have to go get written waivers from our current clients, uh, or from other um, individuals that we may have been in opposition to in the past. Uh, and...and that is a process. I'm not sure. I can't tell you sitting here today from what's publicly available, whether that process has...was done, but it can have serious ramifications on what you guys are able to do um, and...and how you can utilize your General Counsel.

I...I...as somebody who would call myself a fiscal conservative and have uh, I think um, I...I very much respect uh, what Trustee Bedell has said about fiscal conservatism. Absolutely. We should not um, uh, and...and I pride my firm's uh...I'm proud of the way my firm handles these

things. Whenever we deal with any kind of issue, there's budgets, there's discussion, there's open dialogue about each project and what it may cost.

Um, but having to exclude people because of ethical issues or have have...cases um, overturned or...or issues go up on appeal because of ethical issues between who you hired as a General Counsel, can...can far outweigh the cost that we would talk about for this relatively uh, isolated project of looking into what...what the Board is entitled to whether um, the Board uh, has acted consistently with the law, whether this higher...hiring was valid, um, or whether the Board should take any action. Uh, there's also some discussion, I think, about litigation uh, or references.

Uh, from what I understand uh, while certainly the Board may go down that route in the future uh, that would not be the initial scope of this, and I certainly would not...and I...and speaking with my...my partner as he's reviewed this more than I, uh, Mr. Brenner has not suggested that litigation would be a foregone conclusion or even contemplated here. Uh, it...it's really a matter of making sure that the Board has the information that it needs, the guidance it needs um, so that it can obtain and have faith in its Counsel going forward. So, I'm happy to answer any questions that you guys may have about um, anything I may not have al...already addressed uh, and, uh, deal with whatever issues you may say.

Williams: So, the issue that our good Trustee Bedell brought up regarding this isn't urgent. Um, could you comment on that? Is this...is urgent? Do we need to hold an evening...a separate meeting on this issue?

Abrahms: Do...do I find that...listen, I certainly think that anytime you're...you...as somebody who...I sit as the co-chair with...with Jonathan Brenner's...is our firms California Compliance uh, work group, and that group is designed to ensure compliance with California Law, in large part dedicated with the employment of people. Um, when you have an employment decision being made um, or having been made, urgency is...is almost always there because allowing something to sit and foster, it's a...or...or sit there for a while, because it causes more problems. So, I certainly would think that having a...as I understand the individual hasn't started yet. So, having...he has started?

Okay, so um, uh, so the longer you have somebody in place the more they get entwined with the more...certainly in with a lawyer position, right? If you have somebody who some other party may later set, my understanding is you're in litigation with...with entities that this person has been at least affiliated with as an attorney in the past. You could go down the road six months, you could get a very favorable, and I don't know anything about that particular litigation, but you could go down that litigation path and you could get a victory, and you could find yourself on appeal that there was some kind of conflict issue. Um, an ethical issue. Um, maybe it's warranted, maybe it's not, but before you engage this Counsel what you...you need to understand what your...what you may be dealing with.

Um, and that's just...that's on the lo...the legal side of it. Just having an employee, the longer you keep them, if there was not a proper authorization um, I would say, you know, failing to act today could be taken as uh, as...as almost uh, acquiescing to the other decision. Um, at this

point, the...the Board has taken no votes as I understand it, looking at the last couple of months Minutes, that would indicate that the Board has publicly voted to appoint anybody.

William: Is...is it important for the Board to have uh, the ability to say who they want as Legal Counsel from a...your professional Rules of Conduct and...and Ethics?

Abrahms: Well it...I...the way you phrase that question...it's not important from...from a pr...from a professional ethics perspective, it's not necessarily important for the lawyer that the...the decision-making process of the hirer. It's certainly helpful uh, to be an effective lawyer, if you understand all of the...all of the individuals that you are serving or bodies or institutions that you're serving, um, where they're coming from but I don't know that it's an ethical issue.

Um, I would say that it is, you know, it is that from a...from a client perspective and General Counsel or outside Counsel, they're all they're...they're serving a client, you know, you're...and I don't think that anybody would say anything differently. When you're servicing a client whether you're as General Counsel or outside Counsel, um, that...that client uh, benefits most greatly by having an understanding of the Counsel relationship and input into that Counsel relationship.

Williams: Yes, Trustee Bedell?

Bedell: Thank you very much, Trustee Williams. Appreciate your comments here and I appreciate your uh, words. I wonder if you could, and this may not be an appropriate question for you, and I would understand that. What do you...what is...we've been around this track several times. All right? We have the paper trail to show it and uh, in your view, what is the virtue or the lack thereof of a...an Attorney General's opinion.

Abrahms: Um, a...an Attorney General's opinion could guide the Board um, but they're not...they're not binding. Uh, taking the pitfalls that may become of this, an Attorney General's opinion is not necessarily going to insulate the Board against those. Uh, it's also going to take a...an undetermined amount of time. I've been involved in...in requesting Attorney General's opinion both within the State and um, and you know, out...outside the State, but they...they have some value but they're not...they're not...they're not...they don't have the value of law, and as um, I think you referenced, right, Board majorities change, Attorney General's change, right?

We have...we've had...Attorney Generals have different opinions from their prior Attorney Generals and we see often that Attorney General's opinions' shift. So, getting an Attorney General's opinion um, this year, uh, if you were lucky enough to get it done in that period of time, may not have uh, the impact that you would want it when the liti...when a subsequent issue might come up.

Bedell: Okay, now could you also tell me how many hours you think this would take and what your hourly rate is?

Abrahms: Sure. I can tell...well, we have agreed to uh, to...for this matter um, cap any rates at \$650 an hour. Uh...

Bedell: Six-hundred-and-fifty-dollars an hour?

Abrahms: Right. That would be the...that would be the...the...main par...

Bedell: With whom did you agree?

Abrahms: That's what we're suggesting in what was, um...

Bedell: Oh, the firm has agreed internally? Okay.

Abrahms: Yes. So, we've agreed that we would...any...any partner that would work on this, Mr...Mr. Brenner, myself, somebody else would be \$650 an hour uh, would not be more than that, even though the rates, um, our regular rates would exceed that uh, many times. Um, but most of the work would be done uh, at the Associate level, I guess, you know, the research, writing, digging through your...your...your...you know, whatever materials that would be provided to us. Um, and that would be at uh, depending on who it is, usually about \$360 an hour.

Sparks: What about getting a County Attorney to weigh in?

Abrahms: To get...my understanding...something from the...the County Board of Supervisors?

Sparks: Just the Orange County attorney. Like, typically every County has their own attorney.

Abrahms: I'm not sure whether or not. I couldn't speak as to whether or not they would give me that opinion...

Sparks: I mean, is that typical? Is that an option?

Abrahms: They would be...I don't think that's typical that they would go out and provide you that you're not their client. You're a separate agency and entity.

Sparks: Thank you.

Williams: Trustee Barke, any questions?

Barke: No.

Williams: Any other questions by this Board? We have 1 Public Comment that uh, we have to get to before we take a vote. Um, Nina?

Boyd: Ready? Linda Cone?

Cone: You know, I'm not a lawyer. Uh, I am a concerned taxpayer and I'll just do the best job I can of commenting on this issue because I do feel rather strongly about it. I was at the uh, April 11th meeting when the conversation came up. I paid very close attention because I happen to feel that this particular position of General Counsel is absolutely pivotal. Uh, for me at least, it is pivotal and I think it should be for you as well. I distinctly heard the comment being made by Superintendent Mijares that the Board would be involved and I was quite relieved, because I think events of just these last few months clearly indicate 2 things: that this particular po...person, whoever he or she might be, is going to play an extremely important role in the foreseeable future with this Board of Education, and I also think that all of you need to be a part of that decision.

And when I say all of you, I mean every single person on this existing Board. I think that we've had a significant change in the Board today. 2 of you are going to have to work with whoever this person will be for the next 4 years. The other 3 of you will have to work with this person at least for the next 2 years. So, whoever this person might be, it is my strong opinion as a citizen and a taxpayer, that every single member of the Board should have a voice in his or her selection. I do agree with uh, Superin...uh, I do agree with Trustee Bedell that um, money is a concern but I think given the importance of this position, we need to spend our money wisely, even if it means spending money.

I know for myself, I am extremely concerned about who this person would be because the decisions that you people make, the six of you here as well as others throughout the um, the

Department of Education, the decisions that you have made have had a very profound influence on...on me as a...a former educator and as a taxpaying citizen. So, please, I urge all of you to do whatever you need to do to play a part in this decision and thank you for your time.

