

## BOARD MEETING 4-7-2021 TRANSCRIPTION

**Williams:** For the benefit of the record, this regular meeting of the Orange County Board of Education is called to order, April 7<sup>th</sup>, 2021 at approximately 3:03 PM. We'll go right to our Agenda. May we have roll call here?

**Boyd:** Trustee Gomez is in route. Trustee Shaw?

**Shaw:** Here.

**Boyd:** Vice President Barke?

**Barke:** Here.

**Boyd:** President Williams?

**Williams:** I am here. I need adoption of the Agenda today. May I have a motion and a Second?

**Barke:** So moved.

**Williams:** And a second?

**Shaw:** Second.

**Williams:** We have motion and a second. Any discussion? Barring none, all those in favor say, "aye."

**Board:** Aye.

**Williams:** Let the record reflect that the motion passes 4-0 with Trustee Gomez, who is absent. Moving on to the next part of our Agenda, which is always our favorite because we get to meet new people in our community. We have Pastor Jack Grogger from the Sanctify Church, which is located in the city of Orange. He is also a pastor to many, many sports teams here. They're a church that is very traditional and fundamental in their biblical theology. They're located on Batavia here in Orange. Pastor Grogger, thank you for leading us in the invocation.

**Grogger:** Thank you so much for allowing me to join you today to give some encouraging words. What I've realized in our culture over the last year or so, is what's often overlooked is the culture about government leadership. That government leadership is actually a place where social space for the display of good conduct can be given. Too many people always point to poor conduct or what's wrong with government leadership, but what's critical to understand is the fact that God instituted government to establish order and a peaceful, social place where not only judgment is carried out, but good is recognized and encouraged. A government leader should not be a terror to good conduct.

Rather, as the Apostle Paul states, "We should have no fear of the one who is in authority. All of you have been given a great authority. For that reason, we honor and respect all of you for the position that you hold here today. So, with that being said, let me just pray for your meeting and the decisions that you have to make. I'm sure they are very weighted decisions and have a lot of emotions attached to them. So, let's pray. Lord, we give thanks today for the opportunity to have gathered together with a common spirit; the spirit dedicated to professional service, the unwavering of your leadership and utilizing the tools and the protection of your gift to us.

I ask that you protect these leaders as they continue to serve our citizens and the communities within their sphere. We ask that you bestow upon them discernment, clarity, and a desire to lead with kindness and humility. It's in your son's name we pray. Amen. So, thank you once again for having me, and go Angels.

**Williams:** Thank you, Pastor Grogger for your words of wisdom and encouragement. We're going to be doing the Pledge of Allegiance at 5:30 PM when our regular meeting with the public begins. Moving on with our meeting, do we have any introductions, Nina?

**Boyd:** We have no introductions at this meeting.

**Williams:** Very good. So, we have a time certain and that is the budget study session. Renee, you will lead us in the discussion of the budget.

**Hendrick:** Okay. Thank you, President Williams, members of the Board. Today we have our budget study session. As a reminder, there's no action on the Agenda for this today. It is just a walkthrough of some of the things that we see coming up for the 21-22 year, and to kind of walk you through our budget packet, again, so you can see where everything goes. And then, this is where we would take any input you had for next year's budget also. The Education Budget, there's a lot to celebrate in this budget. It's much better than we anticipated, and especially if you compare it to last year's May Revision when you compare it to Governor Newsom's 20-21 budget proposal in January, 2020. Remember? That feels like a million years ago.

He has a lot of similar approaches to what he had prior to the pandemic. Though a lot of the budget does address COVID-19, he has some new proposals around community schools, mental health, school climate surveys, a lot of funding for early childhood education, special education, preschool and educator investments. That was his theme prior to the pandemic. Some of that got pushed aside, but you see that back in his January proposal. Among either issues the governor will need to strike a balance between one-time needs and deferral payments. The 2021 political landscape and COVID-19 rules the day.

All attention in 2021 will fall under the umbrella of COVID-19 mitigation, economic production from the wrath of COVID-19, small business protection, renter's eviction moratorium, extended jobless benefits. For public education, pandemic mitigation will include safely reopening schools, accelerated and extended learning, employer and employee protections. We were still looking for legal immunity against workplace transmission. Extended paid sick leave for employees has passed, integrated services, health, mental health, and education. Some of the...sorry, I just...I'm supposed to be passed forward again. Okay. Sorry about that. The risks of the California economy, of the state budget, commercial real estate market collapse.

We are seeing signs that the real estate market for commercial properties is starting to decline. Office and retail vacancy rates rising and work from home could be at the start of fundamental shift in how business gets done. Residential rental real estate and high-cost city centers, for example, San Francisco rents are down 25%. Some of us may think that that's probably overdue. It's very expensive there, but Fresno, Bakersfield, Chula Vista in the San Diego suburbs are the beneficiary of those rents rising. It's pushing people out to more suburban areas. The ability of small businesses to endure the pandemic economy, lower than expected rollout or the efficacy of the vaccine, and many left the workforce due to lack of affordable childcare and slower than expected reopening of schools.

Proposition 98 - supplemental payments. In 2020-21, the enacted budget established the obligation for the state to make supplemental payments to K-14 education. That had two components. The first one was beginning in 2021, spend 1.5% of the state general fund revenues

on K-14 education above the minimum guarantee, up to 12.4 billion. Then, beginning in 22-23 increase K-14 funding to equal 40% of the state general fund revenues and test one year. Well, it wouldn't surprise you, you know the governor has proposed a one-time payment of 2.3 billion, but he wants to repeal the supplemental. He no longer wants to give us supplemental payments in the future. There's some contention there.

The Proposition 98 reserve deposit, when the voters passed Proposition 2 in 2014, it required the state to create the public school system stabilization account. That requires the state to make a deposit into the education's Rainy Day Fund when our four conditions were met. The governor proposes deposits of 747 million for 2021, 2.2 billion in 21-22. That account total will be \$3 billion. We've met all of those requirements. If the state goes into another decline, they're supposed to be able to use that 3 billion to not cut schools. That's a good thing. The deferrals, we talked about this in January a little bit, but the Budget Act enacted in 2021 had 13 billion in deferrals.

The governor's budget proposes paying down a portion of the deferrals, effectively eliminating the ongoing deferrals for February through May of 2022, but he left the deferrals impact for this current year. Though that's not necessarily been an impact for our districts, there are some districts and charter schools that that's been an issue. I think that it will be really important for us to keep in mind is there is an influx of funding for the next couple of years due to federal dollars that we'll talk about in a minute, but when you look at the state's structural budget, it shows in 22-23 an anticipated shortfall. That continues to get larger through 24-25. Moving on to what that means for OCDE.

We've talked numerous times about the Hold Harmless for our Average Daily Attendance we've had for the last two years. As of June, that ends and we move into our regular enrollment. Right now, we're anticipating a drop of a little over 2000 ADA, which should give you some context, it is about \$27 million that we would have reduced funding for. This next slide kind of shows you by program. It's really the juvenile court schools and the community schools where we anticipate that drop. Unlike a school district who would have a prior year protection for the funding, county offices nor charter schools have that same protection. We'll have to budget that in for the next budget.

We are working on our enrollment projections and our numbers actually look pretty stable compared to what they did last year. We're really trying to figure out how much those students stay or will they transition to other school districts, charter schools, whatever. We'll be looking at that on a weekly basis. During the month of March, our alternative education program, as a whole, stabilized. We still continue to see growth in the Garden Grove and Anaheim area. Since we are doing in-person and distance learning, depending on the parental choice, the budget purposes were Held Harmless. We talked about that, but we will lose that Hold Harmless. We have started the enrollment for our SIS program. We originally thought that would be smaller.

That's the program we rent over the summer. Students are referred to that program from school districts. We thought maybe because districts would have summer school programs, that would take away from that, but we're seeing a large interest this year. That could be as large as it normally is. So, what a difference a year makes. This current year, we were supposed to have a

2.31% COLA. They actually funded that at zero, so we received no COLA. The governor, to make up for it, wants to give us a 3.84% compounded COLA, is what he calls it. The problem we have is that we only get [inaudible] our local control funding formula. The rest of our state funds only get 1.5%.

Our Special Education department, which is quite large, they'll only get the 1.5% on their funding, yet, contractually for our employees, we don't get to say you get this amount and you get that amount. Everybody has to get the same amount so that will create some hardships for us. Federal and state revenues for COVID-19, here's the good news in the budget. AB 86 is the state funding for in-person and expanded learning. It must be spent by August 31<sup>st</sup> of 2022 and require a written plan by June 1<sup>st</sup>. You more than likely will be seeing this next month. In-person instruction is going to get \$3.7 million. Expanded learning will get 7.34 million, and then expanded learning, specifically for paraprofessionals, we get 783,793.

The next pot is the called ESSER II Funds. This is the federal stimulus that passed in December of 2020. The initial allocation for that is \$9.4 million. That needs to be spent by September 30<sup>th</sup>, 2023. After that is the ESSER III Funds, which is the latest stimulus package that was just passed by the federal government. That has to be spent by September 30<sup>th</sup>, 2024. Our projected allocation of that is \$20 million, almost \$21 million. Just for your understanding, Orange County school districts and charters will receive almost \$2 billion in federal and state COVID relief. That's a lot of funds. What we know about the MTSS state programs right now is MTSS right now is in the budget trailer bill, earmarked for 50 million to go to OCDE.

The majority of that is allocated to go out to county offices and school districts across the state. We only actually keep about a million of that. The rest of that is going out to other agencies, 540 million statewide, one-time to support professional learning teacher effectiveness and the teacher pipeline, 300 million statewide for special education early intervention grants, 264.9 million statewide for community schools, for schools in high poverty areas, and 450 million statewide for mental health support for students and families that have been affected by COVID-19. The state and federal funds for COVID-19 require specific actions that will need to be aligned with our local control accountability plan. That's what we're trying to work on right now.

Some of it is very vague, and some of it is more specific, saying you should be having increased days, minutes, specific services for students. That's easier for us to quantify, obviously, because those we know the actions we need to take. We're closely looking at the student engagement, achievement and wellbeing to see where we need to add resources and help them with improvement. We need to be cautious of the increase in funds through 2024 and not ongoing funds. We have to make sure that we're not adding. I think from my concern is I'd hate to add a lot of staff that you'd have to turn around and cut by 2024. We are really looking at one-time versus ongoing. I was in a workshop earlier this morning. That's what they're talking about.

They're concerned about this cliff that may happen after 2024, because if you build up to spend all these dollars. In the prior federal relief money received, we did do everything with one-time dollars. It was a lot of technology, those types of things. We are putting a list of one-time projects right now together. To give you an example is expanding outdoor learning spaces. We don't have shade structures at some of our areas. Maybe putting some shade shelters up so they

could spread the classroom out more. Those types of things that'd be a one-time cost and not ongoing. A lot of these will wrap into the local control accountability plan you'll see. Then again, the state funding does require a plan to be approved. We have not seen the template for the plan.

We don't know what it's supposed to look like, so we're trying to get all that together currently. Our expenditure projections are for salaries and benefits. We always budget for step in column increases that are included in our collective bargaining agreements. We just completed negotiations for 2021. Both bargaining groups ratified in March. That was a 1.5 one-time bonus and a 1.25% ongoing salary for all bargaining groups. In October, we agreed to pick up the additional costs and health benefits for all employees and increase the benefit cap, which resulted in no increased costs to employees, that increase of 2.3 million. That was included in our first interim budget a couple times ago.

Negotiations for both bargaining groups have not started yet for 2021. We know that the retirement contributions are increasing. STRS will increase from 16.5. It actually goes down to 15.92, because last year the governor put some money in there. PERS is going to increase from 20.7% to 23%. I just learned today that unemployment, which we've been paying 0.05%, will increase to 1.18% or actually 1.23%. That's an increase of about \$1.2 million for us. For our health benefit plans, we were concerned that our increases from Blue Shield were fairly high the last few times we've tried making plan adjustments, but we did go out to market this year. We just received those proposals back from multiple companies.

I think the biggest ones were Cigna, Anthem, United Health, I think. I'm trying to remember which ones they are, and then we should get the proposal for Blue Shield this month. We will be looking at, is there any savings there? That is what the Health Benefit Review Committee, which is made up of both bargaining groups and management team members. We will have a salary savings in 2021 for open positions that were not filled during the year. When I'm showing you our budgets for first and second interim, I will normally show you the savings we have each time because we haven't filled positions. We have quite a few positions that we either haven't filled, just waiting to see as we went back to in-person instruction, or maybe we had a hard time filling them, which is the case in some, but we'll continue to look at staffing needs.

We have some programs that are declining or ending. We may be reducing staff in those areas. We are still evaluating current year expenditures that have been delayed due to COVID-19. Some of these will not be received or completed until the 2021 year. They'll be moved to next year's budget. If we have budgeted for them and this current year 2021, and we move that to next year, what you'll see is our fund balance will increase because we didn't send those expenditures. We will continue to have an increased expenditure for technology needs and safety supplies related to COVID, distance learning and remote working requirements. Facilities needs for ACCESS continue to be evaluated and site improvements are moving slower than anticipated.

We had talked probably in December about the Argosy site for access, we thought we'd be completed with building improvements by February. We just got our plans back from the city. We're hoping we can get all that work done by June 30<sup>th</sup>, but I think it'll be tight. It took us probably five months to move to the city planning phase, which it normally would take us about a month. It's just the delay for everything, and we're closely looking at all programs that are

ending or pending renewal for allocations of resources. We continue to look at technology needs that are constantly changing. Distance learning, remote work has shown us areas that need improvement. As a reminder, normally for our students, we're buying the hotspots.

What we found is some of them didn't have enough bandwidth, so we had to buy higher quality ones. We find we're not getting them back when students exit the program. We're buying more and more of those. For some of our staff that are struggling in areas that don't have good internet connection, we're looking at what type of help do we give them. Since we're moving to more in-person, will that be needed the same way? Those are all the type of things we're trying to evaluate right now. Bandwidth wise for our offices out to all of our school sites. Our school sites have some infrastructure issues we've upgraded in the last few years, but all the new technology that's coming requires even more bandwidth.

As some of you have been home with your children, if you're doing remote learning and if you have five people on the same time on a device, it can get a little hairy. That's what we're seeing in some of our classrooms. We're looking to address that. Continuing to look at maintaining a healthy and safe work environment for our students and staff. Projects that were delayed due to higher priorities related to COVID will be addressed in the next year. One of the ones we've had on hold that's really important for us is having some type of integration of databases. Currently, we have systems that are separated. To pull reports is very difficult for us. If we can find a way to aggregate that data for data analytics, that would be important. Then upgrading some office equipment and furniture.

We have multiple maintenance projects that will be scheduled in the new year. Most of that'll be funded from our deferred maintenance fund. Stuff like parking lot repair, roofing repair, air conditioner repair, those types of things. When you see that in the budget, we do have a deferred maintenance fund. It's Fund 14, and that's where those funds will come from. You should at your table have your budget book with you. We gave you an extra copy just in case you didn't bring it. I think in your red folder, I kind of want to walk you through everything again, just so you can see where everything is. Obviously, this is a separate document. This is Attachment B. For the first and second interim budgets, you see the variances that exceed 25,000.

In addition to this booklet, you have your sheet of your variances. This one is going to be page B95. This is using the second interim budget. What we're normally showing you here is some detail on what created the variance. We'd be given that to you by major Object Code. The summary of major changes from the last budget that was submitted to you is on pages B29 through B31. This is where by major object, we're showing you, here's the things that have increased or decreased from this budget to the last budget you saw. For example, if you look at the LCFF, the revenue, it'll tell you it grew by 3.9 million, and here's the reasons why it did. In here as well, you'll see a lot of times, like if you look at federal revenue, it'll show 385,000 was the increase for the Cares Act, which was the ESSER relief.

This is where you'll have some of the language regarding contracts and grants if they're increasing or new to the organization. On page 32 is just a variance. We tried to make it an easier snapshot for you. If you just want a one-page version of what the changes are in the budget. It'll show first and second interim. What you'll see for the next budget is, you'll actually show our

estimated actuals versus our preliminary. That'll be the estimate actuals for 20-21, and the preliminary budget for 21-22, and then, what are those variances? Then pages 33 through 35, these are from the state forms.

The interims look a little bit different. This is what you've seen from the interims, and if you remember back to the last July budget, you'll see your estimated actuals versus preliminary budget. Again, I feel like those are a little bit easier to read. The first page is really the fund. It's kind of like the total summary and then when you get to page B36, it gets into more detail by Object Code. This is where you can see more detail in the budget. If you look on page B39, when we talk about certificated salaries, this would tell you 1100 is for teacher salaries, certificated pupil support is Object Code 1200. This is more of the detail you're looking at. We matched some of this also in your summary.

You also have a multi-year projection, which is on B60. This will be real important, I think, as we move forward. The next time you see this, it currently has unaudited actuals for 19-20, it has the 20-21 first interim, second interim, and then the projected for 21-22. As you approve a budget, you are required to look at the current year and two years out. The next time you'll see, the projected budget will be 21-22, and you'll see, 22-23 and 23-24. Sorry. She just reminded me that I went the wrong way. It'll tell you your revenue and expenditure. You can see right now for 21-22, we are projecting a \$3 million deficit. We would already be identifying where we would need to cut to make that up.

Obviously, based on the federal funds, that's probably not going to be a deficit. We're going to see some major increases. The concern would be in the out years 22-23 and 23-24. From there you have the criterion standards, which is on page B62. This first page SB62 is anything where we answered not met. We're just giving you a narrative of why we didn't meet that. Just so you don't have to read through all the 15 million pages of it. Average Daily Attendance, because we fluctuate so much, we tend to not meet that trend analysis. The local control funding formula, if that changes, we would not meet their...they ask a bunch of supplemental questions. If we answered, yes, we have to explain why. We list each one of those out for you.

And then starting, really, you can see the questions that start on page B63. Then on B66, gets us into the detail of the trend analysis. I know Lisa likes looking at a lot of numbers. This is where all the trend analysis comes from. This all comes from the state software. I will tell you, this takes us a few days to go through. It helps us find errors in our budget also, which is what the tools are for. Because when all of a sudden you start moving off your trend analysis, your trying to figure out what happened? It could be an error in that budget. We have to go back and correct it. It does take time to do that. For this first one is Average Daily Attendance that tells you, you can have a variance of 2% plus or minus.

We didn't meet that, because we had more than that. It goes into this for many different items. That's in there for you to review. On page B91, is our attendance. This will show you our Average Daily Attendance, the estimate, and then the differences. Even though we show you in graphical form in other areas, this is the official form for that. In B92 is Fund 12, this is child development fund. This is the only other fund where we actually have salaries. Dr. Williams, you may remember it's one of the reasons that we feel it's important to show you is quite a few years

ago, we had to cut our program drastically because of a deficit. We want to make you aware of that so there's no surprises. I'm on page B94. It's an all fund statement.

That's just giving you a list of all of our funds in a one-page deal. You can see we have quite a few funds besides the general fund, which is mostly what we deal with. We have Fund 12 or Fund 10, which is our special education pass through. We're the administrator for one of the SELPAs. The money comes into us, goes back out to them. We have Fund 12, which is the child development fund. Fund 14, which is reserved for deferred maintenance items. We are required to contribute into that fund each year. Those would be for...there's like a listing of what is considered deferred maintenance. It would say carpet every five to 10 years, painting, those types of items. Fund 17 is our Special Reserve Fund. Fund 35 is our school facilities fund.

This is our Harbor Learning Center North, our funding for that. Fund 40 and for Fund 56 are tied together. Fund 40 is our operational fund for Esplanade. Fund 56 is our debt service to pay the Esplanade note. You have to set them up in two separate funds. Fund 67 is our dental self-insurance fund, and then the total of all of our funds. On page 98 and 99, you'd asked before on our holding account so it's transparent. We show you all the programs that have funds that are being held for them. To give you an example, when we receive a fund that's going to be spent over two years, when we do our either monthly or quarterly reporting, whatever's required by those funds, they want to see the full amount of the grant and what our expenditures are.

We have to show those funds as being an expenditure, which is why we put in this 4399, depending whether it's federal or state, what the county requirements are. Then, the last one is a listing of entitlements, grants and contracts on B100-B112. It lists the name of the contractor, grant, the funding source, whether it's local, federal, or state, the purpose of the funds and who receives the funding. In addition to that in the regular budget summary, we also have narratives. We are always looking to improve based on the Board's options. It goes through a narrative of all of our funds starting on page B2. Graphs, charts, starting on B7. Based on our last Budget Committee, they'd asked for trend analysis.

We've added prior years through current on what our revenue looks like. This is another area you can see programs that are listed. When you get into expenditures, you can see more graphs, charts, a breakdown of some of the same information you see in the fund summaries and any extra items that may have been requested by the Board. Page B26, it kind of lists specific program, if they're restricted fund balances. That is kind of your budget packet in a nutshell. I think for this year, we have a lot of unknowns. The May Revise from the governor will not come out until usually May 10<sup>th</sup>. We are waiting for that. I will tell you that the revenue anticipated coming to the state has been holding steady or up from what they had projected in January. We actually anticipate besides the COVID relief funds, we expect to see additional state funding also. That's all I have.