Williams: Superintendent Boyd, any further Public Comments on this issue?

Boyd: No, there are not.

Williams: Any further Board discussion on this issue?

Bedell: I didn't hear a cap, an estimated cap. Did I miss that? I'm sorry.

Williams: Um...

Gomez: We did not hear it.

Williams: We did not hear it because we haven't discussed that. Uh, that is a reasonable discussion. Um,..

Bedell: Do you remember the other one? We started at \$5,000; we ended up at \$35(000) and we...

Williams: Are you sure it was \$35(000)?

Boyd: Was just a...

Bedell: Was it \$34(000)?

Boyd: \$34(000).

Bedell: \$34(000).

Williams: \$34(000).

Bedell: So...

Williams: be...be...because we...we did ask for a few other opinions subsequent to that.

Bedell: And we did it...it came back to the Board a couple of times.

Williams: Right.

Bedell: To assure we were involved in that conversation.

Williams: Uh, for historical perspective for our new Board Members, there were a lot of things and events that happened that caused the attorney to come back on a few other occasions, give us a few more opinions. Uh, so...so the issue before us...I...I...I know it's...this is a very difficult road but I think it's so important for the institution of the County Board of Education here, that we retain outside counsel to provide legal advice um, and the Motion is, uh, Item 14.

It reads Action to retain outside counsel, and that would be um, Epstein Becker Green, to provide legal counsel and representation in the matters pertaining to the hiring of new Counsel. Now if the Board would like to put a cap on this, uh, that is reasonable. I don't know if we have to do it right now. Um, but I think that is reasonable. Uh, Mr. Abrahms, if...if you can come up and...and help us with...with this, uh, because of the fiscal implications here. We don't want to go spending tens of thousands of dollars on your opinion.

Abrahms: Uh, absolutely and understood and as I indicated before, it's very common for us um...for us to either do things in stages or you know, get to a point and then discuss whether or not further uh, research or analysis is needed. Uh, so, you know, a cap is, I think, fully appropriate. Um, what that cap may be may de...depend, you know, it may be better that that is done in a...in a Closed Session discussion but you know, I also think that as...as you indicated before uh, to...to start things, um, and to at least get to a point to have that discussion, uh, you know, you could set a cap and I don't think it has to be uh, exorbitant uh, in any way. I don't think any...I don't think any cap has to exorbitant but...

Williams: Do...do we have to set a cap today to...to retain your law firm?

Abrahms: No, I mean I...I...you know...I think if you guys could tell us you're gonna get back to us within a certain amount of time and we certainly say we're not going to, you know, we're going to need instruction from the Board on what it is you want us to do exactly, right? There is some general discussion in...in...in your Motion and that gives us some guidance, but uh, in order to fully understand, I don't think there's anything wrong with that. You could, I think, set up a very low cap here today until further discussion and that would be...get us started, or you can choose not to when I can tell you that you will not be surprised by the bills that you would get from our firm because that's not the way we do business.

Williams: Right. So, the discussion on the exact amount that takes place in Closed Session...

Abrahms: I think if you guys want to guide exactly what we want to do. Otherwise, we're somewhat guessing on exactly what the scope of this would be and you're more likely to come back um, and ask for more or...or ask for more guidance and what not.

Williams: And that's...and...and that's all required to report out of Closed Session in public.

Abrahms: The amount.

Williams: The amount.

Abrahms: Sure. Yeah.

Williams: So...so...so that would be done. Okay.

Wenkart: May I add something? Um, under the Brown Act, Board can only go into Closed Session to initiate litigation. Uh, and so you can't go and just discuss with your attorney a legal opinion. You have to be committed to going to initiate litigation against the County Superintendent. Uh, if the discussion about the fees or how much it would cost for an opinion, that has to be an Open Session and we did that with Cota Cole in Open Session, if you recall. So, you can only go into Closed Session to initiate litigation. You can't go into Closed Session to have general discussions uh, with your attorney...

Sparks: What about...

Wenkart: ...about legal advice.

Sparks: ...what about investigation of the conflict of interest issue?

Wenkart: Uh...

Sparks: Not necessarily litigation but it's an investigation.

Wenkart: You...you could do that in Open Session. You would ask the uh, Counsel to investigate the conflict of interest issue, ask them how much it would cost and then they would come back with a...a report back to the Board, but that would have to be an Open Session because that's not litigation.

Williams: So, I was reading, Ron, on this issue of calling the Closed Session because I originally wanted to put it on here, but you would advised...

Wenkart: Right.

Williams: ... Dr. Bedell because of the appearance uh, it wouldn't be fine.

Wenkart: Well, that was part of it and also the...the Board hadn't authorized legal counsel.

Williams: Ri...right.

Wenkart: Once the Board authorizes legal counsel, you can go into Closed Session to initiate litigation because...

Williams: Could...could we have done it today, if we all vote for of this?

Wenkart: No, I don't think you could do it today because it uh, it has to be at a subsequent meeting.

Williams: Yeah, and...and...but in...in...in my original point, I got off track there. So, the...the law says, uh, re...uh, Closed Session is allowed during ongoing uh, litigation and initiating litigation...

Wenkart: That's for anticipated litigation.

Williams: Or anticipated litigation.

Wenkart: But you're not anticipating any litigation because the County Superintendent's not gonna sue you, you're gonna sue the County Superintendent. So, that's the initiation of litigation which falls under one of the uh, reasons to go into Closed Session. But, you know, I've done Brown Act presentations in Open Session. We've had dis...discussion of legal opinions in Open Session. We had Cota Cole, Daniel King standing at this podium expressing, you know, summarizing his opinion to you when he gave you the written opinion. All of that has to be in Open Session.

Williams: Mr. Abrahms, could you um, give us you...you...your thoughts on...

Abrahms: Sure. Out of...out of um, well, getting into the finer points of what...what constitutes anticipated liti...litigation or potential litigation um, or...or initiating an init...litigation. I don't know that I...I disagree too much with what was just said. I...I think what I was suggesting is, at this stage to...to get a full budget in front of you. Um, because I don't know exactly what you guys are going to ask and what I understood you were saying is you were to have a subsequent meeting, um, whether that's an Open or Closed Session is uh,...is another issue. Uh, where those things are more finely pointed, I think um, that would be a better time to set a cap. Uh, we can set an initial cap. We could do it very easily if you want to say \$10,000 is initial cap to investigate A, B, and C or report to us on A, B, and C. uh, uh, whatever that is. Again, that's within your discretion and we will...we will always operate within a cap that is provided to us.

Williams: Okay. So...so, I'm...I'm thinking that that would be an Executive Committee decision to call for maybe a special meeting, get us all here and talk about these issues in greater detail.

Abrahms: Yeah, and Mr...just given the timing of this, Mr. Brunner would...would be likely the one who would come to any future meeting that we'd be able to notice and work with you there.

Williams: Okay, uh, any further discussion with the Board? Okay, go...

Boyd: You had a member of the public bring up a card. I don't know if we closed Public Comments related to this, but it was on this item. They said to...

Williams: Sure I...

Boyd: Jess...or...John?

Fleischman: Sorry, I apologize. If I had known I was going to be speaking to you all, I probably wouldn't have worn the Aloha attire. It was a festive occasion here to celebrate...

Boyd: Before you start, we need to set the timer.

Fleischman: Oh sure. Anyway, John Fleischmann from uh, I'm...I'm in Anaheim Hills in the Orange Unified School District. I just want to...first of all, congratulations to the newly sworn-in Board Members, the new Board Presidents. It's an exciting time here at the County. Congratulations, Superintendent, on your reelection. Um, the law here is really jacked up and you have this awkward situation because you guys are a Board of Directors, in your own right, or a Board and you've got a Superintendent who is his own person, and likely most of the time everyone's rowing in the same direction. But there are going to be times when there are tensions.

There are going to be times when the Superintendent, under his authority as an elected official, wants to row in 1 direction and 3 or more of you as a Board make a decision to go in another direction. And to have 1 General Counsel whose job it is to represent the interests of all of you works great when everyone is rowing in the same direction, but if there are times where the Board wants to have a different point of view or explore different points of view or directions than the direction the Superintendent wants to go, now you have the problem.

You have 1 General Counsel with 2 different master's and my concern as a member of the public who wants to make sure that everybody has proper representation is, I don't know this new person who's been hired but it feels like from the discussion that at the end of the day, that Counsel is going to be looking to the Superintendent for guidance and direction on where he is going and what does he want to do? And I don't think that's the fault of the person because the person who was hired went through a process driven by the Superintendent and his staff, and I feel like what was missing here was a process where people were interviewed as equals with a...with the Board involved, with the Superintendent involved, with an understanding that you would have a General Counsel who would literally say Superintendent, Board Members, if we disagree, I'm going to have to step out of this process because I have a conflict of interest.