**Williams:** Wow, good presentation. A lot of information. Let's begin with a question. I'll start to my left. Lisa, do you have any questions?

**Sparks:** Yes. What happens if you, on page B67 with the LCFF revenue not meeting the status, how does that play out?



**Hendrick:** For example, for us this year, based on our formula because that Hold Harmless, we didn't send as much money to the courts as we thought. What the criteria stance was to just say, you have a problem here. You need to look and see what it is. Because the Hold Harmless that we've been in, we haven't met it the last couple of years, and we actually have had problems meeting in the past because our decline has been larger than anticipated.

**Sparks:** Because of the cliff or just?

**Hendrick:** No, as we've declined in students.

**Sparks:** Okay.

**Hendrick:** That's part of the reason why, but I think this year it was because we had the Hold Harmless, so many that would have transferred to the courts, we got to keep.

**Sparks:** Oh, I see. Okay. And I have one more question. I'm trying to find the page, because I lost it. It was the end of a category. It said sort of other outgo. The number really changed dramatically in the second interim. Oh, here it is, page B97, Code 7299.

**Hendrick:** Yes. That is our transfers out to the county courts.

**Sparks:** Oh, okay.

**Hendrick:** We originally had budgeted 685,000. It ended up being 4.6 million.

**Sparks:** Okay. Yes, because that number was pretty dramatic.

**Hendrick:** Yes. Okay. And you're going to see it look very dramatic for the next budget because it'll actually go up to \$20 million.

**Sparks:** Okay.

**Hendrick:** You'll see quite the change there because we've got to keep that funding for this year, we haven't transferred as much as to the courts. Going back to next year, unless something changes to the governor's proposal, you'll see that switch go back.

**Sparks:** For now, that's all I have. I'm sure I'll have more later. **Gomez:** Yes. Just a couple of general things. The federal funds that I'm just looking at the handout here, page seven in the top slide about the federal and state revenues.

**Hendrick:** Yes. Pandemic funds.

**Gomez:** Those funds from the federal stimulus, are those only for COVID related items? I think you mentioned something like building a shade structure to open up classrooms that would be permanent. We're not going to take it down if it's sort of a patio cover type thing, but we could use that those kinds of funds for that?

**Hendrick:** It has to be something that helps you with in-person instruction. We argue that that would, because we're expanding our space.

**Gomez:** Your outdoor learning. Then, kind of going along with that, page eight at the top slide on the expenditure plans. You mentioned something about temporary funding to make sure the expenditures are not ongoing. Right?

**Hendrick:** Yes.

**Gomez:** Would those temporary funds, could they be used for something like additional mentoring or tutoring to try to get the students back up to speed that might've lost some ground this year? Is that what we're thinking?

**Hendrick:** That is what we're looking at right now, is could we have longer days maybe, which is extra compensation sometimes, or additional tutors, or things like that to help with that learning loss gap. Those are the types of things that you would look at to help that gap. In special schools, we are seeing this already where students who maybe had a one-on-one aid. Even

though we were doing virtual learning, the student didn't progress the way we would have liked them to. Maybe they're going to add sort of two hours of therapy a week. They're going to get eight hours, or maybe we're going to put them in a prolonged summer program to try and catch them up. Those are the types of things they're looking at right now.

**Gomez:** Then the next slide down the very last bullet point about evaluating staff needs. When we say the programs that are declining or ending, are those more grant funded programs that are expired?

**Hendrick:** Yes. Some of them we only have through a certain date, and if that's ending, what our history has been is we normally would reduce those positions unless we had open positions to move them into. That is something we look at constantly. You cannot move from a grant funded or contract-type funded position into the general fund without a specific approval. That's because we just don't want to see those encroaching if we're not planning on that.

**Gomez:** Right. Okay. I think those were just the general questions I had. I may have more when I actually delve into this, but those are just some broad strokes. I want to be sure I understand.

**Hendrick:** As you have time to go through that, if there's additional questions you have, or there's more information you'd like to see, it would be helpful if I knew that before the next budget session. That way I could be able to provide that. And, again, if anyone wanted a one-on-one instruction on going through the budget, I'd be happy to provide that also.

**Shaw:** If I understand right, obviously we have the big infusion of the federal money. I know a general concept in budgeting, you take one-time sources of money to pay for one-time expenditures. You don't make them an ongoing obligation when it's only going to be a one-time thing. I was thinking in my mind, I don't know, is there any debt that we would have that could be applied or would that not be within the parameters of what's required? Do they have to be, in other words, do these federal dollars have to be spent in a way like you're describing?

**Hendrick:** That's a good question. I think my frustration right now is we're supposed to give you a plan by June 1<sup>st</sup>, but no one's told us what is supposed to be in that plan. What are we supposed to give you? What templates? There are going to be regulations on those. I think it is going to be about, the expanded learning is specific to, what have you done to increase services to students. As far as debt for us, the only debt we really have is the Esplanade program. That's a structured payment that can only come from revenues from that property. We couldn't use general fund dollars to pay that off without jeopardizing the money we get for Harbor Learning Center and North. We really don't carry a lot of debt as an organization.

That's something we've been lucky to do for the funds that we expended by December 30<sup>th</sup>. This last round of federal funds, we had to spend all that money by December 30<sup>th</sup> and on, I think December 29<sup>th</sup>, they passed it and gave us an extension. But by then, we're done and we'd spent it all, close to \$7 million. We did a lot of that on technology and protective devices, plexiglass, those types of things. Those were investments for the future. I am a little concerned of technology needs buying too much that isn't needed because it changes so rapidly.

Like we always say, let's buy new Chromebooks for everybody. In five years, we'll need new ones because by the time you got there, they'd be outdated and they need different software. I think we just want to be cautious and make sure that we are being smart in our investment and we're not just spending money to spend money. That is a good question. It'd be nice if we knew those restrictions sooner.

**Shaw:** Well, thank you for it. When I ask a question that you say, it's a good question. Otherwise, if you don't say that, I'm worried.

**Williams:** Okay. I do have some questions. I'm going to page two, the top one there. Could you help me understand the concept of integrated services, health, mental health, and education? What exactly is it?

**Hendrick:** Which page?

**Williams:** Page two of the presentation.

**Hendrick:** Yes. Oh, I'm sorry. Okay. I was on page two of the books. That's actually wording from the governor's budget proposal. What they're trying to do is make sure that students that have mental health most specifically, for the pandemic, they've seen an increase in mental health services or needs for students, that there is a recognition of that and that students are getting those types of services, if needed. That's kind of the governor's wording, not my wording.

**Williams:** Sure. What do you see with this concept? The wording from the governor when we start seeing health and mental health, what exactly does that translate into and practically mean to what we do here?

**Hendrick:** For us, the last few years we've hired a lot of counselors, so we have additional counselors. It may mean that they're getting referred out for mental services. Maybe it's in our approach. Using the MTSS model is each student has a different need and teaching that student differently. Right. What I may need may be very different from you. So, making sure that you're looking at what that student need is and making sure that's integrated.

**Williams:** I can understand the mental health and the cognitive care for depression and anxiety disorders and all of the psychopathology that occurred in the last year, what does health mean? Is that being defined and what specifically does that mean?

**Boyd:** Ken, we're having a hard time hearing you.

**Williams:** I'm sorry. In looking at the language, what services specifically are the health services that will be in the governor's budget?

**Hendrick:** I am not sure yet. Those haven't been outlined. I think right now some of the talk was making sure that there's safety at the site. Is there plexiglass? I know one of the topics for a forum I was on was, sports has started back, did we properly condition students to now be playing sports if they've been being dormant for X amount of months? Is there going to be extra PE requirements? Those types of things. I think we're going to have to wait until the governor's budget's out to understand what that means. It could be different based on what community you're from.

**Williams:** Did it actually mean health related medical procedures?

**Hendrick:** I've never seen that. I don't know.

**Williams:** Okay. Moving on with my questions, on page three at the bottom, there are these Prop 98 reserved deposit. We've met all of these tests and it's four tests. Is that correct?

**Hendrick:** Correct.

**Williams:** Okay. In the past, it hasn't always been a green light or thumbs up for all those tasks.

**Hendrick:** It hasn't, no.

**Williams:** This will be the first.

**Hendrick:** Yes. They only passed it in 2014, but that's still a lot of years. This was the first time they require to put those dollars in the stabilization accounts specifically for schools.

**Williams:** Okay. And that's going to be roughly here, \$3 billion? Is that what you indicated and how is that allocated and spent in the state?

**Hendrick:** What it would look like is say in a year comes where they're going to say they're going to not have enough money to fund Proposition 98. They would draw from this account first before cutting schools. There is a component just for your understanding, you may not think it's interesting, but for school districts, this is a really big deal because it also puts a cap on their reserves that they're allowed to hold. For school districts, this is a huge deal. It's very concerning for them because they would only be able to have X amount in their reserves. As a county office, we're not subject to the same guidelines though.

**Williams:** Okay. And going to page four, Renee, looking out at the surplus and shortfalls in 22-23 and 23-24. This is not the first time we've seen this. This has happened before and help me out and remind me. We were able to get through those lean years with some reserves and cut backs. We're not going to be drawing significantly from our reserves, or are we?

**Hendrick:** That's not been our practice as an organization. I think that we've tried to continue to cut before we got to the deficits. So, unless it's a planned expenditure, we really try not to do that. I think what you'll be seeing from us is continual cutbacks. I'll give you an example. For declining enrollment, there are a lot of districts that are experiencing significant decline and they haven't cut staffing. Remember, we've been continually cutting staffing. We don't have that same hump to go over that a lot of other agencies do. I think it's important for us to continue with that trend. I would not want to be a person to sit there and not make cuts, and then all of a sudden come to you and say, we have to cut \$20 million. That doesn't feel good for anybody. I think being wise and looking at our funding and being consistent in our cuts is important.

**Williams:** Do you have a list of the priority where you would be

**Hendrick:** Not yet. When you looked at the multi-year behind that, that you don't see is every single program or by major programs. Like our alternative ed program, our special schools program, I look at those by major program. I do have an idea of where those cuts may need to be. As we put that together for the next year, we would know that.

**Williams:** Yes. One of the requests that I would like to see, and I'm certain, some of my Board members feel the same is that we participate in that discussion and know of that ahead of time. We would feel more a part of the process rather than being marginalized. A conversation, presentation, whatever it would be before a final decision would be made. That's what I would ask for. My colleagues, how do you feel about that?

**Gomez:** Are you talking about the cuts if we had to make those? If we had to make them?

**Williams:** Yes. That there'd be some sort of public discussion.

**Hendrick:** Right. In the past you probably have been aware because, for teachers, for example, we would've had to notice them by March 15<sup>th</sup>. You normally are aware of when we're doing that, because it does come to the Board for that. We did do no notices this year, obviously. I'm not sure if it'll pass, but the legislator is actually trying to move classified employees into a similar situation, which is very difficult for us. Right now, it's just a 60-day notice. I do think we can find ways, yes, to let you know that. I can give you more information to see that.

**Williams:** I'm going to page seven, the top box there. Help me understand this better. ESSER II and ESSER III, is that from the stimulus package that came from Washington, DC? Which one? There has been two, right?

**Hendrick:** Yes. Actually, I think there's been three or four. ESSER II is the one that passed in December of '20. ESSER III is the one that just passed.

**Williams:** Okay. So, that was the third stimulus?

**Hendrick:** I actually want to say it was the fourth. We had two smaller ones right away. The last, if you remember from a couple of budgets ago, we did receive that. It was about 8.7 million from federal funds that we spent in this current year.

**Williams:** I can faintly recall that now. There was two very close together. One was smaller and one was bigger. Okay. Very good. Those are all questions. I want to thank you for the discussion. I appreciate that. I appreciate looking at all these grants and contracts that we have. Again, as I expressed myself before, I would like to have the Board more involved in this process and knowing about these and approving them, and knowing a little bit more about them rather than coming to an interim budget and getting all these variances and not knowing what is in these things. These problems are probably very good and they're helpful, but again, it's just very hard when you don't know what's in there. That would be my thought and contribution to that discussion. Finally, on the employees' salary schedule, tell me how this works. You gave us these.

**Hendrick:** Those are the salary schedules. Those are posted on our website.

**Williams:** Okay. So, how does it work? We have different classifications, A through I.

**Hendrick:** Depending on where the person comes in, and which is normally based on what they were making as we're bringing them in. It's about 2.5% between steps. They can't move more than two steps during a merit increase. I will tell you if the majority of our employees, they've been here so long, everybody's at the far end unless they are a new promotion or you had asked specifically for cabinet and the superintendent.

**Williams:** Is that what this is for here?

**Hendrick:** Yes. You have both. You'll see classified and certificated, because we have certificated managers and classified managers. That's why you have two different ones. We all have unique job titles. That lists their job title and what range they're on.

**Williams:** In the vertical column, that is called range? Then the horizontal ABC, is that the step?

**Hendrick:** Yes. You would move over. You'd stay in the same range, but you would move over

steps on your anniversary date.

**Williams:** How do you increase in the range by years of surfing?

**Hendrick:** No, it would have to be a classification change.

**Williams:** Can you give me an example of what that is?

**Hendrick:** So, for example, I went from assistant superintendent to an associate superintendent. That would be a range change because of the new classification at a different range.

**Williams:** And this does not include any of the benefits, any of the nice little arrangements, cars and autos and all of those?

**Hendrick:** Well, that would be nice, but we offer none of those for any employee.

**Sparks:** Are these gross or net?

**Hendrick:** Those are gross. That's your salary base. Yes. We offer no car allowances. The Superintendent receives no car allowances. We do not get paid mileage within Orange County, just so you're aware. We only get paid mileage if we travel out of Orange County. Other districts have other benefits, unfortunately or fortunately, from a financial standpoint, I say fortunately because it makes it much easier this way. We also don't have...some other districts have contributions to retirement accounts or things like that. We don't have any of that.

**Williams:** So, this data, the range and the steps does not include the contributions to retirement or it does?

**Hendrick:** It does not. No.

**Williams:** Okay. So, that's separate. Do you know what percentage that would be?

**Hendrick:** I have shown it in your packet, depending on whether they're STRS or PERS, it is the same for every employee, the percentage on their salary.

**Williams:** Could you give me an example?

**Hendrick:** I think STRS is 16%, and I think PERS is 20%. It will go up to 23% next year.

**Williams:** That is what's being contributed to STERS and PERS.

**Hendrick:** Right.

**Williams:** And of course, obviously, the gross salary, you have taxes that come out of that. Then you have the addition to the retirement through STERS and PERS. What are those percentages again?

**Hendrick:** For PERS, it's going to go up to 23% next year. I actually had it in one of your slides. I think STRS will be 15.92%. If you go on Transparent California or the state controller's website, it actually lists all of our names and salaries. You can find out our total compensation there also.

**Williams:** Okay. Well, that's it for my questions. Any other questions before we go on the closed session?

**Sparks:** Thanks for all your effort. Appreciate it.

**Barke:** Just one, on the salary schedule, I noticed that it's effective July 2019. So, that's about two years old?

**Hendrick:** Well, that was our current salary. I mentioned we just settled. We haven't actually updated the salary schedules. It's specifically for managers, because we will follow whatever the other two do. The only ones we actually updated was the classified salaries to date. Those will be updated in the next probably three weeks. I can give you renewed copies. They're always on our website also.

**Barke:** You guys follow those exactly. Gotcha. Okay.

**Williams:** Very good. Barring no more questions, the Board will be in closed session and that will last until five. Then we have an inter-district transfer, which will be online. Then the regular meeting will start at 5:30. I'm going to make an announcement here that I'm going to be leaving after closed session. I just had my second vaccine yesterday. You kind of get your rear end kicked, and I'm feeling a little rundown. I had a hard day at work and I am going to need a little bit of rest. I'm going to hand the gavel over to the good Trustee Barke here, and she'll be running the meeting after that. I just want to let you know. I will be logging in on Zoom. Okay, we will be in closed session.

**[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE CLOSED SESSION. UPON CONCLUSION, VICE PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE CONTINUATION OF THE REGULAR BOARD MEETING]**

**Barke:** Welcome. We are now officially back in session.

**Brenner:** Thank you. Good evening, madam Vice President, members of the Board, Superintendent Mijares. This is the report out for the closed session for today's meeting. So, this is a report out for closed sessions one and two. The Board received an update from counsel and had a discussion. And it took the following four actions in closed session. First, the Board approved the Board's expert witness invoices of Dennis Duffy and Baker Hostetler in the general counsel litigation. Those are invoice numbers 50732007, and 50741332 for payment. The vote with respect to that action was 4-1 in favor. Trustees Williams, Sparks, Shaw and Barke voting in favor. Trustee Gomez voting against.

The second action was to approve Epstein Becker and Green's invoices dated March 31, 2021, in both the general counsel and the budget litigation. The vote there was 4-1 approving for those invoices for payment. Trustees Williams, Barke, Shaw, and Sparks voting in favor. Trustee Gomez voting against. The third action was to approve Haight Brown and Bonesteel's invoice dated March 12, 2021. That invoice was approved for payment by a vote of 4-1. Trustees Williams, Barke, Shaw and Sparks voting in favor. Trustee Gomez voting against. And finally, the fourth action was to authorize the Executive Committee of the Board and counsel to make an initial settlement proposal to Superintendent Mijares in the budget litigation. That action was approved by the Board 5-0 unanimously, all trustees voting in favor. That's the report out for the closed sessions. Thank you.

**Barke:** Thank you very much. I think next we'll do the Pledge of Allegiance since we did not do that at the start of our meeting. If that would be all right, we're going to bring up Dr. Barke to lead us in the Pledge of Allegiance.

**Dr. Barke:** Thank you very much, Vice President Barke. It's always an honor anytime you're given the opportunity to give the Pledge of Allegiance because you guys represent schools. I thought we'd have a little education. Anybody know the name of the guy that originally wrote the Pledge of Allegiance, Dr. Mijares? Remember the guy's name? Francis Bellamy, he was a

socialist Baptist preacher, and he wrote the original 23 words in 1892. In 1954, the modern version, as the Cold War was intensified, Congress added, “under God.” And they did that to distinguish us, the United States, from the godless communism that was going on at the time.

Today, 46 states require public school children to recite the pledge. And in California, we do it a little different. We require kids’ schools to partake in at least one act of patriotism. Now, most schools choose to do the pledge. So that being said, would you please join me in honoring the greatest symbol of liberty the world has ever known?

**Dr. Barke, Board and 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.

**Barke:** Thank you very much, and for the added bonus of some history. We’ll go ahead and start with public comment.

**Boyd:** You could do consent calendar while you're waiting.

**Barke:** Okay. We can do that. Now you have people calling Leigh.

**Dundas:** How many minutes do we have?

**Barke:** You have the full three minutes. Are we not going to fill up the room?

**Boyd:** Because of the crowd, we've asked people who want to come into the full meeting to come over to the side. They haven't done that yet because of the people waiting to speak, I think.

**Barke:** Okay. Do we want to let in the next couple of speakers so we can move them along there?

**Dundas:** My husband and daughter would like to sit down because he's carrying some heavy stuff now.

**Barke:** Yes. Why don't we invite them?

**Dundas:** Katia? Steve Doc? Come in and sit, please. I think those chairs.

**Boyd:** All the open seats. Yes.

**Gomez:** Can we get started? We've got a lot of people to go.

**Dundas:** Let me know when you're ready.

**Barke:** We are ready.

**Dundas:** Are you recording? Okay. Leigh Dundas, human rights attorney. Late last week, I am informed a meeting occurred between Orange County Health Officer, Dr. Clayton, and Orange County Board of Education Superintendent Al Mijares, during which time they apparently tried to find a way to quote, “sidestep and entirely remove informed parental consent for the COVID vaccine. And also turn Orange County school campuses into vaccination centers.” The COVID-19 vaccine is an experimental medical protocol authorized under the Emergency Use Authorization Act. And as such, you cannot mandate it for anyone nor can you sidestep informed consent.

There is a reason that kids cannot smoke, drive, drink, have sex, vote or die for this country. And it is because the law says they lack the capacity to understand those decisions, and that applies here more than ever. Hear me loud and hear me well. We will not be morphing our school campuses into COVID vaccine centers for delivery of an experimental medical protocol that killed every damned ferret in the last animal study they did. Until such time, they had to abandon that study. And then, they didn't even do the study this time around because we are the study.



The last time humans launched a plan like this to conduct experimental medical protocols on vulnerable populations was in Joseph Mengele, [inaudible].

He was an MD known as the “Angel of Death.” Okay. And he was part of the SS. In 1943, he was assigned to Auschwitz where he saw an opportunity to conduct gene research, “focused primarily on children with no regard for the health or safety of the victims.” This is off the internet. You can Google it. You know what else is gene research? Experimental COVID vaccines with the transgene inside of it? If you don't believe me, go pull the EUA application for the J and J shot. I come from a long line of Eastern Europeans, Hungarians and Romanian groups, groups that fled the persecution of the Red Terror Communist Death Squads in the early 1900s. And those of us who didn't make it to America ended up facing the Nazi death squads in the lesser known Holocaust. That was the Ramani Holocaust. There is a reason my daughter is named Katia.

Her Ramani great grandmother was Katrina Choma, and I for one have not forgotten the lessons of our history. The Third Reich did not end with experiments on children nor when those children died. The Third Reich ended in 1946 when we put the doctors who committed these human experiments on trial in Nuremberg, and then we put them to death. It ended with the adoption of the Nuremberg Code. So, we would never repeat the sins of history and it states, and I quote, “the voluntary consent of this human subject is absolutely essential.” Dr. Chau and Dr. Mijares, you are hereby on notice. Last week, you appeared to have knowingly hatched a plan to sidestep and/or violate international federal and state law.

Not just the Nuremberg informed consent language, but also the Black Letter Law, the EUA, as well as California State Law, which punishes, and I quote, “the willful failure to obtain these subjects' informed consent by imprisonment and county jail per one year, or the imposition of a \$50,000 fine, or both through the planned insertion of experimental gene altering protocols onto the very children you were elected and charged with protecting.” And tonight, we are asking the Board of Education for an immediate letter of censure to these individuals. And if they don't resign, for an immediate Notice of Termination, and that letter also needs to go to the professional boards because they have no business being in these positions. So help me God, the people of Orange County will hold this policy to account.

**Boyd:** Your time is up.

**Dundas:** I'm aware.

**Sparks:** Thank you. Next up is Katya, and on deck is Steve.

**Katia:** Hello. My name is Katya. I just wanted to say that our schools are places of education and they should not be turned into mass vaccination sites, especially because it's illegal to mandate an experimental vaccine, in general, to anyone, let alone school children without their parents' consent. They should not be forcibly vaccinating us under the guise of safety. I'd just like to go to school as is guaranteed by the constitution. I ask you to open our schools. Thank you.

**Sparks:** Thank you. Steve is up next, and Roklyn is on deck.

**Steve:** Hello, Board. Wish we were here under better circumstances. But sadly, I have to tell you that the Nuremberg Trials included Dr. Trials 1946, where doctors were accused of crimes against humanity including medical experiments on vulnerable populations. Populations that could not, and did not give informed consent. After the trials in Nuremberg code was created to avoid any repeats and ensure the rights of subjects were protected by way of informed consent. Section five of the code states quote, “no experiments should be conducted where there is a prior reason to believe that death or disabling injury will occur.” You're on notice that death and disabling injuries do occur.

And you're looking at a video right now of some lady who got a vaccine, the COVID vaccine, and this is her life now. It'll come back on in a minute. Children have a 0.0% fatality rate from COVID per the CDC, zero. But the rate of vaccine injury and death is much higher than that. You guys are taking notes. That's great. To sidestep informed consent and put vaccine centers on campuses is a violation of the Nuremberg Code. It's a terrible idea and it needs to stop. And the citizens of Orange County are not going to put up with this crap. But we love you, Board. Have a great day and please don't make our kids look like this with max vaccinated, forcible vaccinations.

**Sparks:** Thank you. Roklyn is up, and Andy is on deck.

**Roklyn:** I'm a public school teacher. I'm against the ideas of schools taking minors and vaccinating them against the knowledge and permission of their parents. I'm not a doctor or a nurse and would have no idea how to deal with the aftereffects of any students that came to my class who had adverse reactions. I'm not even allowed to give Blistex to a student who has chapped lips, or put Neosporin on a cut or give Tylenol to one who has a headache. And our government entities are considering taking a kid out of class and shooting them with a poisonous drug without parent consent. It's ludicrous. These drugs are not even approved by the FDA. Parental consent should be mandatory.

Also, I'm completely against AB 101. I hope that also does not pass. Start asking what is best for our students. I have to ask myself that every day in the classroom. What is best? What am I going to teach out of the millions of things I need to teach? What is best for them to learn? What is in the best interest for them? It is not to vaccinate them against the knowledge and permission of their parents. Talk about teaching rebellion, nor is it to indoctrinate them with false gods. May truth prevail, and may the lies be shut down because I refuse to lie to our future leaders. Thank you.

**Sparks:** Thank you. Andi is up, and then D.K. is next.

**Boyd:** You want to call the name again? I think they were out of order.

**Sparks:** Andi? Is Andi in the room?

**Boyd:** The woman in the pink sweater, who was let in, I think she was next. Why don't you come up and introduce herself, and then she can pull the card.

**CJM:** My name on the card is CJM.

**Sparks:** Okay.

**CJM:** I'm number 10.

**Sparks:** Thank you.

**CJM:** I'm also the wife of a school teacher in Newport-Mesa School District. My husband was a teacher for 15 years until he passed six years ago, April 9<sup>th</sup>. I'm here to speak on behalf of the special needs children in our school district and in our county. I have a son who has special needs and went through the school district here. Orange County school district in many different school districts, as special needs sometimes happens. I have a daughter also who went to Orange County School of the Arts. I'm here to speak on the behalf of actually the most vulnerable who can't speak for their selves. I can't imagine that my son's school site would be used as a vaccination site. That would be putting him in harm's way.

I can't also imagine finding out that my son was vaccinated without my parental consent. That would be devastating, especially since this could cause him major harm. His immune system is struggling already. I would like to be the one to know and to make the decision when, and if, he gets vaccinated. I would just ask that you would consider how these vaccines would hurt families who are already struggling with special needs and to protect the most vulnerable in our district. Thank you so much.

**Sparks:** Thank you. And I believe we have DK up next. I also have Andy, but I don't know.

**Barke:** Maybe if we know who the early speakers are, they could come in the room and have a seat so they'd be in here if we know who they are. Okay. Thank you.

**Boyd:** They have a list at the door, and they're trying to ask the people to come to the door.

**Barke:** Do they also have name tags with numbers on them or something?

**Boyd:** Renee, do you want to handle that?

**Barke:** Come on up and just give us your name.

**Sparks:** Oh, you're Nick. I see you. Okay. I just got two people that...okay. I don't know what to do with them.

**Barke:** We've got to get some more people in. Go ahead.

**Nick:** All right. Thank you. I'd like to thank you guys for giving me the time to speak in front of you today. During this COVID pandemic, our most fundamental rights have been revoked without a ballot measure, election or consultation from the constituents. For the past year, our lives have been upended as Americans are struggling to make ends meet, with the efforts to flatten the curve, now well in advance of over a year, instead of the original 15 days. To add insult to injury, a majority of our nations' schools have been shut down, placing unnecessary hardships on countless American families. Across the nation our children are committing suicide and battling depression while career civil servants like Dr. Chau and the teacher's unions hold them hostage to achieve their own twisted political agenda.

I'm sure some of you on this Board, and like most educators, tend to be liberal and you probably are pretty proud in your pro-choice leanings and cheer on the murder of the unborn. So, I'm sure you'll understand our trepidation in allowing far left political activists, meaning the teachers and school administrators, in deciding what is best for the health of the youth of America. I leave you with this. It has been written that a society is judged by how it treats its most vulnerable, its children.

Over the past year, many of the decisions made by our educators and bureaucrats, people who have power, have ruined countless senior years, sports dreams and young lives doing irreparable damage. Now there are rumors that these children could be potentially injected with experimental medicine. I really hope you guys take some time to consider what this has done to these families, what this is doing to the children of our nation. And I really hope that Jesus Christ watches all over you and that you make decisions that will help us in getting through this pandemic. Thank you.

**Barke:** Thank you.

**Sparks:** I have number 12, Mark, Marcy, or Marcae. Marcae? There you are there.

**Marcae:** Do I leave the mask on to talk?

**Sparks:** It's up to you. You can take it off to speak.

**Marcae:** Awesome. Thank you. My first time doing this type of thing, although I've been...oh, excuse me. My name is Marcae Taurus. Thank you for letting me speak here today. First time coming to an event to speak like this, although I have been active in events, Trump supporting, all the different rallies that have been going on for the last four years. I received this email today and it really struck me really hard in the sense that Dr. Chau wanted to say that he wants to have 100% control of our children in the schools to vaccinate them freely without parent's consent. My two children have grown. They're 29 and 22. My oldest son, who just finished speaking, is attending Cal State Fullerton right now, studying his master's degree in history.

I thank the Lord every day that both of my children have chosen to be within their own gender and none of the other alternative lifestyles and all the things that are blossoming out right now. This is the scariest part for me. As a person looking down upon my children who want to have their children who are going to want to have their children. I think that this decision by Dr. Chau, first of all, we address the fact that they want to make all the school campuses into vaccination centers is absolutely ridiculous. There is an opportunity for the COVID to spread, which is a fake flu anyway, with 95% the numbers coming in, most people not having anything wrong with them. So, the slight minimal amount of people that are going to have any problem has not been evident at all.

We've had nothing but fake numbers, fake things thrown at us. And quite frankly, everybody's had enough of it. So, we need, even though I don't live in the district that this is supposed to represent today, I do live in Orange County and I'm very active in it. And I as tour, a lot of the people that are outside, we see them at the same rallies. And if it hasn't dawned on you, I can look at each of you. I know that you have kids. I don't see how any parent would ever, ever allow a doctor or anyone in the school to randomly pull a kid and give them an injection that could possibly cause irreparable damage to that child for the rest of their life. There's no 100% guarantee at all. There is no 100% guarantee at all that any child is going to be able to live a normal life or an adult, a normal life after a vaccine. I currently know a single mother who is at home 24/seven.

**Boyd:** Your time is up.

**Marcae:** Thank you.

**Barke:** Thank you. Before we move on to number 13, I just want to verify that Andy or DK, are they in the audience? They were number eight and nine. No? Okay. Then we'll move on to Freddy.

**Freddie:** Thank you for letting me speak. This is so much better than the Board of Supervisors because you're actually looking at us. So, thank you. I appreciate the opportunity to speak. I'm going to speak from the heart, hopefully without getting emotional, because, "In God We Trust." I found that ironic. When I walked in, though, it was so big on the wall because I feel like we've lost that as a nation, trusting the Lord. You're going to hear lots of facts today and I'm just going to speak from the heart because this has disrupted so many people's lives. And I know you know that. I don't think any of you are ignorant to what's going on in the world and in our schools, that kids are committing suicide.

I read on the social media every week from friends I have out of state to here in California, teacher, friends, that kids are committing suicide. I'm not really worried about myself. I'm in my sixties. I'm worried about my kids. I'm worried about my grandkids. This is, I feel, like we're living in a Twilight Zone. I've never seen our nation drop on its knees in fear over something that isn't even substantiated by science. And I know that you don't always make all these decisions for each school district area, but I am asking because I know you have influence. You are people of authority. And I am asking that your influence would be to speak to those who are making the decisions about vaccinations for all ages.

My folks just took it and I gave them all the information and I am heartbroken because I'm not ready to lose my parents. And there is enough science out there to show what it's going to do to those who have taken it. And I am begging you as a mom and a grandmother, and just as a human being to do your part, to serve the people. Do, "In God We Trust." I'm not fearful of death from that pandemic. I've been around thousands of people for over a year now, and I have not gotten sick. What does that tell you? And I'm not wearing a mask. I'm only doing this out of respect because you ask us to, but it's a farce. And I have seen people become Nazis over a stupid face covering. I went into a store last night and this girl thought that she could just follow us all around, "get your mask on" "get your mask on," "get your mask on." I'm like, are you kidding me?

There is no customer service anymore. They're just worried about a piece of fabric on our face. It isn't even doing anything. Let's get real. Let's get back to the nation that we fought for, that people fought for, because I love this country. I'm sure many of us in this room do. And I'm hoping that you all do too. Please do your part to service. Thank you. One more quickie. We are all going to be accountable to God one day. So, if we're doing crimes against humanity, with masks on children, vaccines, keeping kids away from their playmates, all this stuff. You'll be accountable.

**Boyd:** Your time is up.

**Sparks:** Thank you, Jared is next.

**Jared:** Hello? Okay. Ladies and gentlemen, the Board of Education of Orange County, thank you for your time and this brief opportunity. I'm a 10-year combat veteran at [inaudible] U.S.

Army, and this is home. These topics are very emotional. They ignite fires, which burn the hearts and minds of many. I just wish to provide the professional courtesy and a respectful reminder. Orange County is home to over 130,000 veterans. Some if not most, like myself who are woke, willing and able to tread on our children, to tread on on me and the many like me. We are watching. I'd like to conclude referencing Ecclesiastes 12:14. "For God shall bring every work into judgment with every secret thing, whether it be good or whether it be evil." Thank you.

**Sparks:** Thank you, and thank you for your service. Linda?

**Linda:** Thank you for giving me the opportunity to speak. I probably serve as an echo to so many others that have spoken and are waiting to speak. It is a huge crowd out there. The children of this area are our heart and we really get appalled when we see these kinds of behind the scenes in the dark things happening. I was surprised that this notice that was handed out very disingenuous to say, "Oh, vaccine eligibility expands next week, but not mandatory." As if to say we'll fool them into thinking there's no real problem, and they can just go their merry way. But just to speak to this vaccine, it is still under emergency authorization. It hasn't been approved by the FDA, so it is experimental.

And if it's used on children, they're the least likely to suffer the effects of COVID to spread COVID. And if you just look at the public, I'm sorry, the private schools that have had full day, in-person education, they're not stacking up body bags. These children are fine. They're emotionally so much healthier than the children that have been scared to death. Keeping six feet apart and wearing a mask and all that you know about. So, I just want to conclude by saying that I hope you will really consider the full person of these children and not be adding these kind of mandates and things that overrule the parents' desires. Thank you for your time.

**Sparks:** Thank you. Steve?

**Steve:** Ladies and gentlemen, the Board of Education. Please, excuse me. I don't have anything well prepared and I'm not well-spoken. My name is Steve Scott, and I'm a Christian, I'm a conservative and I'm a patriot. I'm just going to speak from the heart and I'm going to wing it. So, a lot of people are going to come in here and they're going to tell you a bunch of facts that I think educated people in here are well aware of. I'm a member of an activist group in Yorba Linda that does rallies and educates people to the truth of things. I'm going to speak about what unites us. I don't like liberals. I don't like Democrats, and there's a very specific reason why I don't believe in leftism. I don't believe in big government. I don't believe in tyranny or control of other people.

I'm not an anarchist or a libertarian either. I'm for freedom the way our constitution wrote it. But what unites... America used to be a centrist country, which was left, right? A little bit of Democrat, a little bit of Republican. We could all kind of agree that our kids need to go to school and they need to be taken care of and watched over. What's happening in this country is where a bunch of nutball people have become fear-based. They've kicked God out of the country so that when something horrible happens, the very first thing we think of is that we have to take control as human beings. It's not going to happen. God will still do what he's going to do. People are still going to die.

I could talk to you about how the fact that the CDC didn't report hardly any flu deaths in 2020. And we can talk about that, but all these facts are already known to you people. So, I'm a confrontational person when it comes to authority. And I think to myself, really, you're not in authority of me and you're not in power actually, we are a republic, not a democracy. We have never been a democracy. We're a republic, which means that you are my representative. I put you there. And if you're appointed, you got appointed by somebody that I elected. So tisk tisk tisk to Clayton Chau and Al Mijares who thinks they can run one by on us and hurt our children. Who do you think you are?

When I see people with masks and people are telling me I'm not compassionate, because I won't wear a mask. I'm one of those guys in the store of people, the only one not wearing a mask. Nobody's going to take me down. Nobody has yet. I won't wear a mask. Did I wear one to get in here, yes, just to speak to you guys. But what's more compassionate? Let's talk about love for just a second and then we'll talk about the psychology of why people want to control other people. What is more compassionate? To speak to somebody fear and make them feel better because they -

**Boyd:** Your time is up.

**Steve:** Okay, thank you for your time.

**Sparks:** Thank you. Kindra?

**Kindra:** Hi, thank you for your time, and I'm going to try not to repeat what you've already heard. This is my first time coming to a Board meeting here, and I was told today that my worst fear of having my parental rights taken from me by educators or medical people, anybody, came true, or is at least in speaking of coming true. To give you a little background on myself, I do have four medical degrees and I want to just share my experience with you. And I want to respect your degrees as being educators to our community. The CDC still does not know anything when it comes to factual information, their own words say, "we are still learning how vaccines will affect the spread of COVID-19."

The learning process should not be our children's experiment. They do not even come in close contact with other adults during an education period. As one said earlier, that if all of the private schools have been open since the beginning of the year, and we don't see children in body bags, why can our public system not educate our children? We need to educate our children. It has already been a year and a half. I moved to Huntington Beach to give my children a great education. I investigated which schools were best for them to go to. My older adult children were all in charter school, but when I investigated Huntington High School, actually Edison, Huntington District, that is where I chose to do that.

And I hope that I made the right decision by letting them come to your district. Right now, there are 751 variances of this COVID 19 virus. We are not going to be able to vaccinate all 751 of those variants, and our children are not all robots. So, giving anybody, even adults, one vaccine is not going to work for all the variances of this. We need herd immunity. We need to get out there, socialize with people, get back to normal. It saddens me that children right now, the law of California states that, "if our children are not vaccinated, there will have to be a special education

for them.” I hope that does not come to it in our district. I hope that you will be able to stand up for our children. And I thank you for the work that you do.

I hope that one day all of our school systems can get back to giving the children true education and not just let them have their phones and social media to learn from. I hope that teachers will do their job as well as I do my medical job. I know that our laws and rights, especially when it comes to vaccinating our children, should be up to the parents. And I hope and pray that you give us that right, and don't ever try to take that from us.

**Boyd:** Your time is up.

**Kindra:** Thank you for your time.

**Sparks:** Thank you. Lore?

**Flavell:** Thank you. Good evening. My name is Lore Flavell and I have been an educator in Orange County for the past 26 years. In the past, I have also served as a board member on the Orange County Regional Center advocating for those with disabilities, including my own son who became disabled from his one-year round of pediatric vaccines. You see, I believed in the safe and effective mantra so much that I helped to hold his little body on the table for his own good as the pediatrician assured me that vaccinating him per the CDC schedule was perfectly safe. She was wrong. He's now 21 and will continue to require 24-7 care for the rest of his life. I share this here because my personal experience and my duty as an educator are colliding in the objectives discussed by Dr. Chau and Superintendent Mijares.

I've spent a career teaching students classic literature, including the dystopian genre, always ending those particular units with the warning to beware lest we become like those in brave new world or Fahrenheit 451 or 1984. Tonight, I would tell the thousands of kids that I have taught over the years that we have arrived as the twisted warnings of Huxley and Bradbury and Orwell are manifesting in real time through the objectives proposed by Dr. Chau and Superintendent Mijares. Those authors merely imagined things like turning schools into vaccination clinics to indoctrinate children into believing that there is only one right answer in the vaccination question.

Those authors merely imagined realities where children would be the target of contingency policies, where their decisions to comply with a medical intervention affected whether or not their peers could return to normal. Those authors merely imagined a world in which the sanctity of family would be molested by interfering government agencies whispering into the ears of minors, “It's okay. Your parents don't need to know.” If this strikes the perverse cord of similarity to the way children are manipulated by adults in abusive situations. You are correct. It is identical. It needs to be identified for what it is. It is abuse. Abusive children who are not capable of comprehending that they may be hurt or worse by these vaccines that are not FDA approved and have zero long-term studies.

Especially now that the control groups have been vaccinated, completely eliminating appropriate scientific methodology. Making it even more incomprehensible is that when the injury or death happens, and it will, no one will be responsible for the outcome, though everyone who codifies these objectives into existence should be so on a very personal level, starting with Dr. Chau and



Superintendent Mijares. If they are unwilling to be personally accountable for what happens to our kids, they have no right to interfere in the personal medical decisions of our families. Thank you.

**Boyd:** Your time is up.

**Sparks:** Thank you.

**Lore:** Thank you so much.

**Sparks:** Patty?

**Goodfellow:** I am not Patty. She gave me her number. My name is Robin Goodfellow. I am a teacher. I've been teaching for 30 years. You guys good on the vaccine? You heard enough about the vaccine, because I have information for you. I don't know if I'm allowed to give it to you.

**Barke:** I think you can give it. We'll get it.

**Goodfellow:** Yes. Great. So why am I here? The Board of Education, I'm not trying to offend you, has really little say in what Dr. Chau and Superintendent Mijares said. They didn't speak it in a vacuum. It wasn't sprung from nowhere. I believe that they had spoken about it beforehand before they decided to air it publicly into that Zoom call. The Board of Education, let me back up. I'm here because I shouldn't have to be here. The only reason anybody should be coming here really is because you cut tater tots from the menu or some other very simple thing that could be easily rectified within the school system. None of you woke up thinking, "Oh my gosh, is my child going to be taken out of school? Is that a possibility?" Or, they're going to be taken out of school and a medical procedure performed upon them.