I'm the Counsel for everybody and someone may have to hire a...a special counsel or not or whatever. But because of a flawed process that took place, I believe that this Board may not have an attorney in place who can look to them at those moments when there is conflict, and I hopeful...hopefully there isn't. And so, I would just say this because I agree that being concerned about the dollars spent to look into this issue is important. Every dollar spent is important. As a matter fact, I would argue the primary task ahead of this Board which oversees the budget is fiscal, but it doesn't do you any good if the legal counsel that you have to look to when you need to make decisions isn't the correct one for you, and that's not where you short your spending.

Because at the end of the day, you might want to make decisions that are much more impactful to spending for the district that, with all due respect to the Superintendent, he disagrees with. You lawyer's the person you huddle with on your strategy about how to approach governance of the district when you disagree and when you agree, and so I...with the red light there, I would just thank you all for your service and for the opportunity to say a few words. Thank you.

[APPLAUSE FROM THE AUDIENCE]

Boyd: Dr. Williams, if I can may. There just seems to be some confusion and I think just for the benefit of the public to understand um, that the County Superintendent as an elected has separate roles and responsibilities than the Board does, and the Board, as elected, has separate roles and

responsibilities. 1 of the roles and the responsibilities of the Superintendent is the employer, and all of staff, including General Counsel and the other 4...5 attorneys that work in this department, have always been hired by the employer, who's the County Superintendent. And I recognize that there's some conflict and I respect the process that the Board is going through to determine whether or not they feel that they have a conflict with the process, but I think based on the comments that have been made by the public, it's important for the record to sh...to reflect that the employer is the County Superintendent.

And so, there's not a question of who the employer is. The question is really, in my mind, and...and maybe I'm not projecting this the way that Dr. Williams had wanted, but the question is whether or not there was a conflict because the Board was not included, in your opinion, in the process in the manner that you had wanted representation. So, in the April meeting as was discussed, there was a lot of discussion about potential process and I understand based on Dr. Bedell's remarks and how we reached out to the Executive Committee because, as the liaison to the Board, I'm the one who reached out to the Executive Committee. It was my understanding that the Executive Committee was...who was to be included and we dialogued about when that would occur, how it would occur, and the Associate Superintendent, Ms. Hendrick, who is over Human Resources, gave us the parameters and the information.

We forwarded the information related to the applicant...about the applicants to both Dr. Bedell and Mr. Boyd because it was the intent that they were participating in that process and unfortunately, the accident the weekend before that occurred with uh, Mr. Boyd falling and...and breaking his hip, prevented him from being here Monday morning, and the Superintendent mentioned the fact that that information was provided to Ms. Hendrick Monday morning, the date of the interviews, so I...I don't think that...I...I don't want anyone leaving thinking there was an intent and I know I was mentioned in some of your comments because there was a communication from uh, Dr. Williams to myself with regards to whether there was going to be an Action Item on the Agenda, and whether or not the full Board was going to be included.

And my response was that my understanding was that the full Board would have discussion about the candidates. I didn't define how that process was because I didn't know. And so, I just want to be clear and I understand your interpretation of my words, but I didn't know what that process was. I was never told there would be an Action Item. I did not respond that there would be an Action Item and so, I...I think that that's important for us to know, that there's a lot of conversation about what happened and...and when it happened and so forth, but in all the years that this organization has been here, the Superintendent has always been the employer, has always hired all staff. And so, there has never been any other body that has had the ability to hire the staff under the County Superintendent.

Williams: And...and the only um, thought that I would add to that is that General Counsel is a little bit different than, let's say, your position advocating for the Superintendent because he's your boss and he pays your check. The legal coun...the General Counsel that we select is a very unique relation. It's unlike any other employee-employer relationships because there's 2 relationships here. It's with the Cou,...the County Board of Education as well as the County Superintendent. Uh, and so that one might be the only nuance that I would add to...

Boyd: Agreed.

Williams: ...yo...your comments.

Sparks: Because there was a conflict of process and...and just the situation of David Boyd, you know, falling...falling down. Um, uh, does that make that decision kind of null and void because proper process wasn't followed?

Boyd: Not in my opinion, and the re...reason for that was that the Executive Committee is the President and the Vice-President. We still had a member from the Executive Committee who was there, um, both of the candidates. I mean typically when you schedule interviews, you know with people, they're scheduled it so far in advance and so forth. There was not a reasonable amount of time to, you know, contact or try to reschedule or do anything and um, as uh, Superintendent Mijares mentioned, at the opening of the interviews, the conversation was because of the understanding to that um, Mr. Boyd was not there, that he did not want that to appear that there was undue pressure on Dr. Bedell because now he was singularly representing um, the Board and so, as he mentioned, he had full veto rights.

That...that was something that was afforded to him that if any point in time that the candidates did not appear to be uh, something that he felt that the Board could live with or there were concerns in certain areas and so forth to please let him know uh, and uh, he would go back out again and re-advertise and re-solicit applicants. So, that that was a part of the conversation.

Sparks: Yeah. I've been through hundreds of...of searches at...at University level and I can't imagine not having, you know, supervisory input from more than 1 person for a...the leader to make a decision at whatever unit. So, I...I mean...

Boyd: Well, when you say more than 1 person, the...the panel was 3 people, so...

Sparks: Well, just Jack.

Boyd: No, it was Jack...

Sparks: No, I know Jack...

Boyd: Oh, 1 person of the Board.

Sparks: Advising the...

Boyd: Understood.

Sparks: ...Superintendent.

Boyd: Underst...

Sparks: I just never heard of anything like that before, so, there's that issue and then there's the issue of the conflict of interest that we don't fully understand with the...Anaheim District. So, I...I just want to put that on record.

Gomez: I'd like to call for the question.

Williams: Okay, uh, it's been uh, uh Motioned by uh, Trustee Gomez to call for the question. Um, I think that's reasonable and prudent and uh, does everybody understand the Motion that's before us? Has everybody read uh, Agenda Item Number 14? Very good, uh, so all those in favor of uh, retaining outside Counsel uh, for this issue as indicated in...in our Number 14 Board Item, please say, "aye".

[TRUSTEES BARKE, SPARKS AND WILLIAMS SAY, "AYE"]

Williams: Against?

Bedell: No.

Gomez: Opposed.

Williams: The Motion uh, has passed by 3-2. Very good. Okay. So, uh...

Wenkart: Can I just ask for clarification? Does that Motion mean that you're going to hire Epstein Becker? Okay.

Williams: Yes.

Wenkart: Just want to clarify.

Gomez: Okay, so...

Williams: Yeah, that's...that's all in the supporting...Ron? That's all in the supporting. As you know, we have the superficial here and the supporting information. Okay. Okay, uh, it's now 1:35 PM. Uh, we ...we promised our good constituents that we'd listen to the remainder with comments on Item 13. Uh, who is next?

Boyd: The next is Sheila Bates, followed by Lynne Riddle, followed by Juan Plascencia.

Bates: Hi, I'm Sheila Bates. And as a concerned...concerned citizen who works in this community and is affected by these decisions, I am angered and disheartened that in 2018 that we're even talking about this. For many reasons, including the fact that this is the law and is not the authority of this Board to change that, nor should it...there be any attempt to do so. Simply to conform to the whim of those in opposition when they will be denying access to everybody when they can simply opt out their child. Out of the necessary information that still applies to their child and let's be honest, it's more likely necessary for their child's. In addition, the research is clear.

If we want healthy communities with less sexual violence, teen pregnancy, and STD's, children need inclusive, comprehensive sex education. Misinforming or not informing our youth does not prevent their engagement in these activities. It just makes them and our communities less safe. As a volunteer with sexual assault victim services, which is the Rape Crisis Center in Orange County, I have witnessed the outcomes of not...of children not being educated. Uh, I have a...I've seen that the catastrophic outcomes of this uh, children not being educated, young people who do not know what boundaries or consent are, which is also addressed in the sexual education program in question.

They do not even understand when s...that's...what someone experienced was inappropriate. Then they don't support their friend or classmate who is assaulted or worse, they further their friend's trauma through bullying or they hold an iPhone and record it instead of trying to inter...safely intervene. They don't know what even constitutes as sex, including oral sex and anal sex. They do not know what these things include and what dangers are inherent within them.

Our children deserve the knowledge to be...to be clear, knowledge that is scientific and research-based and medically accurate and inclusive to all students of all gender identities, of all expressions in all sexual orientations so they can make wise, safe choices. It is the only way that they can be safe and will be able to do so and allow us to have safe, healthy communities and as individuals. And that's all I have to do this Board. I hope you make the right choice.

[APPLAUSE FROM THE AUDIENCE]

Riddle: Good afternoon um, Members of the Board. My name is Lynne Riddle. I'm a taxpayer and a resident of the County of Orange. I come here today as an advocate...as an advocate for the law and more particularly, for respect for law. I speak here today on my own behalf as an

individual and I want to add here to, that I fully embrace and I deeply appreciate the comments that were made earlier with respect to Resolution 1418 by Trustee Gomez and Dr. Bedell. For reasons that I will explain, I implore Trustee Williams to immediately, today and permanently withdraw his Resolution Number 1418. Otherwise, I re...recommend that this Board today or your earliest opportunity, vote down this Resolution. It is misguided in my view.

It is unsustainable. It is legally inept. It is utterly meritless. It is academically embarrassing and it is totally dismissive and disruptive to the community at large. Resolution 1418 bears not even passing resemblance to having achieved one of our education systems highest goals: critical thinking. I don't comment here cruelly or cavalierly, but rather I offer you my reason and professional judgment and to put my comments in academic and legal context. Let me inform you that I am a retired Federal Judge. I served on the bench for 14 years, the greater part of it at the Reagan Federal Courthouse in Santa Ana. Over the past...recent past years, and presently I am a distinguished Senior Fellow at the Center for Biotechnology and Global Health Policy at the University of California at Irvine's School of Law.

And I'm also an Adjunct Professor at UCI Law School. I'm a member of the California Bar. I received my Juris Doctor degree from the University of California Sain...San Francisco Hastings College of the Law, and I practiced law in Orange County for 9 ½ years before I ascended to the bench. Before that...before that career um, I have an earned Doctorate from the School of Education at Syracuse University and I taught University Philosophy for some 10 years at several universities, including the University of Iowa and the University of California Santa Barbara.

Briefly and generally, uh, the subject matter of this resolution, the California Healthy Youth Act mandates that all public schools provide age-appropriate, scientifically accurate, comprehensive sexual education. There is an act...an opt-out provision for that that allows every parent a right to um, to uh, remove their students from any or all of those classes.

Boyd: Your time is up.

Riddle: Thank you.

Boyd: But I can take any of your written remarks to...

Riddle: Thank you. Let me just give you a recommended reading list. Your...your District General Counsel has provided an excellent and accurate statement of the law. It's a memorandum, March 29th of 2018. The other documents you've provided are legally meritless. Thank you for listening.

[AUDIENCE APPLAUDS]

Boyd: After Juan, we'll have Jill Calvert and Susie Kahn.

Plascencia: Good afternoon. My name is Juan Plascencia and when I came out to my parents with an elementary school education and no sexual education, they were quick to verbally abuse me and I got kicked out of my home. I attempted suicide twice but I agree with Trustee Sparks that we should leave emotion out of it so I will stick to the facts today. I am a former Youth Commissioner for the City of Santa Ana and a former Youth Advisor to the Mayor Pro-Tem,

Michelle Martinez. I focus on public policy and now an adviser to the current Board of Commissioners. I'm very much like you all. I want the best for our youth and our students.

Today, I am here to remind you and everyone in this room what the California Healthy Youth Act is. The California Healthy Youth Act is our State sexual health education law that took effect in 2016 with accordance to California Education Code 51930 through 51939, in case you want to look it up. California Healthy Youth Act requires our public schools provide students with 1) medically accurate; 2) age-appropriate and 3) LGBTQ inclusive, comprehensive sexual health and HIV prevention education at least once in middle school, and once in high school. It ensures that students learn skills for avoiding unhealthy relationships and it prohibits abstinence-only education which denies young people valuable information for protecting their health. I want to ask you this: to me, what defines the characteristics of a person is 1) when a situation arises, do you sit back and let it happen?; or 2) do you take leadership, step up and make a difference? So, I want to leave you with this today. Are you going to sit back and allow our districts, our local districts, to violate the law or will you step up, take leadership and enforce compliance of the law? Thank you

Boyd: Jill Halbert? She leave? Okay Susi Khan? Jill? Jill Halbert? Okay. Okay, Susi Khan followed by Christie Brewer and Libby Frolichman.

Khan: Greetings, Board, uh, welcome Mary and Lisa. Um, I am Susi Khan and today I'm going to be addressing Resholutio...solution 13 to hold an evidential meeting addressing the California He...Healthy Youth act. Um, as an active Registered Nurse in the community in my 30th year of practice working with and caring for all members of the community um, in their...some of their most vulnerable times. Um, I would like to encourage that the proposed meeting of experts on the topic of the Calthy...California Healthy Youth Act be approved. Um, as a practicing medical professional, educational researcher, citizen, mother of three school-age children, my concern is as follows.

We must deal with factual information that comes from a variety of unbiased sources with no self-special or interest involved in it, or to be gained, so the children must be considered and met at their developmental level at the age they're at, with the appropriateness of what is being presented to them academically, physically, socially also being considered. Parents must be considered. A...children belong to their parents, not to the State and this relationship must be fostered not broken down. Until around the age of 25, the frontal lobe is not fully developed, we know this, and so we know that decisions um, are not always made in the best interest at that point until they develop...until that gets developed.

Um, as an um, the education system is taking upon themselves the role of parent, boldly stepping out of the role of just teaching academics, but into the role of providing health care and welfare as well. We must make sure that the existing laws such as FERPA and HIPAA are being enforced and followed. The practice of informed consent should be followed as well, which means that a person must be clearly aware of the benefits and risks of what they are agreeing to partake in um, and this case of a minor that the consent must be signed by a parent. Omission of an informed consent is malpractice, opening up the institution and all practitioners into litigation.

Consider the um, this proposed meeting as the first step um, in the process of informed consent. Again, as a member of the medical profession and a parent and a concerned citizen, I implore you to hold this evidential meeting of experts in this...this fall, um, and not doing so would be negligent on your part. Also, there's been a lot of talk on the matter of the...the programs that are not meeting the law.

It's not about not meeting the law in the standard. But if it's...if the programs and plans that are in place are no good, it is common business practice to scrap it and go back to the drawing board and find something that will fit into the law and meet the criteria and the standards. So, that being said, may you...you all have a great discernment in this...in this as you deliberate over the children entrusted into your care and set an example for all the school districts in Orange County that they will have something to follow as well. Thank you.

Boyd: Christie Brewer, Libby Frolichman, and then David Whitley.

Frolichman: Hi, my name is Libby Frolichman. I'm a proud parent of an incoming senior and a Summa Cum Laude graduate of Orange County Public Schools. I'm here to tell you that I'm thrilled that our State has passed AB329 and it has already been implemented at my daughter's school. It is very important to me that all students receive thorough, accurate and age-appropriate information regarding their sexual health. One of the most innovative and critic...critical aspects of the curriculum is that it includes information about healthy relationships. A student who understands that a healthy relationship requires good communication and mutual respect is much less likely to feel pressured into having sex when not ready.

Additionally, the law requires teaching students that sexual harassment, sexual assault, and sex trafficking. Students are taught about resources to help them find...if they find themselves a victim of these crimes and how to access these resources. Although most parents hope their children will remain abstinent from sex until they are grown and out of the house, it is not realistic. Not all students will remain abstinent. We have lot...a lots of statistics that from the days before any sex education was included in school curricula. Teen pregnancy rates were much higher than they are now. Preventing teen pregnancy is one of the best weapons we have against poverty, too.

50% of girls who get pregnant as teenagers don't finish high school and only 2% finish college. More than half of all mothers on welfare had their first child as a teenager. We know sex ed works and AB329 is just an extension of what we already know is working. We're just making the curriculum more thorough. Finally, AB329 clearly states that parents must be notified before the student is taught any of the information required by the law. Furthermore, the parents must be allowed to review the teaching materials if, and if they feel...still feel the material is not appropriate for their student, then they have the student excused from the class.

There is no reason to deny comprehensive education from all students just because a few may have objections to the materials and can simply choose to keep their students out of the class. Most importantly, it is the law and there's no need to spend our time and money to have a hearing to discuss whether our County will follow the law. Thank you.

[AUDIENCE APPLAUDS]

Boyd: David Whitley followed by Lucy Prather. David Whitley, Lucy Prather and then, Ruth Dawson.