I woke up with that as a possibility. It's happening. It's happening in places in the United States right now. You guys may not ever have to worry about that. I pray that that continues to be true, but we are worrying about that right now. If you have any ability to speak to it, get it on the Agenda, get it out in the open. Stop having the conversations without us. Thank you.

**Sparks:** Thank you. Lore? Lore here? L-O-R-E.

**Sparks:** Oh, okay. Then I have Michelle. What number are you, Laura? Number 18? Yes, okay. I found you.

**Laura:** Yes, I got it. Thank you. I don't know. So, ladies and gentlemen of the Board, I'm sorry, this is the first time I've been here. I'm kind of nervous about this. I'm coming as a mother of eight, six who survived a term because we had two losses in-between there. I have one child who is still, he was in the public system, we homeschool the others. My older ones are already out, adults or in the college. And I'm very concerned about the topic that was coming up. I found out late last night about this concern with the vaccine that the schools are going to be made vaccination sites. Whether that was meaning for adults or for the children themselves, the students, I wasn't clear about. That is very concerning because first of all, this is not a vaccine.

It's not designed to be a vaccine. It doesn't work like a vaccine. It doesn't even do anything to prevent any of this stuff. And if you look at all the literature and all these things, if you are supposedly vaccinated, now you can go do all the things that you wanted to do and it is not working out that way. Now you've got to double mask. Now you've got to triple mask. I mean, it's just one thing after another. We've been lied to for the past year, almost a year and a half

now. That it's just so many concerns with what is happening with these children. I know my own family's history, the health history. I have one child who was born with cancer, stage three, apparently fraternal neuroblastoma.

We had to delay vaccinations for him early on because of his poor immune system and everything. I've heard of adverse effects, people miscarrying, women miscarrying, people dying from this biological agent. If this is rushed through without enough testing with aborted cell lines, I mean, you've heard of Mad Cow Disease. I mean, cows eating other cows. Well, you're putting aborted cells of real babies, human babies, into these vaccines, or so-called vaccines, to prevent illness, which has a 99.8% recovery rate. Children are not at risk of this and any sort of therapy or shot or anything is not one size fits all. The therapies should be voluntary, not mandatory. It's even on the CDC website.

There should be no penalty whether somebody chooses to get a shot, if they want it, or chooses not to get it. They may have very good reasons. I've heard of people who have had serious side effects. Maybe they had epilepsy or some other thing, and then they got the shot and you know, many of them have had long-term serious injuries or even death as a result. We don't want our children to be guinea pigs here. There's a lot of concern here. Also, there's been a lot of mental health issues, increased drug abuse, increased suicides among the young people because of the lockdowns, because of the masks. Please remove the masks and all. Thank you.

**Sparks:** Thank you. We should be with number 21. Michelle?

**Michelle:** Good evening. Thank you for having me. My name is Michelle. I reside in the Saddleback District. We keep hearing that this COVID vaccine is not mandatory. It's only a matter of time before it is. That is the agenda. My lesson learned came with the passing of SB 277 and SB 276. Promises are never kept and eventually it trickles down to the local level. I want to stop this experimental drug with no liability from ever being made mandatory for our school children. Here's a history lesson to revisit the Nuremberg trials. I revisited the number of codes in most recent months. One only needs to read the first code to see we are standing right in the middle of crimes against humanity event.

These injections come with a possibility of injury or death and with no liability to the vaccine manufacturer. Why are these injections being pushed so hard with an experimental drug? The voluntary consent of the human subject is absolutely essential. We should be able to exercise free power of choice for our children. And this COVID shot will be one of many. They've talked about booster shots. I know it will never end. I'm sure SB277 and 76 were timely orchestrated to prepare us for the moment we are in. What is being pushed violates human and civil rights, Article 1, Section 1 of the California Constitution. Maybe some are conspiring to tread on the constitutional rights of its citizens. But last I checked, we are still free on paper.

My three points and requests to the Board are, under no circumstances do our children get injected with this experimental drug. Number two, it's time we get certified industrial hygienists to visit the schools and implement a program that we're creating a safe space in the school classrooms. And number three: I say no to Dr. Chau's agenda. Thank you.

**Sparks:** Thank you.

**Michelle:** Thank you.

**Sparks:** Number 22. Darrlene?

**Boyd:** While he's cleaning that, I want to confirm, Dr. Williams, you have joined the meeting, correct?

**Williams:** That is correct, Nina.

**Boyd:** Thank you. I have it posted at 6:35 PM.

**Darrlene:** Thank you for having me. I'll start by saying, sitting behind the podium, I really appreciate the eye contact from the Board members and the Superintendent. Thank you for your time. My name is Darrlene and I'm an educator. My child attends the Fullerton School District and I'm also a school site council member. And as a council member, I have relationships with teachers and administrators at my daughter's school and at the neighboring school as well. They've been sharing with me the reactions they have been having from the COVID 19 vaccine. For most, it is mild symptoms of heavy arm pain at the injection site, pain in the arm, or even that side of their body.

Some are getting fever and chills, some shakes as well as nausea, severe headache, and even vomiting. What's very concerning is being told about massively swollen lymph nodes and even anaphylaxis. These are reactions administrators and teachers are having at just two of the many public schools throughout this county. Now, the teacher who told me about her anaphylactic reaction said she wanted to share her experience with me because she knows my daughter has an EpiPen. Because my daughter has an EpiPen, I must say that the fact that EpiPens exist does not make anaphylactic reactions okay. I told this teacher I'm so glad that she wasn't driving home or at home when her reaction started.

The CDC states, "a person should wait 15 minutes to monitor for side effects." And her reaction started 20 minutes post vaccine, and she happened to still be sitting in the car in front of the clinic. She was able to return inside and get a life-saving EpiPen. With emergency treatment, she took over a week to recover and feel well enough to be back in the classroom. If she had this reaction while driving home or at home, she could have died. She has no history of allergies or anaphylaxis. Having a science degree, I researched and found that anaphylactic reaction to the COVID-19 vaccine is one in 4,000. If a child receives this vaccine, the parents should be aware and be present to monitor for side effects.

It should take place at a clinic or vaccine site to assist the child if a severe side effect occurs. And knowing that schools cannot administer an EpiPen to a child without prescription, a child having an anaphylactic reaction to this vaccine at school would have to wait for an ambulance to save their life. One in 4,000 is too high of a risk for an age group that would have little benefit for them to be vaccinated to the COVID-19 vaccine. A 100% effective is only because the virus is over 99% inconsequential for children.

The adults who need protection from the virus will have gotten the vaccine and as such are protected. Such a risk without parent consent and being present is especially dangerous because the vaccine is a liability-free product. If the schools vaccinate the children without parent consent

and being present, will the schools accept liability? If the answer is no, then you cannot support such an idea. And I thank you for your time.

**Sparks:** Number 23, I think it's Yva Marie? Did I say your name correctly?

**Marie:** Good evening. I'm here. I felt compelled to be here, because I saw a video circulating of Dr. Chau, Orange County Public Health Director advising children to receive experimental gene therapy a.k.a., the COVID 19 vaccine. He falsely says the efficacy rate for children is 100%. This is untrue. It's a lie. He's saying this because he wants to get the kids vaccinated. There is no safety and efficacy data in children younger than 16 and only one case study and one COVID patient in the 16 to 17 age category for Pfizer vaccine. I started printing out the minor, major and death side effects from the government website, vaccine injury registry. I stopped after 100 pages.

I think imposing this biologic for a virus that has an almost 100% recovery rate in teens is very irresponsible and self-serving. And I don't think they should have vaccination pods in schools. I know they don't right now, but I see it going that way. I don't believe anything Dr. Chau says. I've been going to the Board of Supervisor meetings and I've been following him. I hope that the Board and Superintendent would not do anything irresponsible like that. And also, I'd like to share something from the National Institutes of Health PubMed's study, Dr. Timothy Cardoza. The title is, "Informed Consent Disclosure to Vaccine Trial Subjects of Risk of COVID-19 Vaccines Worsening Clinical Disease." I'm going to cut to the chase.

The results of the study, COVID-19 vaccines designed to elicit neutralizing antibodies, may sensitize vaccine recipients to more severe disease than if they were not vaccinated. Okay, that's really serious. Our children are not your vaccine trial and they're not your lab rats. I'd also like to add information before consenting. Your only option if you get sick or even die from the vaccine, is to file under what's called Counter Measures. It also reduces the time you have to make a claim from three years with other vaccines to one year. You're not going to have an attorney representing you. You're just going to fill out a form. They're going to look at your medical records.

Not a judge, just some administrator, and if they don't think your injury was caused by the vaccine, that's the end. There's no appeal or any way to bring expert witnesses, which is what we do in regular vaccine court said [inaudible] and attorney with Maglio, Christopher and Wall. Thank you for listening.

**Sparks:** Thank you. Number 24, Christine?

**Christine:** Thank you so much for your time and thank you for your service in public office. The last, I'm just going to speak from the heart. The last time I was here a few years ago, one of my children was in a spelling bee, we all rose and said the Pledge of Allegiance to the flag. And I would like us to get back to those times in education. This is what's important. My father had me in his forties and he fought in World War II. I want us to learn about that in school history, lessons that really happened. I don't think that schools should become medical facilities. They

were never meant to be that. I didn't choose this fight. It chose me. I also have a child that had a severe medical reaction to vaccines at 18 months.

I don't even have children in the typical public-school system. I homeschool, private school, some are in college. I'm speaking out for all children, because this is dangerous. Schools are not meant to be medical facilities. They shouldn't be used to pass out birth control pills, abortion pills, vaccinations. Children will be injured. And then to have the added aspect that the parents would not even be aware of what procedure had happened, and then their child has a severe reaction or possibly even dies and they don't even know how to help them. So, I am speaking proactively. I know that this is only in discussion phase, but I'm tired of hearing things that after they've happened. And so, I think it's important for all of us to speak. And thank you so much for your time for listening. I really appreciate it. Thank you.

**Barke:** Thank you.

**Christine:** Thank you.

**Sparks:** Number 25, also, Christine?

**Christine:** Hi, I'm not the one that matters. This is Jackson. This is who we're here for, the children. I just want to kind of take it back to basics, which is freedom. Some people want to take the vaccine. Some people don't. That's fine. I'm not here to tell you don't take the vaccine. The vaccine has this side effect. That's up to the people who decide to take it to research those things. However, it should be our choice as parents for ourselves and for our children to choose and have the freedom to choose whether or not we want to give this to our children, whether or not we want to take it ourselves. And if we start to allow the school boards to take those health care decisions away from us, where does it start?

Those people who are wanting to implement this, are not going to sign over the rights to their own health for me to decide what to do, let alone for me to decide what to do for their children or for their grandchildren. So, really it should be our own responsibility as it has been intended. One of the best gifts and one of the first gifts the Lord Jesus has given us was free will, which is freedom. And that's what we need to fight for and keep here today. So, we appreciate you and God bless you guys. And we really hope that his hand is in all of this. Say, thank you.

**Christine:** Thank you.

**Sparks:** Thank you. Number 26. A-N-J? Anj? Not here?

**OCDE Staff:** She's getting a mask.

**Sparks:** Okay. Number 27. Brian?

**Bailey:** Hello, I'm Brian Bailey. First of all, I'd like to thank you for everything you do for the public and the kids. A little bit about myself. I've been in public service for over 20 years in the largest and busiest city in the United States. My wife is a medical professional in two ERs. I understand what you guys are going through. It's nothing easy. I do have a little bit of a problem. I was sitting at work last night. I saw that video that Dr. Chau put out. It didn't sit right with me, .00003, that's the chance of a child having any complications from COVID, hmm. So, then I thought, what is a psychiatrist doing giving medical advice and taking away our constitutional

rights? Yes, he has no business giving anybody any kind of recommendations. Although I get it. He's a medical director for the school board. Is that correct?

**Sparks:** For the County agency.

**Bailey:** For the County agency, cool psychiatrist, that's good. Okay. I'm not an anti-vaxxer. I've been in the medical field for a long time. I get it. It's something that we can't force or take away our constitutional rights for us, for our children, including yourself. If you had a child that comes to school, "Hey mom, I got a vaccine today." What? Yeah, no, especially the vaccine that's associated with this scandemic. No, thanks. I don't wear masks. I haven't got COVID, and I'm still alive. There's no bodies in the streets. I've not seen one yet. I see about 20 patients a day. So, it is what it is.

Other than that, that's all I have to say. Thank you so much for hearing me. I do question Dr. Chau's actions on why he's so adamant about giving a vaccine without parental consent, other than monetary gain, but that's just me. So anyway, thank you again for your time and thank you for what you do. Thanks.

**Sparks:** Thank you. Number 28. Jason? What number are you? You're number 28? Yes. Oh, come on up. Come on up. You can take Jason's place. What's your name?

**Johnson:** My name is Dave Johnson. So, thank you. I'm a pastor at Calvary Chapel Old Town in Orange, California. It appears that you guys have ticked over a hornet's nest out there, but I do want to thank you for your public service. I recognize that tonight is going to be a long night for you. I'm here, not because of being a pastor. I'm here because I'm a father of three lovely girls. My youngest is nine all the way up to one turning 18 this year. I am concerned, actually, about two things. I did not see a video with Dr. Chau, although I understand what he's trying to promote. I would ask that you would just look at the facts about the COVID vaccine, whether people are for vaccines or not for vaccines.

Every vaccine is a risk versus reward. I've traveled to a lot of third world countries and work among a lot of people. I know that the problems that they suffer there because they do not have vaccines like we have here. Vaccines can be quite a blessing for us and keeping our children safe. But at the same time, I think it's every parent's decision to decide whether to vaccinate or not, especially when it comes to this emergency approved vaccine for COVID-19. If you look just on the Mayo Clinic and yell health, they will both say that it is not safe for children. They have not done clinical trials. I know that they are beginning them. So, just that alone should cause us to pause and take some consideration here that we should not be pushing this for children, especially outside the will of the parents.

Second, is if you go to the CDC website. Obviously, the CDC is very pro everyone becoming vaccinated, but they just don't know about COVID-19 yet. COVID-19 is still being studied. We're still learning about it. We're still trying to understand it. One of the things they are saying is, if you go to their facts page, and ask if I have had COVID-19, should I get the vaccine? Well, the answer, according to the CDC is yes, you should, because you do not know how long your antibodies will last. Okay, fair enough. But if you go down farther and you ask about getting the

COVID vaccine and how long will it last, the CDC says, “we do not know how long the vaccine will last and be effective for protecting individuals against COVID.”

All this is to say is there's a lot more questions about the vaccine and about COVID than there are answers. And certainly our children, the next generation to come, should not be the experimental group in all of this. And it should be every parent's right to choose whether or not to subject their child to such an experiment. As for me, it's going to be a resounding no for my children. I've actually been very proud of the way Orange County has handled the COVID pandemic and the crisis. I think that they've taken a fairly balanced approach, especially according to many other cities and states out there, including our own state Capital. I think Orange County has taken a very balanced approach.

**Boyd:** Your time is up.

**Johnson:** I had really good things to say. Thank you.

**Barke:** Thank you. We should be at number 29. Mrs. G?

**G:** Hello. Okay. So, Dr. Chau's video, just to let you know, I have a 14-year-old that got to see this video today. I'll play you the video for those that have not heard it. [Video plays]. That is just amazing and exciting. You remember for adults, after two doses, Pfizer is about 95%. After the single dose of Pfizer is about 90% rate. But for children after two doses is 100%. The reason why I'm stressing that is, we're got to need your support to really educate our kids and our parents that they have to accept the vaccine, because I feel very strongly that without the vaccine, we have no way out of this pandemic. [Video stops] Okay, that threw me back when I heard that last night.

And then I shared that with my daughter this morning, and she just laughed. She is 14, you guys. She knows this is wrong. She just said, “Mom, is that real? How can he say that?” Here she is supposed to go back to school on the 19<sup>th</sup>. She's scared now. This is not okay. These children know. You guys need to stop. Leave our children alone. Give the parents the option and the right to choose for their children. It is sickening. When I found out three years ago that my daughter can sign herself out of school to go get medical attention without my knowledge, God willing that she would get pregnant, hopefully not. But if she did and left to get an abortion and she came home and hemorrhaged in the middle of the night, and I had no idea. This is not okay. We are the parents, not our schools, not our state. None of you. No one in this room, but me. Leave our children alone. Thank you for your time.

**Sparks:** Thank you. Number 30. Connie?

**Connie:** Good evening. My name is Connie, and I wanted to know who elevated Dr. Chau to the position of God? Because he's taking back parental rights. And I think God is the one who gave the parents the rights of their children, not Dr. Chau, not Dr. Mijares, no one. So, no one has the right to take those rights away. We're not begging you for our rights. We have our rights and it's time that we don't ask permission to get them back. They are our rights now. And what gives Dr. Chau the right even to even suggest it? Where did he go to school? What is his residency in? He is a mental health person. He should be looking at the suicides happening right now? The mental health issues of children, not to poison them, because I call this thing a poison.

It is a poison in our bodies. I want to know who did he consult when he made the suggestion? What doctors that he consult with? Did he consult with his mental health doctors? Did he consult with the doctors that actually work in this environment? I want to know. I think you should know. Who did he consult when he made these suggestions? That's our right to know who the heck is he consulting? In his prior relationships with the big pharma companies, gee, I wonder if he's talking to them too, because that's an issue. He's already been reprimanded, I believe, before. So, let's think about what we're trying to do. Take back, forget that. We have the rights with our children. We're not asking permission. Parents, you need to stand up. I'm a grandmother. I don't even have children in the school districts, but boy, you better take your rights back. Thank you.

**Sparks:** Thank you. Number 31. Cathy?

**Murphy:** Hello. My name is Cathy Murphy. I am a nurse and a homeschooling mom. When the lockdown occurred, if you lock down medical people, you tell them they can't work and they can't take care of their own patients. What do you think we're going to do? We're going to research the hell out of everything. Okay? And when that happened, many medical people spoke up because we understood the science, and they were shut down because the politicians didn't like what they were hearing. It didn't follow a narrative, but I'm going to share just two things with you that you may or may not hear from another medical person today. I just happened to have the time to look this up. So, I did.

What's happening with these vaccines right now is something called a Cytokine Storm. A Cytokine Storm is when your cells in your body think you have a disease, and so your own cells attack each other. This is not for every single person who takes the vaccine. This is for 11% of the people who are taking the vaccine. Eleven percent of the people who have any immunodeficient diseases or problems that they are either aware of or not yet aware of, kept the first vaccine. And they have reactions that are beyond the flu. And then the second time, that's when their body goes into overdrive with overreactions. Why? Because an mRNA vaccine means messenger RNA. That means that that RNA is a replicator and a duplicator.

It goes into your body and it tells your musical conductors, your DNA system, what it's allowed to reproduce and what it is not allowed to reproduce. What is the message that this vaccine is giving, that science we have not been given. Us nurses and doctors have wanted that information. We have asked the CDC for that information, and we are not given the information about what that RNA is actually telling our cells to do. We have plenty of people out there able to read it and understand it. So, this is causing great concern. In the meantime, I don't know Dr. Chau, but it does sound like it's probably time to rethink his position. I do not doubt that any of you that are sitting here have a heart and a mind to serve the people. Otherwise, you wouldn't be here, but I notice he's missing. That's a message. And I see it loud and clear. My kids aren't even in public school, but I care enough to be here for other people's kids. Thank you.

**Sparks:** Thank you. Number 32. Kathrine?

**Kathrine:** Hi. Thank you so much for letting us all be here today. Many of us actually heard about this last night and rallied all of our friends. Like we need to be here. This is somewhere where we need to be. I also am a parent of three elementary aged kids, and I'm also an educator. I



teach for the community college district in adult continuing education. I've been in education for 17 years. I'm here today to express my strong belief that as schools reopen that parent consent regarding the COVID vaccine should not be removed. And the schools should not become vaccination sites, or the vaccination requirement for students to return to the classroom. And there are hundreds of other parents outside that also echo that sentiment.

And some of them were not allowed inside for medical reasons. Throughout this pandemic, we've had to consistently fight for our rights to breathe freely, to assess risk for ourselves and our loved ones, and to take precautions as we see fit. And now we're seeing this happening with our kids in our schools. I think the Board of Education should be aware that if, as a Board, you are not providing a service that the families want, that we will make a new system. Okay? We will not participate. Okay? This vaccine, this experimental gene therapy, my kids and my family, we will have no part of it. You've already seen the flood of students leaving and going to homeschool charters, homeschooling, private affidavits.