Whitley: Thank you, Board. I came here to um, in my original notes, to say good morning to President Bedell, but now it's President Williams. How ti...fast things change, right? Um, I'm here to talk about uh, Agenda Item 13 and if my time runs out, I want to make sure that I am a strong proponent of the forum to discuss this issue. Um, I do in listening to...to everyone before me, I think there's a lot of area of commonality that maybe is being missed. But um, I think we do agree on much of the...of what's been said today, that this this needs to be an issue of parental rights, of transparency, but there's a lot of information that needs to be given to kids in public schools, but it needs to be age appropriate and that's...that's the issue that I think, at least on my side, has a problem with.

I have 3 children in Irvine Unified School District, 1 in elementary, 1 in middle school and 1 in high school and as uh, Jack had mentioned earlier, he was offended by much of what was said over the past couple of months. I happened to not be at...in any of those meetings, but that's exactly the reason why we need a public forum like this. Much of what's being taught to our children is very offensive. Nobody's objecting to biology being taught or age-appropriate sexual information being given to the children. Nobody's opposed to uh, speaking to the kids about tolerance and kindness and...and uh, and being decent to each other, about not bullying each other.

Uh, we're here to...to advocate for a public forum that allows parents to know exactly what's in this material because despite the fact that parents are given information to come to these meetings to...to engage in dialogue with...with the...the schools, most parents don't go. Most parents are not engaged. Most parents are not involved, and a public forum like this would allow both sides to give the information, their concerns, and what they like about it, so that more parents and more people and more exposure can be given to this, so that it can be uh, possibly altered to be more age appropri...appropriate for these children. I know that...that my kids, um, my youngest kids coming into this uh, in the middle school, I feel is age-inappropriate.

Um, they're teaching much of this in 7th grade instead of 8th grade, and then even into the high school, it's almost identical...identical uh, program. It's not...it's not paired down for the...the 12 and the 13 year olds as what's being taught to the 16, 17, 18 year olds. So, parents need this exposure. This forum needs to happen, and then, we can have a better communication and more transparency from those on the Board whose responsibility is to the citizens and the taxpayers, and the parents of these children that you're overseeing. Thank you.

Boyd: Lucy Prather, followed by Ruth Dawson and Sabrina Fragment.

Prather: Good afternoon. My name is Lucy Prather. I'm a law student and a summer Law Clerk with the American Civil Liberties Union. I want to focus my comments on the question of opt-out provisions because it is our understanding that there has been significant confusion around this portion of the California Healthy Youth Act. First, I want to reiterate that the California Healthy Youth Act does provide parents the right to opt their children out of all or part of mandated sex ed instit...institution...mandated sex ed instructions, excuse me, as described in California Education Code Section 51938. This opt-out right, however, does not extend to

general instruction outside of the sex ed context on gender, gender identity, sexual orientation, discrimination, bullying, relationships or family.

There is a good reason for limiting the opt-out right in this way. Education Code Section 220 requires schools to prevent discrimination and harassment of protected groups such as lesbian, gay, bisexual, and transgender students, and I want to be clear that this is not just protection regardless of identity, but protection because of that identity. To allow students or their parents to opt students out of instruction on, for instance, bullying and gender identity would be to fall short of that obligation to protect LGBT students.

Many of the comments made at the April, May, and June Board Meetings and reiterated today have rejected teaching about sexuality and gender expressions. These comments underscore the need for protections for lesbian, gay, bisexual, transgender, and gender non-conforming youth. In responding to these comments, the OCDE should reiterate its commitments to the rights of LGBT students and to upholding the law, and should not establish this forum. Thank you.

Boyd: Ruth Dawson? Okay, followed by Sabrina Frydman and Buffie Channel.

Dawson: Good afternoon. My name is Ruth Dawson with the ACLU of Southern California. Thank you very much for the opportunity to speak today. Um, first I want to caution the Board from threatening expulsion for this Public Meeting for raising folks hand uh, with the number 3, which is what happened earlier. Um, just very briefly in the case In re Kay, the California Supreme Court said that one can only lawfully be punished for disrupting a Public Meeting if one's conduct actually and substantially disrupts the meeting, meaning that the meeting is impaired in some way, and the contact is outside the explicit rules and or custom of the meeting. Um, and people holding their hands in the air silently does not actually disrupt a meeting in a silent showing of support or even clapping uh, is about as in-line with Public Meeting customs as one can get. Uh, so back to the...the question I have.

[APPLAUSE FROM THE AUDIENCE]

Dawson: Um, uh, so we attended OCDE's June 6th Board Meeting after a number of concerned parents shared Trustee Williams' proposed version 1 of Resolution 1418 with us, and we testified at that meeting regarding OCDE's continued obligations under the law. Among other problems, the initial proposed Resolution would have confused districts about their obligation to protect LGBTQ students from bullying, harassment, and discrimination, and would have advised the Board of Education to develop an alternative curriculum for comprehensive sexual health and HIV prevention education that, based on the language of the resolution, we feared would not be compliant with the law.

At that meeting, after numerous parents and community members spoke in support of the California Healthy Youth Act and its inclusion of LGBTQ people and relationships, Trustee Williams postponed the vote until today's meeting. We recently wrote the Board a letter, which you all should have, and we're uh, we're happy to forward it to the new Board Members um, and are now present to testify to again express our concerns with certain provisions of the proposed version of Resolution 1418, and to provide clarification regarding uh, the California Healthy Youth Act's requirement, in particular, the parental notification and opt-out requirements. Both

versions 1 and 2 of the Resolution 1418 reflected ongoing confusion about these provisions and we hope our letter can answer any remaining questions.

It is quite long. Uh, so I will just briefly say that we are seeing a pattern of misinformation about sex ed curricula across the State and here in Orange County, as evidenced by a number of the comments that we have heard here today. California schools are moving toward modern comprehensive sex ed curricula developed by top-tier educators and policy experts with input from doctors and parents.

These lessons are designed to ensure the information clearly addresses questions young people have about their bodies and growing up, and I'm here today to remind the Board and the district in its purview that schools do have an essential duty to provide students with knowledge and skills to form healthy relationships, protect their sexual health, and form healthy identities. Uh, if passing its current form, version 2 of Resolution 1418 will convene a special meeting in September. Um, if it does arise we look forward to participating in that meeting and providing for their guidance. Thank you.

[AUDIENCE APPLAUDS]

Boyd: It's Sabrina.

Frydman: Yes.

Boyd: Okay. So, Buffie Chen...chen...Channel will be next and then Michelle New.

Frydman: Thank you. Good afternoon, everyone, it's a pleasure to be here. Thank you for having us. I am an International Human Rights law attorney, so I'm here to provide some insight into how uh, the California Health Youth Act is actually compliant with international human rights standards, especially relating to young people's health and uh, their right to non-discrimination. Um, so the definition of comprehensive uh, sexuality education that the CHYA adopts is also the definition agreed upon by international human rights experts, saying it is an age-appropriate, culturally relevant approach to teaching about sexuality, relationships, and providing scientifically-accurate, realistic, and non-judgmental information. The purpose of comprehensive sexuality education as many people said today um, is actually to ensure young people have the knowledge and skills required to make conscious, healthy, and respectful choices about relationships and sexuality. So, the choice is to give them the tools to make those choices. The standards that international human rights experts, uh, um, recommend for sexuality education are inclusivity of diversity um, this includes inclusivity, is also to trump uh, gender stereotypes that are not only harmful for LGBTQ uh, young people, but also for any other young uh, person. Um, they require it to be science-based, to be evidence-based and the numbers show that comprehensive sexuality education actually leads to lower rates of unintended uh, pregnancy, STD's and um, health uh, problems and um, not providing comprehensive sexuality education is actually considered to be a violation of the right to equality with discrimination...non-discrimination and the right to health. Um, so also for these reasons and many other reasons people mentioned, CHYA is fully compliant with international human rights standards, and it's the best recommendation for young people here. Thank you.

[APPLAUSE FROM THE AUDIENCE]

Channel: Hi, good afternoon. My name is Buffie Channel. I am a parent of 2 young adult children and I...unfortunately, they went through school before um, this law came in...came into play. And, even though we have a very open household and open relationship, I think they could have really benefited from this type of, you know, open dialogue in education that has kind of, you know, um, increased and gotten better and more inclusive. Um, I think being uh, you know, on the Board of...of Education, I think we always need to side um, on more education is better than less education and I think we should be very careful about um, being driven by fear and being driven by parents...a few parents that are driven by fear.

And, you know, their...those...their kids are the ones that really are probably in...in more need of this. So, um, I...I think with the opt-out uh, option, um, I just don't see any problem with um, having this great open education for our students and I really think that um, you guys should side on the...the...the side of...of more education is better than less. Thank you.

Boyd: Michelle New, followed by Stephanie Yates, and Dennis Bress.

New: Sorry as I stumble over here. I broke my heel. Um, my name is Michelle New and um, I'm a mother with children in the public school system right now. Everyone's throwing around their Master's. I have 2 Master's. Um, I'd like to first just say people are bringing up this opt-out. You cannot opt out of everything. I am not fearful. I'm not uneducated. I have children. My children are educated. I have family members and friends in the LGBT community. I support them. I love them. I back whatever they do. The problem that I have is that I cannot opt my children out of things that they wish to be opt out of. Not my choice, their choice. Yes, this is from...you were given the same thing. There are parts that you cannot be opt out of.

My children are taught at home not to bully, whether it's LGBT, whether it's because the amount of money you make, the clothes you wear, the activities you do. You shouldn't bully anybody and it's sad to say we live in a world where there are mean people and they bully. That's not my children. I...I sure hope it's not my children but with that said, we're talking about scientists and...or science and medically accurate stuff. I'm going to just quote 3 doctors that actually spoke out and they gave me permission to quote what they said. Dr. John Winkelman states, "I'm reviewing Teen Talk, students are being...in reviewing Teen Talk, students are not being told medically accurate statistics regarding the effectiveness of condom use in anal sex.

They are not being told the truth that anal sex is the highest risk behavior for transmission of HIV and other STD's such as chlamydia, gonorrhea, syphilis, and even e-coli, especially since condoms are not FDA approved for anal sex." Dr. Rita, Head of Infectious Disease at Children's Hospital in Orange County, and a published physician in *Infesh...Infectious Disease Magazine* states, "The number of pediatric cases of HIV has been rising over the past 5 to 10 years. The population of patients seen in HIV clinics has moved from Maternal Fetus Transmission to primary young males between the ages of 13-18 years of age." Concerning the information given to the students in Teen Talk he states, "There is a lot of misuse of real information."

Dr. Andre Van Mol, a Board certified family physician and co-chair of the Adolescent Sexuality Committee for American College of Pediatric states, "Students are poorly served by Teen Talk's generalization and inaccuracies regarding the safety of sexual practices and uh, condom use in them." I have taken the time. I have binders of curriculum and I've looked through tons of them.

Everyone that I've come encountered with are inaccuracies and medically. I'm not here for my faith. That's me. I'm not putting it on anybody else. I'm only here saying that I feel like we have a group of people saying that you are not supporting all of the LGB for everybody, then we are bullying them. Well, I feel bullied from them.

Boyd: Your time is up.

New: Thank you. Oh, can I just give you...she asked for information?

Boyd: Yeah. You give it to...and we'll make sure every Board Member gets that.

Boyd: Dennis Bress.

Bress: Thank you. Um, my name is Dennis Bress and I live in Newport Beach. I've raised 2 kids. They're both going to college; 1 going to Chapman, go Panthers, and 1 going to George Washington University. Um, when I heard Ken, I think you're the initiator of this particular, um, process to try and open up and to go against what we have as the California Healthy Youth Act. I can't believe I had to leave work uh, to spend this amount of time here, but that's what you have to do when you're a citizen, so, that's why I'm here. So, um, I'm just going to read a letter off that my daughter wrote uh, as she is in Washington, D.C. right now. If she wasn't there she would be here advocating uh, in uh, support of the California Healthy Youth Act.

So, this is from my daughter, Matilda Bress. "My name is Matilda Bress and I am an NMUSD graduate who attended both Lincoln Elementary and Corona del Mar High School. I am writing today in support of the California Healthy Youth Act. This is a common-sense bill that would directly impact the lives of thousands of children. I think you would be incredibly shocked to find out how little Newport Beach high schoolers know about sex and all the issues that accompanying that cho...that choice. Especially as a woman, I found it disheartening that the boys around me had no idea about how my and my mother's reproductive cycles worked. Many students did not know about the proper ways to prevent STI's and help...and held medically unfounded and dangerous beliefs about HIV and AIDS.

I am sorry to report that as I have kept in contact with several of my fellow NMUSD friends, many brilliant, responsible, Ivy-league students have contracted STD's and had to make costly decisions about their reproductive futures. If students graduating from schools like Corona del Mar High School are not properly educated on these issues, the Orange County Board of Education has failed. It is just as important, if not incredibly more so, to know about your reproductive health as well as how to solve an algebraic equata...equation. The California Healthy Youth Act is a fantastic step in the right direction, and I deeply encourage you to support it.

Thank you for your time to read this email of which I read of and I greatly appreciate it. Best regards, Matilda Bress. The George Washington University School of Media and Public Affairs." I couldn't be more proud of what my daughter wrote. I wholeheartedly support her and I hope you guys continue in the direction to support the California Healthy Youth Act. Thank you very much.

[APPLAUSE FROM THE AUDIENCE]

Boyd: Lora Caldwell? Lora Caldwell, followed by Catherine Koz...Kozlowski?

Kozlowski: You got it.

Boyd: Okay, and Joni Nichols.

Bedell: Is that it?

Caldwell: Hi, my name is Lora Caldwell. I'm a parent of 3 children in SVUSD. I'm currently a Teacher's Aide in this District. I was also a licensed professional counselor in the State of Texas. Most of my work as a counselor involved work with children who had been sexually abused. I believe all of us want what is best for our kids. I've heard many different comments um, about, you know, people being offended, people thinking it's too much information too soon, their kids not wanting to hear this information. My kids personally don't want to do a lot of things that schools teach them. They would love to opt out of, you know, all kinds of things uh, but I know as a parent and as an educator that that's what they need to help them learn and grow and keep them safe.

Um, that's our duty as educators. Um, if parents really don't like it, they can still opt out. So, like I don't even understand why we're talking about this. Um, however, my training as a therapist working with sexual abuse victims taught me that when kids are educated from an early age with accurate information about their bodies, sex, and healthy versus unhealthy relationships, they are less likely to be a victim of abuse, they delay sexual activity longer and are at decreased risk for unintended pregnancy and STI's. We as parents and educators have to focus on facts, not emotions. Um, a lot of what we've been hearing too is, you know, religious beliefs and things like that. Let me remind us of separation of church and State.

[APPLAUSE FROM THE AUDIENCE]

Caldwell: Um, I myself am a religious person. I am a Christian but I don't believe that's the place of our school district to put that into, you know, all of our children's lives. That's the parents' responsibility. Again, opt out if you don't like it. Our kids are already being exposed through the internet and their peers to inaccurate information, no matter how much we try to protect them from it. The job of our public educators is [**Ms. Caldwell turns a page of her notes very close to the microphone and causes the audio to distort momentarily**] provide fact-based accurate information for all of our children, including LGBTQ children who are at an even greater risk for suicide, bullying, and unhealthy self-concepts.

The reason they're at an increased risk...risk is because this information is not being taught and they don't see themselves represented. I am someone who has seen first-hand the negative effects of a lack of this accurate comprehensive education on far too many children. I've worked with teens um, who were in the LGBTQ community. 1, in particular, had been really singled out by her family. Um, told by a pastor and that she was demon possessed.

She was suicidal. Um, had she not been provided that counseling, I don't know where she would be today. Um, that's another reason we need all this information and education in our school system...system, so kids get it when they need it. Um, it's imperative that all of our kids are given inclusive comprehensive sex education, so that not one more child feels that they have no one who accepts and supports them. Our districts must comply with the law to protect all of our children. Thank you.

[AUDIENCE APPLAUDS]

Boyd: Catherine? Followed by Joni Nichols. Is Joni still here?

Kozlowski: Good afternoon. Everybody need to stretch? Uh, my name is Catherine Kozlowski. I am a community member. Uh, this is important to me because these kids grow up to be my future oncologist or nurse or give me a bank loan or potentially end up being the homeless one at the end of the street. So, I think this is important to all of us regardless of whether or not we have kids or our degrees. Um, I am also a Chapman Alum, Dr. Sparks. Okay. Uh, I really appreciate it something you said about how you appreciate a good scientific-based, academic debate. I fully agree and so, I think if there is to be a discussion about this about the law itself, it should be at a forum like Chapman.