There's waiting lists, hundreds of families long, if not thousands, with some schools. Okay? So, if there is any, and this is just what the social distancing and the mask mandates, and the plexiglass, like students being educated behind plexiglass and families are leaving. So, if there's a mandate for children to get the COVID vaccine, or for schools to become vaccination sites, families will rise up and resist. Our kids will not be experimented on. We will make new holistic education systems that will preserve our freedom to choose. So, it's our body, our choice. And we want you to do your duty as elected officials and represent the community that is here today, speaking passionately to you about their concern on this issue. So, thank you so much.

**Barke:** Thank you.

**Sparks:** Number 33. Julie?

**Julie:** Thank you for your time today. And thank you for listening to us. I feel that we have a lot of passion. We were talking about our children, our most important thing in our lives. So, my kids are actually grown. I'm not anti-vax. They're fully vaccinated, but I'm anti-COVID vax. I feel that this whole COVID thing has been fear driven. If you look at the very beginning, to where we are today, it makes no sense. There is 99.9% survival rate. Of course, unless you're 70 or over, it's...I can't remember the number, around 98%. But for children, it's almost 100%. It makes no sense to vaccinate them. Let's have some common sense. What are we doing for an experimental vaccine? We don't know the long-term effects. Why are we doing this to the children?

That is a crime against humanity. And as I said, this is fear-driven. If you look at everything that's happened since the very beginning, it seems like it's been driven by the media. We've been told lies and propaganda. They're counting deaths that were actually not necessarily dying of COVID, but we're finding out from other things. There was a report saying it was only 6% of the deaths that they are putting out there in the report are actually dying of COVID, and that's what's causing the fear. Why? What's the purpose? Then when the deaths started going down, then they start counting cases. Why are we counting cases? When have we ever counted cases? Have we ever counted the flu or cold? Why are we counting cases?

There's 99.9% survival. So, majority of people that had the COVID did not die from it. Why are we counting the cases? This is just to cause fear in people. So, they think fearfully. Go get a vaccine that is experimental. We don't know what's going to happen. We don't know the long-term effect. Like I said before, but I just feel like it's a crime against humanity. Especially for the children, this is a hill that I'm willing to die on. This is our future and...

**Boyd:** Your time is up.

**Julie:** Okay. I'm sorry.

**Barke:** Thank you.

**Sparks:** Number 34. Jesse?

**Jesse:** It is all about the money. We all know it. Ladies and gentlemen, I can't help but think what this famous coach would say to the communist, socialist government of ours and the medical establishment. Vince Lombardi would say, "what the hell is going on out here?" Because that's what he was famous for. And it boggles my mind that they know that, according to big government, the vaccine does not provide immunity, does not eliminate the virus, does not guarantee you won't get it, does not stop you from passing it onto others; does not eliminate the need for travel bans, does not eliminate the need for business closures, does not eliminate the need for lockdowns, does not eliminate the need for social distancing, does not eliminate the need for mask.

And if you experience severe reaction, long-term effects or die, there's nothing that we can do about it. We can't sue the vaccine people. We can't sue our government. And this is one thing that I haven't heard anybody talk about. The real cure, hydroxy chloroquine and ivermectin. How do I know this? Because I had COVID in December. What did I do? American Frontline Doctors Online, paid 90 bucks. They called me. "Mr. Macias, how can I help you?" I said, "my roommate gave me COVID. She tested positive. I have COVID. I have the same symptoms." He goes, "A pharmacy will call you tomorrow." The next day, the pharmacy called me and they told me, "Mr. Macias, we got a prescription for you.

Hydroxychloroquine, Z-Pak, zinc and vitamin D." The next day it was at my door. When I heard the door knock, I opened it up, started taking it. Five days later, I was good. I was out in the streets, which I shouldn't have been. People were getting mad at me. "What are you doing? Why are you out on the streets? You might be passing it to people." But I live alone, and I had to get groceries. I had to do what I had to do. So, it's a shame that big government and the government are the ones that are killing people. And now, you want to give this to our kids when instead they can be prescribing hydroxychloroquine or ivermectin. It's a shame and it's heartbreaking.

**Barke:** Thank you.

**Sparks:** Number 35. Heidi? Heidi around? No? Okay. Number 36. I think it's Nicole?

**Nicole:** Hi. Thank you guys for your time. I would like to preface this by saying that I'm a lawyer. I'm a mom. I'm not an anti-vaxxer, but I am a little bit confused. My colleagues and I, my friends and I are talking about how, or excuse me, when and if we should do this. I'm wondering how my daughter can't even get dental treatment without me being there. She can't even get a vaccine at her doctor's office without me being there. I'm so confused how I can send

her to school and she could come home with a vaccine an experimental vaccine. Let's please all admit, this is experimental. It's still in the trials. There are no longitudinal studies on children.

This is an experimental vaccine, at least with respect to children, and can come home and have receive this without me even knowing. Again, going back, I'm not a doctor. I don't want to get into the vaccine, COVID, whatever. I can speak to what I know, which is the US Constitution, which is law. We have a fundamental clause. Fundamental in the 14<sup>th</sup> Amendment due process clause in the United States Constitution. We have a right to be parents, to marry, to have children, to direct their education and their care. This is a fundamental inalienable right. To Connie's point, this has not been taken away from us. And anytime the government tries to infringe on that, it is subject to strict scrutiny.

That is the highest level of scrutiny that can be granted to a governmental provision. So again, I'm asking how we're even here. In order for you to violate my rights as a parent, you have to have a compelling state interest. It needs to be necessary. What you're proposing needs to be necessary, narrowly tailored. And the only means for achieving that interest, I'm going to concede that preventing the spread of COVID from children is what the compelling interest will be. That will be couched as the compelling interest. Let's just concede that fact. Let's not get into it. Is it necessary to one, vaccinate children who have been statistically proven not to transmit the disease; the virus. Is it necessary to vaccinate them without me knowing?

I just need to know. It's not. Are there other means of protecting vulnerable individuals from contracting this disease? Is it necessary when people are getting vaccinated, when people who are vulnerable with comorbidities are already getting vaccinated. Why is my child getting vaccinated, number one? Why is she getting vaccinated without my knowledge? Why is she getting vaccinated without my consent? It is a violation of all of our fundamental, constitutional rights in the Bill of Rights and the 14<sup>th</sup> Amendment due process clause. And I should add, the Due Process Clause does have a provision that if you're going to infringe on these rights, that we all have the opportunity to be heard and that we speak to this. And aside from the constitutionality, I'm also wondering how. Thank you so much.

**Barke:** Thank you.

**Sparks:** Number 37, Amanda? Oh, it's Ashley? Oh, this says Amanda.

**Rose:** Yes. So hi, my name is Ashley Rose. I have a daughter who has been in private school since September. Her school has been completely open and thriving. They have no mandated masks. They are not dealing with outbreaks or deaths whatsoever. I have a son who has autism. He's in a special day class within the Newport-Mesa School District. He is minimally verbal. We're very concerned about the school board taking away parental rights for medical decisions for my children. My son almost died after his vaccines. If he were coerced and vaccinated without our consent, he would be seriously harmed and could die. He would not be able to tell me this. At this point he wouldn't be able to tell me his name.

So, this is taking our most vulnerable and completely disregarding their health and complicated medical history. These choices cannot be made by the school district. Our children are not super spreaders. They're not transmitting COVID to adults. You know, we've seen that they aren't even

showing symptoms if they do get it. We've basically already done the study within private and public school handling of COVID-19 within our schools right here in Orange County. None of this seems to be about the health and wellbeing of our kids. I feel like the school board should be focusing on the suicide rates that we're seeing and how to get these kids to be able to lead lives as thriving, functioning adults, which is a very sad thing as we don't really know the repercussions of that yet.

And we probably won't know that for years to come, how they're going to grow up. I just urge you to please listen to us today. Every single person here is making the best decision they can for their family. I just ask that you keep children's health with their parents and making that a decision that they are able to make for their family. Thank you.

**Barke:** Thank you.

**Sparks:** Number 38. Salie? S-A-L-I-E? Number 38? Okay. We'll go to number 39, Katy?

**Katy:** Hello. Thank you so much for listening to us tonight. I really do appreciate it, and I appreciate your time. I'm just going to touch on a couple of things, one of which is, I believe wholeheartedly that our freedoms are being very, very put up against a wall right now across this nation and everywhere. It broke my heart to see that video, because I know it's hard in California to be a mother, to be a conservative, to be anything that I am. It's constantly in my face. Right now, after hearing that video, I'm scared for my children. I'm going to read you a cease and desist all COVID-19 vaccine mandates, including for children. Experimental COVID 19 vaccines have not gone through the full Food and Drug Administration (FDA) approval process and are authorized for emergency use only.

According to the FDA 21 US Code 360 BBB-3 authorization for medical products for use in emergencies, medical products, which have been granted emergency use authorization, may not be compulsory and must be voluntary only after full informed consent. Thus, mandates of experimental COVID-19 vaccines or any pressure or coercion consent to them violates federal law. And I'm not saying this because...I'm saying this simply because I'm putting everybody on notice. This is the law, and we have these and elected officials, not someone who is brought in as a health person who's practiced in the pharmaceutical industry. I've been a drug rep for 21 years. I love a lot of the doctors I call on. They all do a very good job.

There is a thin line though, between when they're pushing something that is experimental. That is not okay. It is very important that all of you think about this because if he is willing to say that and get it on video, it is very much in our backyard and knocking on our door for our children. Private businesses are liable for damages caused by experimental shots. If employees are not given full freedom of choice without threat of consequence, government officials who impose COVID-19 vaccine mandates can be held personally liable for violating federal law, which requires voluntary and full informed consent to any product marketed under the Emergency Use Authorization. I thank you for your time. I really, really appreciate it. I know you guys are all amazing people, but let's stand up for our children, not on my watch. Thank you.

**Barke:** Thank you.

**Sparks:** Number 40. Michelle? Michelle here? Are you Michelle? Okay.

**Michelle:** Hello. I'm actually here for the ethnic studies and most of you probably know that AB 101 passed today, because we have legislators that don't give a rat's butt about children. They're worried about our unions, and Jeff, I will have a question for you in a minute. We spoke last time when I was here about how Critical Race Theory is in the ethnic studies. Now we find ourselves in quite the pickle here with it passing. We hope Governor Newsom, and I don't give him that much credit here, but we hope that he will veto it a second time. That's what I hope. I hope every person listening understands that if he doesn't, pull your kids out of the public school system, because they are going to be indoctrinated by Critical Race Theory, a horrible thing. I just want to point out something.

And this is...I want to read this one part at the end. I think it's very scary when we have bureaucrats make policies and create curriculums, and then they give themselves an out for responsibility. I want you to hear this. This is on page four of chapter, I believe, it's three. I'll tell you for sure when I'm done because I just screenshot it. My printer broke. Here's what it says. "Throughout this chapter links to various materials and resources for local educational agencies and educators' consideration. Some of these materials may expound the particular authors and publishers own political views." Imagine that, and some others situate within the broader website or library, the SBE, that's the State Board of Education.

The IQC, the...oh my goodness, it just went out of my brain. Quality Commission...I can't remember, just went out my brain and the CDE, California Department of Education. Basically, these three agencies that are supposedly looking out for our children do not endorse all of the in [inaudible] views or materials found elsewhere within the broader sites. Local agencies, educators should review all content for appropriateness with respect to use in classrooms. So, in here, these broader views are chants to Aztec gods. They're actually in here in the samples. This is from kindergarten through K, there are things, and I sent a video. I think I should have sent it to all of the Board members. I sent it to one, because it took me a long time to get it done.

So, I apologize. I will forward it to you tonight. We have on video the CTA, and we have them speaking about, they do not want to reform anything that's broken. They have to tear it down and transform it. They do not want to work within any confinement of what different races or ethnicities. They want to have us be seen as okay. Basically, by this, our skin color. I'm asking, I know, I keep going. I'm just asking the Board. I know that your position, if this is locked, that you have to pass this onto our school districts. If you're going to pass on to our school districts, pass them all the material. Show them all the bad stuff in it, too. Please let these parents know what their children have to look for. Thank you.

**Barke:** Thank you.

**Boyd:** You forgot your purse.

**Sparks:** Number 41. Linda?

**Harrison:** I'm a little slow.

**Barke:** No worries.

**Harrison:** Got it. My name is Linda Harrison and I am here to give a message, hold on, give a message from a forensic...hold on. Okay. A forensic physician that had to leave, and I'll read first and then I'll give you my message. "My name is Dr. Rupali Chandra." She says, "I'm a

board certified general forensic psychiatric physician. I have done hundreds of examinations for capacity to consent to treatments, both in her general practice and also in the realm of forensic evaluations for the courts.” She says, “I am here to echo what Dr. Barke stated, but also talk about what capacity means. And also, what it is to have informed consent for medical treatment of any kind.

The capacity to consent simply means that an adult has full cognitive ability to weigh risks, benefits, and alternatives to a treatment before agreeing. Once it is determined that an adult has the capacity to perform this specific task, an informed consent process begins.” In this process, the physician explains in depth what all known potential and also possible unknown risks to the patient. Then they can agree or disagree to a treatment and it is documented for medical and legal purposes. As Dr. Barke mentioned, if I say your name wrong, Barke, sorry. The current mRNA, a vector we are using as a vaccine is not even FDA approved for adults. And to consider this in the use of children is even more experimental when conducting a capacity evaluation and then providing informed consent, our standards are even higher for Emergency Use Authorized Treatment, which is not mentioned in the FDA.

Going a step further, the standard rises again when we consider giving a non-FDA approved treatment to a child. Obviously, a child does not have the capacity of consent or their proxy is defaulted away legally to a parent, unless the right is stripped with due process by the courts. Case by case, parent by parent, with just cause such as in the case of child abuse or neglect. Arguably, we have a higher duty to protect our most vulnerable populations like children. How utterly tragic that we are now even considering erasing what protection every adult has from our children.”

And for myself, I was diagnosed with stage four colon cancer in September 2019, it was advanced. It was serious, but I was given some options for some treatments. One of the treatments that I received is on the same technology as the vaccine. I'm not going to say whether I agree or disagree with the vaccine, but I was able to give my consent to take the risks, to take the therapy that helped cure my cancer. But as you can see, I use a cane now. So, I had the consent. A child doesn't. Thank you.

**Barke:** Thank you.

**Sparks:** Number 42. Gracey? Gracey here now? She's right...oh, there you are. Oh, you're Gracey? Okay.

**Van Der Mark:** Hello. I'm Gracie Van Der Mark. I am the director of National Community Outreach Forum for Parents of California and Inform Parents of Orange County. I don't want to repeat what you guys have been hearing. All these passionate parents fighting for their kids. We had less than 24 hours' notice to get out here. We had approximately 200 parents outside. I was overjoyed to see so many parents out here willing to come and fight. I was not blessed enough to come to schools in Orange County. I'm an LAUSD child, and we didn't have board members that cared about us. We do right now. The reason we are here, though, is because we don't trust the system, now, here in Orange County. I'm going to take this time to address Mr. Mijares.

We had a meeting last year. Part of my concern with that meeting was that I explained how through AB 329, the California Healthy Youth Act, there was pornographic, triple X-rated, I'm not talking about subjectively, material. I also brought up that there's tons and tons of propaganda in our curriculums. I spoke to you. I brought my iPad. I brought the books. I brought the links. I brought everything I needed. You wouldn't look at it. When I asked, "can we remove these links? Can we remove this propaganda?" Your response was, "some parents might actually want their kids to look at that." I was never able to get a second meeting after that was said to me.

I walked out of here completely disheartened, but also more determined to continue fighting, which is what I've been doing for the past four years. Fighting to inform parents about what's happening in our school system. Parents think that well, number one, home is the safest place for our kids. The number two safest place for our kids, parents believe, is school. What they don't know is that the minute our kids cross that threshold into that public school, we are forfeiting some of our parental rights to make decisions for our children's health. Parents were not aware of that. I've dedicated every moment of every day and every opportunity to let parents know the minute your child crosses that threshold, you give up quite a few of your parental rights.

They'll make you sign a consent for an aspirin, but they won't make you sign a consent form to go send your child out to get a surgical procedure, like an abortion. A child can be raped. You will never find out, because that child will leave campus to go get an abortion. She'll come home completely destroyed, and you will not know how to help your child. The California Teachers Association thinks us parents are barriers for kids to go get hormone replacement therapy. I have the booklet. I've seen it myself. Kids can go out and get hormones pumped into their bodies. They will have behavioral issues, depression, anxiety. How are parents going to help their children if we don't know what's wrong with them in the first place?

They're taking hormones with birth control pills. They're acting up. Parents don't know why their kids are acting up. All they know is there's something wrong. Parents are heroes because we don't trust the school system anymore. A lot of people are fighting to reopen schools. I will not do that, because I know what they're doing to our kids in public education. Let's change that.

**Barke:** Thank you.

**Sparks:** Number 43. Kristy?

**Von Waldburg:** Hi, thank you for your time. My name's Kristy Von Waldburg. I'm here as a mom. My girls, I have two daughters. They're not in public school. They're actually in private school. And with the waiver, we were actually able to go back. But I'm telling you right now, I think I'm here mainly because I'm trying to speak for other mothers, friends of mine, that are single moms and they can't be here. In December, these are my children. Hold on. This is Samantha and Stella. God blessed me with the two most amazing children. My youngest did not fare well with the restrictions at school. This was her in December having to deal with mass mandates and social distancing.

Seventy percent of our body language, if I had a mask on right now, you couldn't see how upset I am, could you? She was hurting. I'm telling you, you have an opportunity to not only not, by

bide this shot, which is not a vaccine. I'm a dietician. The conversation has been one-sided. No one's talking prevention, the efficacy of these vaccines, whatever. I'm telling you, this is what I experienced in my home. I had to pull her, because they would not, in a private school, would not allow a doctor's excuse, or I guess, a medical excuse. I'm homeschooling her now. My business has suffered. I'm in a position where my husband and I do very well. We can pivot. It's fine, but there are many millions of parents across this country that can't.

At what point do we start putting our children first? Okay. So, I'm happy to say that Stella is thriving. I'm probably going to keep her at home. My older daughter does not have the same effects with the mask and whatnot, but you guys are going back to school and I'm telling you, it's not a catch all for everyone. We have to look at the big picture. Vitamin D needs to be assessed. I know as a dietician, I'm more in the holistic world now. I did a lot of clinical stuff for years. I pivoted because my degree at the University of Nebraska was very, very, very political. They pushed things that were not healthy for children. And I feel like if you're an adult and you're a child, we should be measuring vitamin D levels. We should be talking about prevention.

Gyms were closed, but McDonalds were open. Come on. Come on. That beautiful girl that was here a few minutes ago is my twin sister. And God has empowered us because of our childhood trauma to step in for children. And it's time that parents do that, and it's time that we unite and say, no more. We're going to make a difference in Orange County. And we're going to show the rest of the country and the rest of the world how we put our children first. Thank you for your time. Thank you for...I'm on spring break with my kids and there was no other place I would be. I will die for my children and my grandchildren. I marched in January. The story was farce. It was a beautiful experience. It's time we pushed the narrative to the other side. Thank you for your time. God bless you, and God bless America.

**Barke:** Thank you.

**Sparks:** Number 44. Robin?

**Robin:** Am I correct that the impression that Clayton Chau and Al Mijares, I don't know how to say his name, are listening, or they're here? You're Al, and Chau is also listening?

**Sparks:** We don't know.

**Robin:** My message is directed towards the two of you. Mostly, Clayton Chau. So, time to listen carefully and I'm going to say this only one time. These are my children given to me by God. Mine, not yours. Mine. Not the state's. Mine. Not the medical industries to do their little tests and experiments on. If you think you can mandate or even suggest the medical rape of children without consequence, you're a sadistic and twisted human being. Have you ever seen a mama bear when her cubs are threatened? Well, you're about to see them on a mass scale when the countless angry mommas and papa bears rise up and fight back for our rights and our children's rights to informed consent and bodily autonomy without coercion or bullying.

How dare you threaten to use our children as pharmaceutical monkeys in a novel experimental medical trial? You should be very cautious of your next actions. You narcissistic sociopathic psychopaths. And I know Clayton Chau has a psychology degree. So, I know he knows exactly what traits I'm accusing him of. If you come after our children, we will come after you and see that you were held personally liable for crimes against humanity, stripped of your medical



license, and any hope of holding a position of power as long as you have breath in your lungs. Clayton Chau and Al Mijares, you're hereby on notice. Best never forget what happened in Nuremberg. Thank you.

**Barke:** Thank you.

**Sparks:** Number 45. Vicki?

**Keltner:** Good evening, and thank you for your time that you all give to all of us. We do appreciate you very much. My name is Vicki Keltner, and I'm from Huntington Beach. I'm here to represent Concerned Women of America. And we were here several months ago when we appealed to you not to take down the banner, In God We Trust. Well, God has entrusted us with these kids. And we trust you that you have the common sense and the moral fiber to look at the evidence that the people are presenting to you. We're not here because we're mad. We're mad because we have to do something. And in Orange County, I liked the lady who said it earlier, it's time that we have to say something.