It shouldn't be at a Board of Education meeting or a forum hosted by the Board of Education when this entity is supposed to enforce a law that already exists. We already know what the law is. We don't need to debate what...whether or not it's a good law, a bad law; whether it's um, teaches age-appropriate content concerning the law doesn't specify what is age-appropriate. That's supposed to be curriculum-based and driven down to the individual district. So, I don't understand fully why so much of the conversation is here. Um, I also want to ask a question about the specific Resolution and Dr. Williams, I hope before your vote, you answer this question: What is the ultimate purpose of this forum? What is the objective of this Resolution?

You say it's for knowledge and understanding, but of what? Of whether or not you have to obey the law? Of whether or not curricula that is supposed to be decided at the district level is accurate? That's not necessarily your place. It feels like the purpose in a Tweet-sized version is to give a very strong voices an opportunity to vent without any real value and that seems like corporate waste...or that seems like Government waste to me. It doesn't seem like a good use or being a good steward of our uh, of our resources. Um, Trustee Barke and Dr. Sparks, you both campaigned on financial and fiscal responsibility.

I really appreciate that as a fiscal conservative and so, I am very concerned if I see you voting in favor of this Resolution to hold a forum that has no real value or purpose, except to potentially expose our already vulnerable youth to being told that they are not relevant. So, I would really encourage you in voting on this specific Resolution to ask yourself: What is the purpose of this forum? Is it actually serving what I am supposed to do in my elected position?

Am I actually helping my constituents? Um, and I'd also like to ask clarifying question. What is this forum even going to debate? What are the 2 sides here? Are we debating whether the law is a good law or a bad law? Uh, whether or not school pe...uh, parents can opt out? Who's going to be the debaters? Are we going to have 2 legislators come and debate what they discussed in the legislative session? Is it going to be 2 attorneys debating with the law is? Are you going to bring in a State expert who's going to just have to say this is my job to...

Boyd: Your time is up.

Kozlowski: Thank you.

[APPLAUSE FROM THE AUDIENCE]

Boyd: Joni Nichols, and if Christie Brewer's is here, she would be the last speaker.

Nichols: Good afternoon. I'm Joni Nichols. If I came before you today and I said, wow, I have something to offer you that will improve academic excess. I have something that will help prevent child sexual abuse. It will help prevent Dating Violence. It will prevent bullying. It will help youth develop healthier relationships. It will delay sexual initiation. It will reduce unplanned pregnancies. It'll reduce HIV incidents. It'll reduce STI's. It'll reduce sexual health disparities among lesbians, gay, bisexual, transgender, and queer. How many of you would want have what I have to offer you? Well, guess what? You already got it. It's called the California Healthy Youth Act. Now, I am...want to talk about Master's degrees.

I happen to have one in Special Education, and I decided that after being a special educator, I had a 1-room class school house from children from 5 to 13. They were the children deemed um, difficult for the public school system and so, they came to my one-room schoolhouse, but it was so under the auspices of the government. And yes, I had to teach everything including uh, sexual uh, education and from there, I also am a parent of 3 children and interestingly enough, I taught the sexual education component at their middle schools, and their high school as part of the Biology Department. And you wonder, well, how do I as a parent have an in to that? Well, I also have been the midwife for all their teachers and so having been the midwife for 17 of the teachers in their school, I became a trusted person to come and ask questions.

So, I'm a childbirth educator, I'm a doula, I'm a midwife and probably the only person in this room who has attended more than 850 births, and have seen in first-hand how much misinformation there is, and how much difficulty there is navigating the choices to make in pregnancy among adults. And, you might be surprised how many men don't know when they talk to me, they go which is the uterus? Which is the placenta? Where's the cervix? All of this could be so easily taught by age-appropriate education at the grade, primary, high school and college level. Thank you.

[AUDIENCE APPLAUDS]

Boyd: Eva? Eva Wha...weisz? And, Christie Brewer's not here. That's the last speaker.

Williams: Okay.

Weisz: Hi, my name is Eva Weisz. I wasn't planning to speak today but um, all this information which came in, I just could not stand it to not stand here. I was here a couple of years ago speaking about In God We Trust sign. It was a question to take it down and at that time, I was just quickly writing up something and every Trustee members were asking a copy of it because of the material of whatever I was presenting. I am ashamed this In God We Trust Sign is there and under that, what we talking about here. All of the children, the life that they have, it came from God. The soul is what in day from God. Everything, everyone who around them, it's from God. He did not create that anyone mistakenly. People can change.

I know ministers who was homosexual and very, very active in all kinds of lovers, and he has a family and he's completely differently oriented. We don't need this kind of education when

explicitly showing things for 2nd grade, 3rd grade, and go up. They should play with toys, with dollies. They don't need to know which kind of sexual orientation to...do I have. They don't even know what they talking about. I seen a lot of books, what activist was showing to me, and this is disgusting beyond what we doing with our children instead focusing on the education. The education is very, very important and it's not on the level that it should be right now. That should be the one where everybody should focus on.

That bold area how...how...how...it's...it's disconnected that the whole purpose which is coming from this is a centralizingly um, manipulated to take the population in some kind of direction where should not be. This is not education. This is some controlling from the top down with all kinds of aspects of our life, and 1 of them is the education. This is unfortunate when people coming here and asking you to please don't withdraw that. Why not? People fighting all kinds of different cities then they have the meetings about the opt-out of the...the...the um, California uh, AB530, that's making at the State a Sanctuary State.

Boyd: Thank you.

Weisz: We can fight that also.

Williams: Okay.

Boyd: That's all the...

Williams: That's the last of the public item, uh and discussion on Item Number 13. We have a Motion and a Second. Let the record reflect that good Trustee Gomez has...is not in the room. There's 3 of us...4 of us left. Any other questions by the Board before we go on to vote on this? Yes, Dr. Bedell?

Bedell: Yeah, I uh, I think the emotions in the room lead me to be...continue to be confused and nervous, okay, and so I would draw your attention to your Resolution, which is Page 73 in our Agenda packet. And the...the penultimate and the last paragraphs and they...the to/with, therefore Clauses, which are the Action Clauses. Therefore, the OCBE will hold a special evening member...evening meeting in September 2018 – and I wonder what's virtuous about that date – to obtain additional evidence and facts. So, evidence and facts are keywords for me, right there. I'm going back to something Trustees Lisa Sparks said. From State officials and experts. Now, I...those have very significant limited definitions.

It's not somebody who loves this and hates that, this is somebody who has for me, when I read those words, State officials and experts. They have bona fide credentials on this issue. Okay, it's not somebody coming in with a...a baked or a half-baked value judgment. It's the facts. Was that Dragnet? Am I dating myself? Okay, I'm sure Dr. Williams is the only one who knows that reference, as well as I. Yes. Okay, the meeting will use a similar format, that's fine. I'm not troubled with that. They will follow previous Board precedents. I'm not troubled with that. And then I go to the next. Therefore will be entitled a California Healthy Youth Act of public forum. That's fine. The Public Meeting will be held here.

No problem, and we'll invite State experts and individuals with expertise on the subject matter to provide testimony, give evidence and offer critical information that will be of legal and academic value to the Board. If I could have that signed in blood. I would feel much more...I'm not being cheeky with this because I have visions of people coming in; this is a very sensitive, emotional issue which does not often lend itself to critical information will be of legal and academic value,

okay? So, I guess what my determine...my vote...my question for you as the Proposer and perhaps as a Seconder: How will that be determined? How will we determine who vets whether they are State experts and individuals? All right?

And how do we determine in your words, the legal and academic value of what's presented? Because as an academic, I like those last 2 paragraphs. I mean, I think rather than come in, we don't like these people, how they dress, how they...whatever. This is, what are the facts here? [DISTORTION] And going back to Trustees Lisa's Sparks comments. What are the data? I'm not interested and I'm not saying this cheekily. Cheekily? Is that a word? I'm not saying this...don't misunderstand this. I really don't care what so-and-so feels about it. I want the data. I want the science. That's what...that...I'm not...you know...

Sparks: Some of the data moves...statis...statistical data not...otherwise.

Bedell: Well, I'm not particularly interested in qualitative data. I much prefer quantitative.

Sparks: Okay.

Bedell: And so, that's where I end, Dr. Williams...

Williams: Okay.

Bedell: ...I'm having real trouble with that because I have vision...what, we had 5 and 5? And candidly, some people go off on toots, and they have no more relevance to statistics or qualitative data. Then they do...I'll have a full head of hair. You know what I'm saying, Ken? And that's what...that really makes me nervous because this issue, unlike the previous one, I don't see anybody's going to get hurt on the previous one. You know what I mean? Our kids... these people could get [DISTORTION] hurt here. They really could get hurt, and so that's what I'm...that's what...because the media will be here and somebody's gonna, you know how that's going to go, and we know how that's gonna be spun, so I really need help here to support your Resolution.