Someone's going to step forward and it might as well be Orange County. And we appreciate all the people that have been here trying to let everyone know that there are plenty of people who are against what is going on. I do not, under any circumstances, want someone to give a curriculum to my child or to get a vaccine without my consent. I was heartbroken this past year and I got involved in being a parent for my friends, like some of the mothers, because some child came home and said, "mommy, my teacher wanted to know if I was a girl or a boy." And my pediatrician friend who ran for Irvine, I think it's District 8, said she was shocked that a parent had to come to her and tell her this information.

If this is the kind of interrogation that a kindergartener gets, where does the teacher have the right to say these kinds of things to them? And I've been to six school districts now, and I'm shocked at some of the material that is being shown to our children. It's beyond my comprehension, and I grew up in the sixties. So, I'm not a prude, but some of this stuff is just vile and pornographic. And I appealed to our board to stand up for us. I know you have the heart to do this and I know that you've represented us because you didn't take down that banner. And some of the other cities did. So, I want to thank you for being persevering on this issue and representing the Concerned Women of America, which is about 500,000 lobbyists strong, mainly women. Thank you so much for your time.

**Barke:** Thank you.

**Sparks:** Number 46. Tammi?

**Tammi:** Okay. You want an absolute mutiny? Remove informed consent. Make schools vaccine centers, you will see an exodus of families faster than you can say the word, "resign." We have all heard Mr. Chau's video this evening touting the vaccines 100% efficacy for children, calling it exciting, exciting. And states that parents and children need to be taught to accept it. This is the ridiculous meeting the sublime. My children have a greater chance of being killed by lightning than they do of dying of COVID. To get excited? They're not vectors of spreading it either. I don't need to tell you, but to get excited about solving a non-issue is ludicrous. To suggest to remove informed consent for a non-issue is asinine.

On another note, while I have you here this evening, when are we going to take the masks off the children? I'm going to let you all in on a little secret. Our children have been playing after school. My daughters have been in school. My daughters have been in school since September. They play with their friends unmasked. They go to birthday parties. They go to the park. They go to the beach. They're not getting it. They're not spreading it. They're outdoors. Their greatest chance of getting the vitamin D they need while in school is with their unmasked face outside. When are we going to take the masks off? I know your recommendations to start school without masks were amazing and unheard and overridden.

When are we going to take the masks off outside? The teachers have gotten this vaccine. All the teachers that wanted it and it's effective. When are we taking the masks off inside? There never was a need for it. Why now? If we can't put this to a vote before May, I request that we put this as an Agenda item for the May Board meeting, please? Thank you very much.

**Barke:** Thank you.

**Sparks:** Number 47. Evelyn?

**Evelyn:** Hi. Thank you for your time this evening, and thank you to the Board for your continuous support. I'm a parent of school aged children, and I'm a speech language pathologist who's worked in multiple districts in this county. I'm here to talk about the real science deniers in our community. The parents and professionals in that parking lot are not the real science deniers. The science deniers are the politicians and the public health officials that are using our children to push an agenda. We should be examining our local data in Orange County to see if it supports the measures being taking place in our schools. Licensed daycares have been opened since day one, many without special mitigation practices in the first few months.

Then our schools with waivers were able to open. And finally, our public schools are starting to open more fully. At the local level, we really do not have evidence to support that children are transmitting this virus at dangerous levels in our Orange County schools. We aren't seeing statistically significant numbers of our school staff getting sick. We're already doing an adequate job in Orange County schools. It appears we're in an endemic phase of this virus. It's time to get all kids back in school and it's time we start pulling back on these restrictions. Suggesting that masks and social distancing are here to stay until children are vaccinated is a ludicrous and dangerous statement.

Clinical trials on children are barely underway and none of the products currently on the market have FDA approval for adults. I heard Dr. Chau mention the efficacy of the vaccine, but he failed to comment on the safety. As the pharmaceutical industry proudly touts, vaccines are safe and effective, shouldn't safety be first and foremost for our kids in Orange County? Pushing this agenda is going to adversely affect the most vulnerable and underprivileged kids in Orange County. The kids whose parents will be forced to comply, because they have no other schooling options. We've kept religion out of schools and I suggest we do the same with medicine. Let parents and their children's health professionals determine what is best for each individual child.

Every child in our county deserves access to a free and fair in-person education. Lastly, I find it disturbing that in a state with a higher than average rate of unhealthy children, we are teaching

our youth that health and safety come from a mask and a needle, as opposed to good lifestyle choices. Instilling fear in our youth is detrimental to our society as a whole and shouldn't be used as a tactic to push an agenda. Thank you.

**Barke:** Thank you.

**Sparks:** Number 48. Carmen?

**Carmen:** Everybody, good evening. Dr. Mijares, thank you for being here and I do appreciate you taking notes. I hope that means that you're a very good student and you're paying attention to what all of these beautiful parents are having to say. My name is Carmen. I am a lifetime Orange County resident, and I strongly believe that we as educators are people that are in charge of our children's education have a duty of safety, of course, just like I'm sure most of you have a duty of safety. I just want to read a couple of statistics from the CDC website called VAERS. VAERS is the vaccine adverse event reporting system. And although it is an imperfect system, it is the only system that we have in order to gauge vaccine adverse events and deaths.

So, when you go and get your COVID vaccine, there is a line at the bottom of the paperwork that they give you that says, "if you have an anaphylactic reaction, if you have shock, if you have seizures, please report to the VAERS website." Now it's estimated that only one to 10% of people know, or actually follow through with reporting their side effects, and deaths hardly ever get reported because they're usually dismissed as something else. So, I just want to read this to you. "For the first three months of this year through March 26<sup>th</sup>, the VAERS adverse events and deaths outnumbered all the other...the COVID adverse events and deaths outnumbered all of the dozens of other vaccine adverse events and deaths for the entire year of 2020.

So, in three months, the COVID vaccine adverse events have outpaced all the other vaccines on the market for the entire year of 2020. Okay? So, we have 50,861 COVID reports to VAERS in the first three months of 2021. That's 2,249 deaths reported. Again, one to 10% are ever reported to the system. One to 10%. There's 4,824 hospitalizations; 8,287 urgent care visits; 7,813 office visits; 379 anaphylaxis shock; 435 accounts of Bell's palsy; 479 heart attacks; 81 miscarriages; 2,815 severe allergic reactions; 309 thrombocytopenia. I'm sure somebody smarter than me can decipher what that means. It doesn't sound very good. I'd like to play, [video plays on phone] "That is just amazing and exciting.

Do you remember for adults after two doses of Pfizer is about 95% after a single dose of Pfizer. Really?" Let's just get to the good part before I go. [plays video] "I feel very strongly that without the vaccine, we have no way out of this." No way out of this pandemic without the vaccine. What he fails to mention in this recording is that children already have 100% chance of survival of COVID, already have 100% chance without the vaccine. They don't die from COVID. So, there's absolutely no reason to mandate a vaccine or offer it at schools, especially without parental consent. Thank you very much for your time.

**Barke:** Thank you.

**Sparks:** Number 49. Sarah?

**Sarah:** Hi everybody. Dare I say my body, my choice? I don't know if that one applies to this. It does. It does. None of you, anyone in education, have any right to mandate an untested experimental medical treatment from my child. You are not my doctor. You're not my child's doctor. You're not their parent. You do not get to make these decisions for their bodies. Are we allowed to decline their informed consent? If we cannot decline, then this is coercion. There's no other way around it. And that means that if you are coercing people into taking this experimental vaccine, this is illegal and it is a hate crime. Penal Code section 422.6: to intimidate, threaten, coerce or interfere with any person in the free exercise of, or enjoyment of, any right or privileged secured to him or her by the constitution or laws of this state, or by the constitution or laws of the United States, on basis of their philosophical or religious beliefs is a hate crime.

The rights here are to a free public education. I don't know if you're aware of the California Constitution. Public education is guaranteed under the California Constitution. If you interfere with anyone obtaining that right, that is a hate crime. You're committing an illegal hate crime. Our rights, our beliefs do not allow us to get the vaccine. If you're preventing their children from obtaining their constitutional rights, you're committing a hate crime. Directly behind you it says, "In God We Trust." So, our religious beliefs do apply at this point. I know this is separate from the medical exemption where they did away with religious and philosophical exemption. This is separate. This is a hate crime under the California Constitution Article 9.

Education Code section 6: no school or college or any other part of the public school system shall be directly or indirectly transferred from the public school system or placed under the jurisdiction of any authority, other than one included within the public school system. Are you intending to put schools under the jurisdiction of the medical institutions or the CDC? That is illegal. This is a hate crime. It's a shameful day that I have to be here to do this. This is not easy for me to do. I'm extremely upset. I never come to speak at these things. I am here today because I'm so angry that has gotten to this point. Everyone that I know that is continuing to get angry. We are coming. We are speaking up. We are being pushed to this point. It feels like bullying.

It really is so unfair. I consent to the risk of living, normally. I would like to decline the risk of death of the vaccine. If there's informed consent to the vaccine, there should be informed consent to living normally without the vaccine. We have separation of church and state. It is time that we have separation of medicine and education. Thank you.

**Barke:** Thank you. Number 50. Araceli?

**Araceli:** Good afternoon. My name is Araceli Justinany. I am a grandma and an inner-city volunteer. Thank you, Board, and thank you, Dr. Mijares for listening. It is with a very heavy heart that we, the people, are here to oppose completely and categorically any attempt against our children to have this experimental vaccine used in their bodies. Not now or ever. Please listen to us. Parents, grandparents, you need to protect our children. [The preceding was repeated in Spanish]

**Barke:** Thank you.

**Sparks:** Number 51. Sheri? Sheri? No? Oh, okay. Maybe it's out of order. It looks like 51 to me. Well, why don't you just come on up because I don't want...okay.

**Sheri:** Hi, I'm Sherry. Thank you for listening to me. I'm a mother of six, a grandmother of four, and I'm just sad. I woke up in the middle of the night last night and I couldn't even go back to sleep. I had a cold chill inside my body that I've never felt in my life, because I'm so worried about my grandchildren and our country and our whole world. I have researched endlessly since 2017. I've never heard anybody talk about what is really going on. So, I'm just going to put it out there. Bill Gates is behind this whole thing. He has laboratories in China. He's making viruses and vaccines and he knows exactly what he's doing. This is not, and I know, I've been called every name in the book. You can call me a conspiracy theorist if you want to.

But God gave me a brain and he gave me discernment. And that's why I'm here, because I've discerned that politicians are being lied to. I'm not saying everybody that is a politician or on school boards or whatever is evil. I'm just saying you need to think about the decisions you're making. Because they're going to have consequences that are eternal. God's real. Our world is real. All you got to do is read the Bible right now to find out where we're at. And I do. Read Matthew 24 and 25, it talks about the world and what's going to be like in the end days, and we're there. So, we are all...you have right on there, "In God We Trust." And that's why I'm here, because we better trust God and not science that we're calling. Just some of the things it does.

It splices into your DNA. It changes your DNA. You will never go back to what you were if you get this shot; this injection. It's an emergency use. It's not proven. We're accepting what Bill Gates wants us to accept and that's it. Our world is basically being run by him right now, because that's what he's into. And all of a sudden, we get a pandemic? How convenient. There are some doctors who are warning that this injection could cause sterilization in women. And you're willing to take that risk with our children, that our children couldn't have children if they wanted to after taking this? Why would you even, for one second, even think about taking a risk like that? I don't understand it. And the pharmaceutical companies conveniently made themselves exempt from lawsuits. Why would they do that? So, there's a lot of questions you guys need to ask each other about God. He's real. Okay? Thank you.

**Boyd:** Your time is up.

**Sparks:** Thank you. Number 52. Kristen? Kristen? Oh, there you are.

**Malabayabas:** Good evening. Thank you so much. I know this was kind of sprung on everybody very last minute, and I appreciate you taking the time to hear what we have to say tonight. My name is Kristen Malabayabas. I am a mom to a five-year-old little boy and a 15-month old daughter. I'm also a motherless daughter. My mom died two years ago, three months and 22 days as a result to a complication to a pharmaceutical drug. Twenty-one months ago, I was 12 weeks pregnant with my daughter and a genetic counselor sat me down and said, she might not make it. She did. She's a miracle at her birth. We discovered she has a rare genetic condition.

The most commonly reported features and people with her condition include neurological dysfunction, developmental delay, language delay, motor delay, seizures, and ADD, ADHD and autism. Most of these are listed as side effects on vaccine inserts. Under current law, my daughter is not eligible for an exemption. What is particularly interesting about her genetic condition is that many people live with it and are not clinically affected. So far, my daughter is

not clinically affected. What we do know is that my daughter inherited her condition. My mom most likely had this condition. I most likely have this condition. We are still diligently navigating this all.

We work with a team of doctors, world-renowned geneticists, and our pediatrician and other specialists. My husband and I research. We ask questions. We pray over every single medical decision we make for our family. This includes vaccines. So, Dr. Chau, I hope you're watching. And Dr. Mijares, I appreciate you being here. Let me make one thing very clear. We do not co-parent with the government. Thank you.

**Sparks:** Thank you. Number 53. Lydia?

**Lydia:** Thank you all for having us here. I didn't realize what a long evening and how many hours you put in. It's very much appreciated. Thank you. I'm here as a concerned parent advocating for parental authority for our own children's health and medical care. Parents have the sole custody of their children given to them by God. We do not need a nanny state overriding parental authority and mandating unapproved vaccines for a virus that doesn't even affect children, as it's been mentioned. Doesn't even affect them. Each child is unique. Vaccines are not one size fits all. Where there is a risk, there must be a choice. Life altering medical decisions need to be private between parents and their medical provider. Do not allow personal radical ideas of Dr. Chau or anyone else to override the constitutional and parental rights of our children. Thank you for your time.

**Barke:** Thank you.

**Sparks:** Number 54. Rosalind? Rosalind? No? Okay. Number 55. Steven?

**Gomez:** How many more do we have, or could we maybe take a quick stretch break?

**Sparks:** We have a lot more.

**Barke:** Why don't we take a five-minute break after this one.

**Scott:** If it could be two, Steven Chuang is with me tonight. Okay. My name is Dr. Michael Scott, and I'm the executive director at Irvine International Academy. And I'm here to say, thank you. Thank you so much. Thank you for the opportunity you've given our children and hopefully a good report. We have our teachers in place, still looking for one, and we have five candidates. And so far, we have languages, Mandarin, English, Cantonese, Taiwanese, Farsi represented within our teachers. We truly are an international school. We also have a campus now. Irvine Unified School District and ourselves have come to an agreement to use their El Camino Real campus. It's 41,000 square feet. This year, we're using 31,000 of it. We had a meeting.

They're going to send it to the board to be approved, wonderful. Our families are excited. We are working with Storyland. It's a company that works with Disney and Lego Land, and we're going to create some fantastic design so the kids are excited when they step into the building. I'd like to quickly clear up our enrollment is completely full, except for 14 positions in fifth grade. We have 120 on the waiting list. We cannot do any more right now. And then, I'd like to speak for Douglas Freeman, who wasn't able to stay. He's with the Orange County Music and Dance company here. Because we were able to negotiate with the district to have afterschool care to 6:00 PM, we offer English support, we offer Mandarin support, and the Orange County Music

and Dance is going to have a tremendous music program at our school.

It's really a unique opportunity for the parents. And he asked me to share this. There was an MIT study that links piano education and kindergarten with word discrimination by kindergarteners in 2018. It impacts the ability to distinguish different pitches and improves the ability to discern between spoken words. It uses a tonal part of the brain, which is different than learning English. Coincidentally, Mandarin uses the same tonal part of the brain music. He says that we have three languages at our school now, English, Mandarin, and music. So, the music can be conveyed in different ways. It uses short parts, puts together long sentences, chords, intervals. We already know it works well in increasing math scores, but this study talks about reading scores. So, he wanted me to share that with you.

**Barke:** Thank you. Well, they've got two separate numbers, so right now we'll go ahead.

**Chuan:** On behalf of the Irvine International Academy community. I want to thank all our Board members who passed our petition three months ago, because I know that you do share concerns about our petition, but we do put that we overcome all these hurdles. First one: enrollment. We put our advertisement there, but it's by parent's mouth that we quickly are able to enroll more than 360 students. And now, we have probably like 80 students on the wait list. So, that's the challenge we overcome. And then, I know that you shared a concern that you will be difficult to recruit the teachers, but we proved that Irvine is a great community, that lots of teachers want to join our team. And we are able to find the teachers that have appropriate credentials.

And also, we have parents. We got excited and created the Facebook group, and they already prepared the kids to get ready for our program, which will be open on August 19<sup>th</sup>. So, again, I want to thank everyone. Thank you. Thank you, too. Thank you three. Thank you so much. Also, we received a grant from Larry and Helen Hawk, they already donated \$25,000, and also another \$25,000 match for other parents would donate up to \$25,000. So, we are really grateful for parents' support and the support from Orange County Department of Education. Thank you so much from the bottom of my heart. Thank you.

**Barke:** Thank you for the update. So, I think we're going to take a short break. What I would like to do if it would be all right with everyone, is maybe just go to the charter submission, the hearing, because they've been here quite, quite a long evening. I don't think they anticipated that. If we could do that before we go back to comments. Would that be all right with everyone? Yes? Okay. So, we'll get to the charter school when we come back right after a short break. Okay? And then we'll get back to public comments. We'll be on number 56 for the public comments. What time, 8:15 for a break? Sure. We'll be back at 8:15.

**[PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE BREAK. ONCE THE BREAK CONCLUDES, SHE STRIKES THE GAVEL ONCE AGAIN TO SIGNAL THE CONTINUATION OF THE REGULAR MEETING]**

**Barke:** I'm turning it over to Aracely, please, to start the charter.

**Chastain:** Were you doing submissions first? Do you want to do that after?

**Boyd:** Let's do item six first, Aracely.

**Chastain:** Okay. Sounds good. Good evening, Board of trustees and Superintendent Mijares. Today, the Board will hold a hearing to grant or deny the renewal for Excellent Performance Innovation Citizenship Charter School. EPIC is a kindergarten through 12<sup>th</sup> grade charter school located in Anaheim. The school's current charter term ends in June 2021. On January 5<sup>th</sup>, EPIC submitted a renewal charter petition. The Orange County Board of Education held a public hearing on February 3<sup>rd</sup> to consider the level of support for the charter school. The Orange County Department of Education Staff Report was published on March 19<sup>th</sup> and notification was provided to the charter school district and this Board.

In accordance with a three-tier system based on the charter school's performance, EPIC placed in the middle performance category and is eligible for a five-year charter term. Overall, the charter school presented a comprehensive petition for renewal and Orange County Department of Education staff recommended the Board approve the EPIC charter renewal petition for a five-year charter term from July 1, 2021 to June 30<sup>th</sup>, 2026. Prior to public comments, representatives from EPIC shall have equal time and opportunity or 10 minutes, whichever is longer, in response to the Orange County Department of Education staff recommendation published on March 19<sup>th</sup>. I now call Paul McGregor, executive director for EPIC charter school to the podium.

**McGregor:** Thank you, Aracely. Good evening, Board. Dr. Mijares is somewhere out there. I do not have any additional comments. So, to get you back some time, I will give that time to you and be happy to answer any questions you may have of me or EPIC.

**Barke:** Wonderful. Lisa, any comments? Questions?

**Sparks:** I have no questions. I just congratulate you for all the wonderful work that you're doing for our kids.

**McGregor:** Thank you.

**Shaw:** Nor do I have questions.

**Chastain:** Okay. Sorry. The hearing is now open for public comments. Associate Superintendent Boyd, are there any public comments for this Agenda item?

**Boyd:** We have no public comments that have been received for this item.

**Chastain:** The Board has three options for action regarding a charter petition renewal. Option one: they approve the charter petition for a five-year term from July 1, 2021 to June 30<sup>th</sup>, 2026. Option two: approve the charter petition with conditions. This action would result in approval of the charter and require the school to address concerns raised by the Board by established timelines. Option three: deny the charter petition. Representatives for EPIC charter school are available in-person and via video conference to answer questions. Trustee Barke, I now close the public hearing and turn the meeting back over to you.

**Barke:** Thank you. I'm sorry I took it prematurely. Tim, do you have any comments?

**Shaw:** I just was going to say, again, thank you for the hospitality when I visited and to learn more about your school and was very, very impressed.

**McGregor:** Thank you for visiting.

**Williams:** Mari? This is Ken. I'd like to make the motion for number one to adopt and approve the five-year renewal for the EPIC charter. They've done a very good job. We had difficulty at first, but they've done a great job and I want to congratulate all of the leadership at EPIC for



what they've done for the children and the families in their community.

**Sparks:** I'll second that.

**Barke:** All right. So, we have a motion and a second. We have not spoken with Beckie Gomez. So, do you have any comments or questions?

**Gomez:** Yes, just a couple of things. I know I asked you several questions the last time around, but I still had a few more. There was the issue about concurrent enrollment and there was no plan in the petition. So, about how many students are taking that option?

**McGregor:** Currently, let me see if I have the answer for you in front of me. We have 14 students this year.

**Gomez:** Out of how many?

**McGregor:** 797 currently enrolled.

**Gomez:** Okay. So, only 14 of the 700-plus?

**McGregor:** And our high school population is about 170.

**Gomez:** Okay. Fourteen out of 170? Okay. Thank you. And then, did you have the EL specialist hired?

**McGregor:** We're hiring that for next fiscal year. So, starting in July, we will have an EL specialist on staff.

**Gomez:** Okay. And how many students do you have in the EL program?

**McGregor:** I think we have 27. We have 26 current EL students. Of those 26, 17 are projected to be reclassified this year. We didn't reclassify students last year because the LPAC was suspended. And so, this year we're excited to get a very large class reclassification.

**Gomez:** So, how have you fared in this past year with your students? I mean, given the challenges of COVID and everything else?

**McGregor:** Really well. The unique thing about our school model is, because it's non-classroom based and it's a distance learning model already, the only thing that was really adjusted for our families, and our teachers, and our students, was the in-person, face-to-face interaction that they get at least once every month with the teacher. So, like everybody in the world got very comfortable with Zoom to do those face-to-face meetings, but now we're resuming the in-person, face-to-face meetings again. And so, we did not have a disruption to our learning calendar. So, we had no time off from learning. And so, everybody had to adjust because, obviously, the teachers and staff had to deal with the same thing that every family had to deal with kids being at home.

And where the typical supervising teacher's day is meeting with students all day long. Now they're doing it via Zoom all day long, and they might have their kids also doing homeschool also. So, that was something that a lot of our staff as well as all teachers had to get used to, that we're providing distance learning. But other than that, our school really had minimal disruption due to COVID because of our model.

**Gomez:** So, the students seem to be okay with just more of the teachers readjusting their time?

**McGregor:** Yes. And now the students are still dealing with a lot of their own home issues, as all students in schools are dealing with. So, we did have an uptick in social, emotional and behavioral situations that most schools have had to deal with as well. But, we provided a lot of resources and additional support for those.

**Gomez:** Okay, great. And then, the parent involvement in the governance, can you tell me a little

bit about that?

**McGregor:** Yes. So, what would you like to know specifically? I can tell you quite a bit.

**Gomez:** Well, my questions always revolves around the parent participation in the school. And then, the parent participation in the governance. Do you have any parents on your board, for example?

**McGregor:** So, we do. One of our board members has a former EPIC student. So, the student, once they got to high school, they moved onto a district-based school. So, they know our model very well. And they've been a board member since the beginning of the school. We also wanted to let you know another role that we've positioned for next year is a community coordinator role that we'll be taking our parental, as well as community and stakeholder involvement, to the next level. That's our goal. Something we've really learned through this whole process that is a need for us.

**Gomez:** Okay. And so, what will that look like?

**McGregor:** Basically, just a lot more opportunities for parents to be involved with our school. A lot of the different charter schools that are presented to you, I've been taking notes of what they're doing, like the Coffee with the Principal idea, and just different Zoom meetings, and in-person events that parents and different community members can be part of as well. So those, we really want to ramp up those opportunities next year. And part of being a new developing school and being really thin with different administrative resources is, that's an area we haven't had a lot of...we've all pitched in to do, but there hasn't been somebody dedicated to do it full time. We'll have that role next year.

**Gomez:** Well, I look forward to hearing more about that in the next year once you get that person hired and get that program up and rolling.

**McGregor:** Absolutely.

**Gomez:** Okay, great. Thank you. That's all the questions.

**Barke:** Thank you. Okay I have a motion and a second. Are we ready to vote?

**Boyd:** Okay. It will be a roll call.

**Boyd:** Trustee Gomez?

**Gomez:** Yes.

**Boyd:** Trustee Shaw?

**Shaw:** Yes.

**Boyd:** Trustee Sparks?

**Sparks:** Yes.

**Boyd:** Vice President Barke?

**Barke:** Yes.

**Boyd:** And President Williams?

**Williams:** Yes.

**Barke:** Right. I think you have a unanimous decision. Congratulations. Congratulations for everything you're doing for children. I know during these trying times you've played a critical role in a lot of children's lives, so, thank you.

**McGregor:** Thank you to all of you and to especially your charter staff. You guys have...you don't even understand how respected they are in the charter world. So, thank you guys very

much. Thank you, Aracely.

**Boyd:** So, if we go back to item five, charter submissions?

**Barke:** Yes, please.

**Boyd:** The only charter submission received is from TLC, and they have submitted a material revision for an additional site. They will be presenting at next month's Board meeting. They've also asked for an expedited process, and the charter school staff is able to accommodate that. We will be bringing that back for action sooner than is prescribed, but that's based on their request. You'll hear more about that at the May 7<sup>th</sup> Board meeting.

**Barke:** Wonderful. Thank you. We appreciate that, and I know they do. Wonderful. Okay. Are we ready to go back to public comment? Okay. All right. We are going to resume public comment. Thank you for your patience during our regularly scheduled business. We appreciate that.

**Sparks:** Okay. Next up. Number 56. Collison? Did I say it right? Ready?

**Collison:** Well, I'll probably butcher everybody else's name, too. So, hi. I'm Keverne Collison and I've been an Orange County resident for over 20 years. I'm here representing the Children's Health Defense. I am the Orange County ambassador and I believe, Superintendent, you received this letter. Have you not received this letter? This is for you. If you have not received this letter, that's okay. I would love for you to read that over. I'm here because I want to address the proposed illegal mandates and rules for our schools. And you've heard, I'm sure more than what you'd like to hear tonight. You've been more than patient with most of us, but such removal of knowledge or consent for minors to be vaccinated is unacceptable.

And it kind of surprises me, because I read through all of your profiles on the website, and three of you are for parental rights and actually, Dr. Williams goes so far as to state that he promotes our nation's constitution, which I super appreciate. I know that you are on our side. I know that this is what you really want. So, I'm going to be really quick here. I'd like to address three major issues with the proposal that Dr. Chau has made: the mask mandates, COVID testing and tracing, and mandating vaccines. And I'm just going to read an excerpt from the letter that we have sent to the Superintendent. And we would be more than happy to send you all copies of it as well.

“Emergency Use Authorization Law, mandating employees, students, or others to use products that have been approved only for conditional emergency use violates federal and state law. Federal and state law are clear. Mandates are illegal for EUA products. The prohibition of EUA mandates has been upheld in court already. The RTPCR tests, the COVID vaccines, and certain face coverings are not FDA approved. They are available only under NEUA. The EUA statute explicitly states that administration of all EUA products must and I quote, “ensure that individuals to whom the product is administered are informed of the option to accept or refuse administration of the product.

Federal and state law on this rests on the first principle of the Nuremberg Code, requiring that the human subject be so situated as to be able to exercise free power of choice without undue inducement, or any element of forced, fraud, deceit, duress, or other forms of constraint or coercion.” This is a bright line that cannot be blurred. The consent of the individual is absolutely

essential. In the letter that we sent to the schools and the superintendents, we officially put them on notice that if they illegally or irresponsibly mandate products on students -

**Boyd:** Your time is up.

**Collison:** - or employees, we will take legal action. This is your warning. If you do not comply with state laws or federal laws, we will ask for your resignation. And if you do not do that, we will file a lawsuit. And we have already filed lawsuits in New York City. And we have just recently filed a lawsuit against the LA County School Board and their superintendent. Thank you.

**Barke:** Thank you. Number 57. Jeff Barke?

**J. Barke:** Good evening, Board, Superintendent Mijares, staff, and Caitlin, who's watching, who's a patient of mine and alerted me to the Zoom meeting because she was watching it. And she has a child who was vaccine injured. My name is Dr. Jeff Barke, and I'm a Board-certified primary care doctor. Unlike Dr. Chau, I have treated hundreds of patients that have had COVID. I'm also the co-founder of the charter school Orange County Classical Academy in Orange. Never in our history have we allowed unelected bureaucrats to infringe upon our parental and constitutional rights. When you now threaten our children, you've gone too far. Let me be clear about the COVID vaccines that are currently approved for adults.

All the COVID vaccines are investigational and are not approved by the FDA, not my words, the words of the vaccine companies submitting this to the FDA. All the COVID vaccines are being used under Emergency Use Authorization with limited safety data and no long-term safety studies. The Pfizer and Moderna vaccine use a never before used technology for vaccines called Messenger RNA. Why would we allow our children who are at very, very low risk from SARS COV II to get an investigational vaccine used under Emergency Use Authorization with never before used technology with limited safety data. The CDC's own data show that children, less than 20, have a survival rate of 99.997%.

On a recent OCDE Zoom COVID update, that by the way, the elected Board of Education was not invited to participate on. Dr. Chau, the County Health Care Director indicated that he's exploring legal options to vaccinate our children without parental consent. He felt all children must be vaccinated to return to school. You've heard the quote, you've heard the video. How dare you, Dr. Chau. Dr. Mijares, shame on you for facilitating the Zoom meeting, not allowing and not inviting the elected Board to participate. And I'm just curious, Dr. Mijares, are you planning to experiment on your grandchildren with this COVID vaccine? Will you subject them without their parent's consent to this investigational vaccine?

Dr. Chau, haven't you done enough harm already? You're a psychiatrist. Do you not realize the psychological harm you have inflicted upon our children by keeping schools closed? Are you not aware that we've seen the highest teen suicide rate in our history? And now, you want to turn schools into vaccine centers? Orange County Classical Academy will never be a vaccine center, and we will never ever vaccinate a child without their consent. The parents of Orange County will not stand for this. Thank you.

**Sparks:** Belen? Number 59. Belen?

**Belen:** Good evening, and thank you for giving me this opportunity to speak. And everyone has spoken their minds, and I truly believe you got the message loud and clear from the parents. And I'm hoping, and I'm praying, that you will listen to God. It says, "In God We Trust", but I'm talking about the God of Abraham, Isaac, and Jacob. The God that created us, the God who breathed into the nostrils and man, the breath of life and he became a living soul. So, there is power in prayer. The parents are praying. A lot of people are praying. Churches are praying. So, no matter what your decision is, whatever you decide to do, because it's all in God's will. It's all in God's hands.

He's ultimately in control. You may think you're in control, so you think, but the reality is God is in control. And I just want to let you know, and I tell you this in love because my emotions are completely different, but I tell you this in love, in God's love. Because I am not the judge, but I do pray. Luke 18, 1:-8, says to pray. It's a persistent widow's prayer, and when that persistent widow prays and bugs and bugs and bugs, and bugs and bugs. Oh, and did I say bugs? The judge, he finally gives her what she wants because she's a persistent widow. And that's how God tells us to pray. And first and foremost, I am a woman of God who loves God very much as many, many of us here do.

And so, I'm going to put my faith and my trust in God, the God of Abraham, Isaac, and Jacob, and I encourage everybody else to do the same. Those are here. Those who came before me, came after me. Those who are listening, that's what I pray that they would listen. And they listen to Jesus Christ died on that cross and it wasn't in vain. And he said he was going to send the comforter to comfort us. And especially in times like this. I hear fear in the mothers and the parents, and that's not good. God has not given us a spirit of fear, but of power and of love and of a sound mind. And this is the God that's going to help each and every one of us, as long as we have faith, and we believe in the Lord.

When we pray, we believe and we receive. We know that our children are not going to be destroyed by any Dr. Chau, Chon, Chu whatever. I don't know the name. I don't have a very good memory. I don't have to have a good memory. God knows. He knows everything. So, this is the whole thing. It's all in God's hands. So, I just pray that you will not be bullied by anybody at all, that you would listen to the convicting power of the Holy Spirit. And if it means that you can't sleep, well then you can't sleep until you do the right thing. That's my prayer. I'm going to be bugging God, bugging him and bugging him and bugging him. Don't let them sleep, Lord, until they make the right decision, because they know deep down in their hearts, deep, deep down in your hearts is the right thing to do. What would you do for your children? God bless you. Have a blessed evening.

**Sparks:** Thank you. Number 60. Ashlee?

**Kelly:** Hello everyone. My name is Kelly. Ashley gave me her number. She had to leave. This is my first time here at the Orange County Department of Education. I've been an avid follower of all COVID-19 related items including school district policies since I have two kids in the Orange County district. I have a doctorate and three degrees in biological sciences from accredited local

schools, Chapman, go Panthers; Cal State Fullerton, go Titans; and USC; go Trojans. I've spent many years designing vaccines and chemotherapies for cancer patients. And I also currently teach many subjects, including epidemiology, medical ethics, and microbiology. So, I'm here to speak my mind because of what Dr. Chau said.

I came to speak today about the policy decisions being discussed regarding COVID-19 vaccinations of children in Orange County. First, I do not agree with vaccinating children without their parents' consent. No one should be required to take the vaccine, ever. It is unconstitutional. According to the CDC website, less than 10% of all cases are actually in children. Another reason to not vaccinate children is that there is a 9% adverse reaction in all people who are currently receiving the vaccine, which you guys heard from the VAERS website, which I follow daily. With this information, it would be reckless to vaccinate children without a full clinical trial completed.

The companies that manufacture the vaccines, as you guys are well aware of, they have special exemptions from litigation due to operation warp speed operation. And the FDA has never officially approved the injection. And you, the Board of Education and Orange County, is opening themselves up for holding the liability that it takes for keeping children from attending school by mandating vaccines. A large lawsuit of this kind would decimate the school district, the county, and it would greatly damage all the resources that are provided to our children. Another discussion point I have is a disagreement with continuing masks and social distancing measures until all students are fully vaccinated.

The end of masks and social distancing should only come as the number of infected to go down in the county per the tier system that we currently follow. First, you should know that the vaccine itself does not prevent the infection or spread of COVID-19, only the masks themselves. An N95 mask prevents the spread of COVID-19. Even with these facts, we also wear masks and we make our children wear them. I have read numerous studies regarding stress, depression, anxiety, and suicide in relation to public policies in our children. And the numbers are astoundingly high. We need to stop pushing fear-driven policies on our country, in our county, and protect our children from poor decisions like this that will only hurt them more. Our children need to attend school in person, not online. And these policies are absolutely wrong. Thank you for listening.

**Sparks:** Thank you. Number 61. Susan? Susan?

**Susan:** Hello. I come to you as a concerned parent. I have two teenage boys in the Huntington Beach School District, and I heard about this meeting from my sister. I have two boys in Huntington well I just said that. I want to read an article that hits home because I have a teenage son that is 17 and has a part-time job. And he's a junior in high school. So, I wasn't sure if you're aware, but this is kind of what I'm afraid of. A teenage boy named Wyatt McGlaun from the Woodlands, a suburb of Houston, Texas has been diagnosed with Guillan-Barre syndrome just weeks after the first dose of the COVID-19 vaccine. And that's just the headline, but the poor kid could not even walk. These are children that are making decisions. They're put in place for parents to make those decisions.

And he's a 17-year-old boy, and we're asking our kids to grow up and make those decisions. And I think it's really horrible now that we're having...when I found out that this is going to come to my lap. I knew already. I'm a very big advocate of all of the COVID-19. All of the diagnosis. I follow the medical diagnosis for the vaccines and for all of COVID-19. What's in these vaccines? I'm studying to be a homeopathic doctor. My older son has been affected by the immunization vaccination. So, my son has seizures, tic disorder, ADHD, and a mild case of autism. So, if my son was to be vaccinated or to have the COVID-19 vaccine, I believe it would cause him great harm. We don't know enough about it.

I'm just here crying out as a concerned parent that has already experienced multiple problems. My son was also born with a cleft lip and palate. So, we've been affected in my family. I am a single mom with two boys, and my ex-husband and I, we co-parent very well. And we try to do the best for both of our kids, and I'm here to plead with you to please try to be our voice as parents, concerned parents, and let us make these decisions. They are put in place for adults to make those decisions, not children. So anyways, thank you for your time and thank you for hearing me. God bless.

**Sparks:** Thank you. Number 62. Robin?

**Cohen:** Good evening. My name's Robin Cohen. I know this has been a long night. I'm here to speak about the vaccinations being proposed to be administered without parental consent. When I register my children for public school each year, I have to consent to Vaseline, salt gargle mouthwash, which by the way, I don't consent to those. So, I'm confused as to how my under-age children can consent without my permission, without the school knowing our family medical history with an unapproved, or emergency approved, COVID vaccine. There's no liability from pharmaceutical manufacturers. So, will this Board, or Dr. Chau, or my school district, or the nurse that's proposed to administer a vaccine be held liable? How will you ensure the grandfathered PBE's and medical exemptions are honored?

Are you going to check each and every one of them? My child has special needs. He cannot legally consent. I am his ward per the state and the county. Children with special needs, which is inclusive of children up to age 22, because that's what the Orange County Board educators don't have the same immune function as others, or the developmental capacity to consent. So, how will you handle this? I'm a concerned parent. Thank you.

**Sparks:** Thank you. 63. Chanell? Chanell? No? Okay. Number 64. Kayla? Okay, 66, Jeanine? No?

**Barke:** Do we know what numbers are out in the hall?

**Sparks:** I don't have a 65. Why don't you just come on up, I have 64 and 66? So, I don't know what happened.

**Escavacini:** Hello, my name is Kari Escavacini. I have one daughter who's in the fourth grade. We are in IUSD. I did a lot of research on schools and chose that district. It's our first experience with the public school system. And when it comes to my daughter, I do a lot of research. I spent about four and a half years doing vaccine research before I started to have her vaccinated, because I knew the SB 277 was going to pass. Thanks to the pandemic and the hybrid model,

I've gotten to see how much parent transparency there is not. And so, my concern as her mother is that I am her guardian, and where are our parent rights? How can my child get a vaccination without my consent? Just does not make sense to me.

And it really makes me sad because it's like, where are my tax dollars going to? Because it puts me in a position where with things I see in the curriculum, and now this COVID vaccine. We've already had COVID. I know we have the antibodies. It puts me in a position of feeling like I'm not going to be able to have my kid go to public school. And so, then what? I have to go pay for private school, or look at homeschools when I'm a working mother? So, I'm seeing more of my network move to private schools and homeschooling because of these issues. So, I don't see how it's legal to vaccinate kids under emergency usage. And I really hope that you take those things into consideration because we are going to fight back as parents. And I vote that next time we get a taco truck for out front. Thank you so much.

**Sparks:** Thank you. Number 67. Anna? Oh, okay. All right. Why don't you come on up and we'll just kind of go around?

**Trudeau:** Thank you folks. My name's Matt Trudeau. I have a third grader and a seventh grader in the public school system here in Orange County, and I'm here to talk about parental rights. And we can talk about the legal aspect, the medical aspect, but why don't we talk about the common sense and decency aspect of this here? Let's face it. Kids aren't dying of COVID, clearly. So, I personally would rather my kids get COVID. I'd rather them have the virus than the vaccine. It's an experimental vaccine. We don't want that stuff in our kids' bodies. They don't need it. You guys remember the chickenpox? Our parents wanted us to get the chicken pox. Same concept, pretty elementary, this isn't rocket science, right?

So, if you want to follow the data, follow the science. If you follow the science, it is rather crazy, because if you have two different people with diverging views, which science do you follow? So anyway, I say let's not [inaudible]. Parental rights is the key number one thing, whether it comes to sex ed. and vaccines as well. So, clearly, I love the liability aspect of it. If the pharmaceuticals don't have to be liable, then someone shall be. And those such as Dr. Chau and the Board, or whoever the school, so on, shall take liability if they're going to have that sort of coercion on our kids. And if there needs to be coercion, then, like we said, the gal that was saying here, she's having to look at private school, homeschooling.

Well then, how about we just give some of our tax money back, and we'll buy the private school, buy your campuses, and we'll run them. Because I guarantee you, these people here in this room can run these efficiently and effectively. Nothing against you folks. But, anyway, I'm against coercion for parent's rights. And let's hope these kids get the virus so that their immunity can be that much stronger. So, 20, 30 years down the line, the virus comes twice as strong. Their body's built up to it. Thank you for your time.

**Barke:** Thank you.

**Pride:** Thank you guys. My name's Dr. Casey Pride. I'm a chiropractic physician. I practice at the Cohen Health Institute just down the block, actually. And I'm actually really shocked to



know this policy is even being considered. This idea that children are going to be put in a position to consent to their own vaccinations without, not just parent consent, but not even having parent knowledge. That's just shocking to me that you guys would be considering that policy. And this is a conversation that the parents absolutely deserve to be a part of. What you're proposing is making schools vaccine centers for an experimental vaccine, not FDA approved, experimental. That means Emergency Use Authorization.

And on top of that, allowing these children to consent to it without parental knowledge and consent. Now, informed consent and parental consent, are some of the most critically important rights that we have in health care. We don't do anything for our patients until they know the benefits, the risks, and the alternatives to anything that we propose or anything that we recommend to them. Children are way too young to even understand the benefits, to understand the risks, to even know what the alternatives are, and to make a choice like that for themselves. And to put them in a position where they could be pressured into choosing whether or not to receive a vaccine, without their parents' support is extremely unsafe and it absolutely violates the rights of the parents to informed consent on their kid's behalf.