Williams: Sure. So, um, the...the September data as you requested uh, was...was only put in there maybe October just because the...the time element. Um, It's certainly not going to happen in August. Uh, as what happened with the Common Core, if I could remind you and let my 2 new Board Members know, we worked with uh, Jeff and Nina on...on these experts, uh, the experts that came in were not just people who had feelings...

Bedell: Sure.

Williams: ...but they're ac...actually people with academic uh, research and data behind them. Uh, I would be happy for the...so you'll...to be on the other side. I...I would invite...invite them and uh, we'll...we'll talk about that.

[SOME MEMBERS OF THE AUDIENCE BECOME RESTLESS AND INTERACT WITH PRESIDENT WILLIAMS]

Williams: Um, no, I want the A...so the ACU and should...should be involved in this...

Bedell: ACLU.

Williams: ...they...they...they should be involved at...and talking about their pro or against CHYA values. Um, so it...it...it is in the same um, vine, uh that you created for the Common

Core and I was...I was actually very happy with uh, what you created for the Common Core. I...I thought it was very fair. I think if you ask people who were there, they thought it was uh, very neutral environment and...and that's what we would strive for.

Bedell: Okay, now. You have an estimated cost? Let me...hypothetical. Say the le...the best legal expert on Queer Theory is at...pick a campus. Would you envision flying that person in?

Williams: Yeah. So, the exact same...

Bedell: This is not going to be pretty, in other words. You're not going to tap local talent for free?

Williams: Well, again, all the details that has to be worked out.

Bedell: I'm just...because I know again, I go back to money. I don't know...

Williams: Yeah. Those are the same valid issues that you brought up uh, prior to the Common Core vote too, and hopefully you...you felt comfortable with them. Um, so, with...with that, the details would be the Executive Board would get back to this Board at the next meeting to fill in the details.

Bedell: With potential panelists?

Williams: Exactly. Just like we did before. Okay, any other questions from our Board Members? Being that there's none, all those in favor of...we have a...we have a Motion and...and a Second. All those in...in favor of Resolution 13, please say, "aye".

[DR. WILLIAMS, TRUSTEE BARKE AND TRUSTEE SPARKS SAY "AYE"]

Williams: All those...all those uh, Against? All those Abstaining? Okay. So, the Motion passes uh, 3-1-0-1. Okay, so, let's move on with our meeting here. Uh, Closed Session. Mr. Wenkart, do we have any Closed Session?

[VARIOUS AUDIENCE MEMBERS RAISE THEIR VOICES AS THEY DEPART THE BOARD ROOM]

Wenkart: There's no need for a Closed Session today. There's nothing new since the last Board Meeting. Uh, but there m...there may be something for the next Board Meeting.

Williams: Okay, very good. Uh, moving on to Informational Items. Ron, uh, you have here for the Janus decision?

Wenkart: Okay, um, as you're aware, the Supreme Court in Janus versus American Federation of State County and Municipal Employees last week ruled that the collection of agency fees violates the First Amendment rights of public employees and is unconstitutional. The U.S. Supreme Court overruled its prior decision in Abood versus dep...Detroit Board of Education and held that agency fee arrangements violate the Free Speech rights of non-union [DISTORTION] members by compelling them to subsidize private speech on matters of substantial public concern. Under the Abood decision, employees who decline to join the union are not assessed union dues, but instead would pay what are called Agency Fees, which amounted to a percentage of the union dues.

And if they contested the amount then there was notice and the union had to justify the uh, the fee. In...in the uh, Janus decision, the court rejected all of the Union's arguments in favor of agency fee and held them to be unconstitutional. As a result of the Janus decision, as of June

27th, 2018, districts may no longer collect agency fees from public employees who are not members of the union. Since the payroll for June was processed prior to June 27th, 2018, the unions will need to refund a portion of the agency fees received from the districts. Effective with the July 2018 payroll, agency fees will not be withheld from public employees. In...in general, teachers don't uh, have their agency fees withheld in July and August regardless, so it won't be as much of an issue with the teachers.

The California Teachers Association and CSEA are working with school districts and this department uh, to determine who the agency fee payers are and the amount of refunds due to them. We expect that this process will go smoothly and non-members will receive their refunds in a timely manner. In a related development, the California legislature, in anticipation of the Janus decision, passed Senate Bill 866. Governor Brown signed uh, the Bill into law on June 27th, 2018, after the Janus decision was announced. SB 866 relates to public employees who are members of the union and not agency fee payers and the conditions under which union members may revoke their membership.

SB 866 requires employers to honor the terms of the employees written authorization for payroll deductions, and...and if they do request a revocation, it requires school districts and school employers to refer the employees to the union, and then the union will process the uh, revocation. And the district is required to rely on the information provided by the union regarding whether deductions uh, should be cancelled or changed and if there's any dispute, uh, the union is required to indemnify the public school employer...employer for any claims made by the employee for deductions made in reliance of that information. Those...those are the main uh, developments that have occurred in this area with respect to the Janus decision. So, with that I'll just open it up to questions if anybody has any questions.

Williams: I do have a question, Ron.

Wenkart: Sure.

Williams: So, regarding the Janus decision. That directly impacts our good Superintendent and what he does with taking the money and writing the checks? Or is that an individual district that makes that decision?

Wenkart: Um, well we process the payroll for um, the...the school districts, but the school districts have...each have internal payroll departments that send the information to us. So, they...they have the information as to who the agency fee payers are and they're working with their local chapters of CSEA and CTA to make sure that they have the right uh, names of the people who are agency fee payers to pay them back. So, we're talking about 4, approximately 4 days of uh, refunds. So, June 27th, 28th, 29th, 30th...

Williams: Sure.

Wenkart: So, 4 day...4 days, so it ranges from about \$5 to \$13, depending on whether you're CSEA member or CTM. That's an approximation, but uh, so the union will be processing those fees because they have the money. The money was given to them through the June payroll.

Williams: I see.

Wenkart: So, they're the ones that will have to uh, make sure that they get...get it to the right people, but they're gonna...they just want the...the districts to help them verify that they have the right people.

Williams: Right. We...we just write...our good Superintendent just writes the check. We...we get the data from the individual school district and from that we write the check.

Wenkart: Right.

Williams: That's good.

Wenkart: Yeah, but for our own Department, we have an internal payroll system and then they send the information to the payroll system as well and process it for the Department. So, we have both. Uh, did I miss anything? Okay. Renee's the one who really knows all the details.

Williams: Okay.

Wenkart: Okay.

Williams: Very good.

Wenkart: Any other questions? Okay. Thank you very much.

Williams: Announcements. Our good Superintendent.

Mijares: Yes. Uh, uh, I think you were talking about the...rest of the dist...the 27 districts out there?

Williams: Yes.

Mijares: In terms of Janus?

Williams: Uh, yes.

Mijares: Okay. Because yeah, they're...[DISTORTION] they're um, governed independently pretty much, so whatever they tell us, we process. So...I don't have anything under my reports today, and plus, aren't you tired? We've been here a long time.

Williams: Tired and hungry.

Mijares: Been up here early, too. Yeah, yeah.

Bedell: Right.

Mijares: Thank you, for asking me.

Williams: No, my pleasure, sir. You're...you're a gentleman. Uh, Associate Superintendent.

Boyd: Just a reminder that the next Board Meeting will be at 2 P.M. and I will send information related to the upcoming conferences. Uh, the most immediate one at County um, School Boards uh, meeting will be in Monterey in September so, um, we'll get that information and the dates to you, and uh, Trustee Sparks so that you can let us know whether or not you're able to make that one.

Sparks: Okay.

Boyd: And then the...the following one after that would be December...the end of November / December so...

Sparks: Okay.

Boyd: Okay.

Williams: Okay, uh, mov...is that it, then, Nina?

Boyd: That's all I have.

Williams: Moving on, uh...any of the Legislative updates we should be aware of them?

Boyd: Jack?

Bedell: No, not really.

Williams: Nothing? Okay. Any other for uh, for the Board Member comments? Uh, Executive Committee? You did a great job again, Jack, to get this here. Thank you, so much...

Bedell: I appreciate that you have been so supportive and I appreciate it. I love you guys.

Williams: And I assume there's no more Public Comments. Now the Motion for Adjournment.

Bedell: So Moved.

Sparks: Second.

[THE BOARD MEETING CONCLUDES]