On top of that, we have an industry that has no liability for the safety of this product whatsoever. And there is virtually no risk of serious complications or death in this age group. So, I take care of a lot of kids in my practice. Unfortunately, we also take care of quite a few vaccine-injured kids in our practice. And one thing I know about kids and parents is, no one knows a child better than their parents. No one knows that child's medical needs, their health history, their symptoms. Nothing gets past that parent. And no one cares more for that child than that parent. It is not the state's place to be making medical decisions for these kids. And these young impressionable kids are in no position to be making major health decisions for themselves and without the involvement of their parents.

So, I would ask each of you on this Board how you would feel if your child came home from school, telling you he or she received an experimental medical intervention without you even knowing about it, and without your permission? And how you'd feel if you received a phone call from your child's school saying your child was in the hospital with a vaccine injury from a vaccine you had no knowledge of? You didn't give them permission. You had no knowledge it was even going to be offered to that child. And I want to ask you how you'll feel knowing that you put a policy into place that'll put many, many, many parents in those exact same positions? I ask you to reconsider this policy. It's unethical. It's unconstitutional. It's harmful and violates the sacred right to informed consent of the parent that must be respected in health care.

**Barke:** Thank you.

**Dvorak:** Hello. Good evening. My name is Kim Dvorak, and I have had children in the Orange County School District since the year 2000. My last one is graduating this year from Corona Del Mar High School. And I am going to read from here so I can keep organized. As a member of the Orange County School Board of Education, you were voted in to serve and protect our children's education. That role does not include making medical decisions for any child. The fact that we are considering an experimental vaccine on children for a virus that is close to 100% recoverable

is frightening. mRNA has never been successful in animal trials and every single animal has died. It has also never been tested long-term on humans.

Scientists are now concerned with infertility issues. We need to wait for the trial phase to conclude. Once the trial is over in late '22, early '23, and all the evidence is in, then we, the parents, can make a choice if we want to give our children this shot. As I see it, two things explain our government pushing these experimental shots on our children. They are either being blackmailed or bribed, because no sane person could imagine putting this in a child's body at this time. Please remember that you are here to serve and protect our children. If you cannot protect them, please give up your seat for someone who will. Thank you.

**Barke:** Thank you.

**Olson:** Hello. Good evening. Thank you all for letting us speak. I appreciate it. I know it's been a long day for you. My name is Sue Olson. I've lived in Orange County my whole life; born at Hoag Hospital. One of the first babies born in hospital a long time ago. And first of all, again, I wanted to thank you for letting us speak, for letting me speak today. And I'm speaking to you from a grandma's heart. I'm the grandmother of three children to an elementary school. One in high school, one of them is special needs on the spectrum in a charter school. And I also have a passion for children. Because I've had the privilege of teaching elementary school children, and junior high children, and afterschool Bible clubs for the past 15 years.

And I guess I just don't understand how anyone would think it's okay to let small helpless children make decisions about getting vaccinated. Think back to when you were in elementary school or junior high school. All I thought about was getting home to play with my friends. I never had to think about these big issues, or how that would affect me long term. I can't imagine having to think about that, or having to tell my mom when I got home what happened because of peer pressure, because my friends were going to make fun of me. I'm afraid of some kids who are getting vaccines and they told my autistic grandson. If they were bullying him because he couldn't get one. I would feel really bad for him. He's bullied enough as it is.

They honestly wouldn't have a clue what it was anyway. They might hear about it, but they honestly wouldn't know what it was. And since children, again, like you've heard a thousand times, really aren't the ones who were being affected right now, why give them something that they really don't need? I mean, when I think about the children that I teach after school if they have a tummy ache or headache, we can't give them anything without parental consent. We have to call them for them to be able to have anything besides a hug.

So, I guess, again, I have a lot more on here, but just from a grandma's heart, children are such precious treasures. Let's treat them as precious treasures and not give their body something that they don't need. I really appreciate your time. I will be praying that God will bless you guys. That he'll guide you and that he'll lead you to make the right decision. I know that he will. He's a good God. He loves those precious kids. So, thank you all again for your time. God bless you. Thank you.

**Barke:** Thank you.

**Dawn:** Thank you for your time. First of all, for having all of us here. My name is Dawn. I'm a mom of five Orange County kids. I previously, before COVID, worked as a nurse in the Anaheim Union High School District. When COVID shut down the schools, I was forced to seek employment elsewhere. I'm currently working as an Alzheimer's nurse. I watched COVID sweep through Orange County, and I suffered it myself. It's like nothing I've seen and it's heartbreaking. I'm not an anti-vaxxer, I'm an advocate. As a mom and a nurse, I'm terrified, honestly, from my heart, that we're considering putting something like this in our children especially without consent from parents. This is an untested RNA vaccine. This has never been done before.

The side effects in adults are happening. The long-term effects are completely unknown. Short-term effects are happening, and they're severe. They're not happening to everyone, but they're happening. And it needs to be noted. In children, this is completely untested. Mr. Chau is saying it's 100%. In my experience, nothing in the medical field is 100% except death. And I, myself, have brought people back from that. So, I don't know where he's getting his numbers, but I would like to see those reports. Speaking on behalf of people I know that couldn't be here, they're terrified as well. And they would like to speak at a later date. I'm sorry. I'm very nervous. As a school nurse, I was not able to put anything on a cut, even over-the-counter Neosporin, only Vaseline.

So, it's confusing to me that we're now talking about putting something into children that's completely untested when I couldn't even give them an Aspirin or a Tylenol when they had a headache. Myself, after watching people suffer and either pass away from or recover from COVID, and myself fighting pretty hard and overcoming COVID, I've decided to decline the vaccine for my own personal reasons. I don't believe it's been properly tested, and I don't think it's worth the risk for myself. For my daughter, she doesn't have the same exposure. Her risk is less. My age, my comorbidities, my health issues, my exposure at work, she doesn't have any of those. So why would she need the vaccine? She doesn't. And I just ask you guys on behalf of parents everywhere, on behalf of their children who can't speak for themselves and don't know any better, to please consider our position to think twice about this. Thank you.

**Barke:** Thank you.

**Holly:** Hi. My name's Holly. I'm just the typical parent concerned. It's a total mystery why this is even being presented. It makes utterly no sense. We should be protecting the vulnerable in our society. The children are totally the least of the vulnerable. I would like you to consider and reconsider this. It's too drastic, please. Thank you.

**Barke:** Thank you.

**Levine:** Thank you for listening to us. I appreciate that. Oh, I'm sorry. My name is Matthew Levine. I live in Newport Beach. When I heard yesterday what Dr. Chau was proposing, I came to the conclusion he must be the worst doctor in the world. He has ignored 100 years of science, or he has ulterior motives. I can't believe that he's that stupid. I think there's ulterior motives. As we have seen in every state over this last year with this whole COVID thing. This is nothing less than what happened in Nazi, Germany. And I am not exaggerating. There's a new term, which all of you should look at, because if these kids are vaccinated without the parent's permission, there's a slippery slope that most people are not aware of.

But you should check out the term “soft totalitarianism.” That's what's happening right now. And you and everybody else, the kids and the adults, everybody is going to be affected by this. But this is unconscionable. I mean, this is unimaginable that I should even be here. And you should also know that if something like this actually is passed and kids are vaccinated without their parents' permission, it's like saying, we are not Nazis. We're going to take your children from you, and we're at war with the citizens of Orange County. And the citizens of Orange County will fight back. I cannot tell you how many parents I have talked to that have said, if they do this vaccination on kids, I'm taking my kids out of school immediately.

A lot of people I've talked to who've said that. I've heard a lot worse from people who want to go way beyond that. So, we are all in danger if this passes. And Dr. Chau, I can only assume that either he is a communist or a Nazi, or he is being paid by the deep state, because no caring, loving, smart, intelligent person would ever come up with something like this. So, thank you. Please consider these words and study “soft totalitarianism,” because that's where we're headed. Thank you.

**Barke:** Thank you.

**Connor:** You guys got to be getting tired, right?

**Barke:** Just getting started.

**Klunder:** Okay. Good evening. My name is Brian Klunder and thank you so much for the opportunity to speak. In my brief time, I'm going to try to cover three points. The first one is I want to really respect other people's opinions. Most of the time, people just vent, right? But I want to have intelligent discussions where we can actually hold diametrical opposing opinions and really sift through them. So my first one, aren't you tired of saying, I'm so sick. Are you kidding me? As all our liberties are being taken from us? So, just a few facts in a few seconds. Why did the European Union have all their protocols spelled out in detail in 2019, way before any of this happened?

Why did Event 201 have all the leaders of the military, the CDC, the media talk about all the specific protocols that were implemented in 2020 and in 2021 in October of 2019? Thinking, critical mind is going, huh? What? Because why? Because this was planned. So, why did I say all that? Because if their agenda, and it is an agenda, has forced anyone to become a forced vaxxer through fear, then please do not think for a second you will ever regain any of your civil liberties again. Even when you come to the point, because everyone will come to that point of like, this is enough. I thought it would just be right here. But as soon as we crossed that line, boom, that line is where we're being crossed right now. We have to really, really struggle.

Next point, last. Everyone here pretty much knows this isn't a vaccine, right? It's an operating system, it's right on Moderna's website. So why? So, that begs the question, why did they give up on the conventional vaccine? Because every time they injected the animals, that were given the vaccine with the virus, 100% died. Now, this was done in the SARS-1. we have SARS-2, and it has an 80% makeup, but the new one is a pretty much a Frankenstein one. Why? Because it was made. It isn't a natural one, but well law in two days. But Moderna, which has never had a

vaccine in their life, came up with the operating system in two days. What did they base it upon? They based it upon the partial info from dead COVID lungs.

And don't you think it's strange that the chief operating officer from Pfizer called it evil, as a lot of people keep mentioning God? And I'm a Christian, but he's got an arch enemy, doesn't he? And this thing is evil. So, I don't want anyone to be a dumbed down guinea pig with an mRNA, but to be educated. Because the mRNA is a never-ending, self-looping operating system that will destroy, literally destroy, your immune system. And so, just as it did in the SARS-1, and all the results. When anyone understands the self-replicating mechanism, it should terrify them. And as I end this right here, there's a reason why the top world's virologists and immunologists, that at great costs, are losing their livelihood, being thrown out of the medical profession, but they're standing up and they're fighting. So, I thank you so much for listening to me and thank you everyone.

**Barke:** Thank you.

**Mendoza:** Good evening. My name is Contessa Mendoza and I'm here as a mother. And I've also been in the legal and advocacy realm for about 30 years for children in the child welfare system. So, I truly am inspired by the amount of people who showed up here today. Not because they showed that they care only, but the fact that they were so well-educated and well-informed, and were able to pass on really important facts and information to all of you here today. And just to see that is truly inspiring. It seems to me like schools have become a centralized location for things that do not pertain to education, such as advanced sex ed. curriculums, abortion, other sex-related measures, access to Planned Parenthood.

And now, there's an Ethnic Studies Program that requires kids to engage in religious and ethnic practices that conflict with their own family and personal beliefs in many cases. And then, now we're talking about medical practices, such as the vaccine. There's so much around this vaccine that has been deceptive and inaccurate of what you've heard from a lot of people today. So, I oppose the idea of providing vaccines in schools. The idea that's floating around to circumvent parental knowledge or consent for administering this vaccine is not only unethical, but it's against the parental rights. As parents are holders of education and medical rights holders, you can't even administer aspirin without having a parent's consent, which you heard today, and schools will be liable for any harm done as a result of this, as a result of the vaccine.

Furthermore, to sneak behind a parent's back in the absence of any abuse being done shows nefarious intentions. And when adults want kids to do anything behind their parent's back, that's clearly dangerous. This is how Nazi Germany operated, and we cannot ignore the horrors that resulted as of that. They experimented on children. They pit their children against parents, and they gave state control of children, taking the authority and rights out of the parent's hands. Number two, there's no need for mass medical intervention on school sites. That's why we have pediatrics and a number of medical facilities. We should not be mixing education with medical interventions. Furthermore, Dr. Chau's assertions are false and harmful.

Indefinite masks and distance measures until all children are vaccinated is absurd and absolutely unattainable with the inflow and outflow, the constant flow of kids in and out of the county and

out of schools. More importantly, children and youth are vastly unaffected by this virus. And there's absolutely no facts or evidence to support the need for a vaccine, nor the claim that this vaccine is 100% effective, because as somebody stated before, nothing is. There hasn't been enough time to even research this to even come to a conclusion like that. This vaccine is an experimental trial and should not be tested on anyone in mass, much less subject our children to it. This deceptive and false information to get people to come to the conclusion that they have to get this vaccine is a crime. And we, the people, will not stop at this until our voices are heard on this action. Thank you.

**Barke:** Great. Thank you.

**Unidentified Speaker #1:** This is the cleanest desk in the county. I'm usually not a mask fan, but I considered wearing it just to not breathe the chemicals that must be up here from 90 different cleanings in the last hour and a half. So, I want to thank all of you for your just incredible patience and attention that you've paid everybody. It's great. I've been to quite a few of these, more than I'd want to on my children's spring break. But I owe it to them to be here as a physician that practices in this community a mile away, running one of the busiest natural health care centers in the country, as well as a father.

I would be remiss not to be here and spend time with you like you are here, hopefully, with the right intention and use your influence and power to do what these people are asking you to do, which is consider having people have the rights to decide for their children what is best. Our clinic sees tens of thousands of children, and we see so many kids that have been vaccine-injured. I don't know if you've ever been around this community. And as a parent, you could only imagine what it's like to have a child that you will be changing diapers on forever, or see your child suffering. And seeing the soul sucked out of a parent having to do this day in and day out. And they did nothing more than do what the experts said was in their best interests at the time.

This is not about being for or against vaccines. This is really about being for choice. We live in a country that still provides us that choice, and we hope to maintain it. As a father of two young daughters that are in school right now in this community, one fortunate enough to be in a school that has freedoms available to her. And one that is not so much. And to see this happen would be an abomination. And looking at all your faces, you look like very kind, loving people. And seeing what's happened to L.A. and New York, and with the amount of liability that has come down on the school boards for making real unfortunate decisions against the people that have asked them to be where they are.

I don't want to remind everybody, but I think you'd know you're all personally liable for what happens. And pharmaceutical companies who are serial felons are not. And I want to thank you for listening to all of us, and trust and pray that you'll do things that are in the best for our community and our children, because they are dependent on us. Lastly, Einstein said, the biggest decision you'll have to make in your life is that if we live in a kind world or a hostile world. And it's harder and harder each day to choose a kind world, but if we don't, it's over. So, thank you very much.

**Barke:** Thank you.

**Unidentified Speaker #2:** Hello. Thank you again for your time in this late evening. Actually, on this topic, I would be up until two in the morning if I had to speak. I'm an educator, and I'm a mom of three children at IUSD. My question tonight, well, I want to thank you, Mr., or Dr. Mijares, for being here. Where is Dr. Chau? And maybe you'll ask him where he is, when you do that, you can also tell him, thank you. Thank you, because he's unleashed a storm of parents and parents are speaking up, and I'm grateful for that. I really am. And this is just the beginning. We are not going away. We will be here to the end, protecting our children. And this is the tip of the iceberg that you saw tonight.

I want to ask you to ensure that medical decisions and medical procedures remain where they belong, in a medical office under the supervision of a personal doctor. Schools must remain education centers, not vaccination centers. Furthermore, you as a board took an oath when you accepted this position to support and uphold the U.S. Constitution and the California Constitution. The law states that parents and parents only have the legal authority to make medical decisions for their children. Public health authorities and school administrators do not. Please remember the oath that you took and do not allow public administrators to usurp the legal authority over our children.

Likewise, I urge you to remember the oath to uphold the Constitution, to preserve our personal liberties. Federal law as has been stated several times tonight, prohibits any person from being coerced to take the experimental vaccine, this includes our children. There have been many facts. I won't go over them at this late time about the warnings of this vaccine. You are all under oath, and I'm asking you to remember that oath to protect our rights as parents. Thank you.

**Barke:** Thank you.

**Rodriguez:** Good evening. My name is Lydia Rodriguez. I grew up here in Orange County. I have a couple of daughters that went to the Los Alamitos School District and now Laguna Beach. I'm here as a concerned parent. I have my eyes wide open. I been seeing a trend among whether it's the school district itself or teachers as an individual, infringing on parental rights and infringing on the divide between church and state. I have called out teachers and principals teaching religion or religion like under the guise of history. And I understand what's coming up on the Agenda is ethics study. I would say tread lightly on teaching religion. As a Christian, I do not shove my beliefs down anyone's throat in person, or I don't expect teachers or educators or the principals in the school district to be teaching any religion like.

Also, I'm a nurse for 22 years in teaching, I'm sorry, in the nursing with adult and pediatric ICU. I've seen vaccine injuries, children with uncontrollable seizures, a rise in cancers that really belong to old men and old women, brain tumors. The word is cancers. I'm seeing this trend, and it's very heartbreaking. Because at the bedside, the parents are passing out because they can't believe that their precious baby has a horrible diagnosis of a brain tumor. So, I want to ask Dr. Chau. I know how this works, this whole idea of having vaccination centers on site. Someone is getting paid. I demand transparency. This is unethical on so many levels, infringing on parental rights, and someone is getting paid. And I want to know who it is.

And I think this room wants to know who this is. We demand transparency. Because if someone's getting paid and injuring the children all for the mighty dollar, unethical. Whoever is making this backdoor deal, shame on them. Because "In God We Trust" is right on the board here. And that's who we should be trusting, not these neurotoxins that you want to inject our children with. I have a high schooler right now with ADHD, and I know it's from vaccine injury, and I want to understand transparency. Thank you.

**Unidentified Speaker #3:** Good evening. I'm a father. I live in Santa Ana. I have three children. They were attending Jim Thorpe before COVID happened. I think it's so gracious of you to listen us for so long, especially considering that this item and parental rights isn't even on the Agenda. As far as I know, there isn't even a proposal for what we're talking about. And it's obviously premature because there hasn't been clinical testing for kids yet. It's not fully approved by the FDA. We don't even know how many parents will decline the COVID vaccine. So, we can't even know how big of an issue this is yet. There's no compelling reason at this moment to do what Dr. Chau suggested or recommended.

But nevertheless, I'm here like these other parents, because we know that the proposal will come. That one day, there will be pressure on you to do this. If not today, the next week, the month, after, we've seen it in other cities that have passed measures like this. So, it was important to me to come here this evening just to encourage you to be brave and to deeply weigh the testimony of all these parents who are here, not just parents, but other experts. If a measure like this were to pass, parents would have fear in their heart every day they dropped their kids off at school, and they shouldn't feel that. And it's our job to make sure that doesn't happen. We parents have seen our parental rights override over the last few years and we're understandably worried.

I spoke to my own California senator in Sacramento moments before he walked into the chamber to vote on a heavily-contested bill that put vulnerable children at risk. I'll never forget. He looked at me right before he walked in there and he said, "I'm just doing what I had been told to do." An expert told him to do it, and it was what he was going to do. Oh, I was rattled and I was heartbroken. Many of us are losing faith, but I came here tonight to tell you that I trust you to take care of our kids and to stand up for us, and to be brave. And I believe that you will. Thank you.

**Barke:** Thank you.

**Unidentified Speaker #4:** Hi, good evening. Thank you for being here again for us. I know it's been a long night. I don't have a lot of fancy data or science or anything, but I'm just here as a concerned parent on the vaccination issue, the parental rights. I have a special needs son in the district. I'm very concerned as a parent as to what will happen if these measures...they're proposed now, but we all know how this works. Like it was said, if it does come down the line, I'm his voice. He doesn't have one. He can't make all decisions as an 11-year-old should. So, I'm very, very concerned about what will happen when Dr. Chau's proposed measures come into play. So again, I just felt the need to be here as a mother, I'm also an educator, and as a special needs mom.

Please just consider what is being proposed and think about all the parents and all the kids,



especially the special needs kids. Again, we already have things we have to worry about. We don't need this other thing. This is my second round of SB 276714. I mean, I can just keep going on and on about how many times, too many times, I have been up here, not really wanting to public speak. But here I am, because I am a parent. I will do anything for my children. I don't want to be talking about this. I don't want to be fighting for these parental rights that should already be mine. So, thank you again for listening to all of us and for considering.

And when it comes to that time to perhaps consider, I will be praying for you like all the others have said. And I just, again, ask you to be brave and to consider all the families in Orange County. We are not going away. We are strong. I've been a part of the community for a long time. You don't want to see what you will unleash if you team up with Dr. Chau. So, thank you for your time and thank you for listening.

**Barke:** Thank you.

**Kabota:** Hi, my name is Patricia Kabota. I've lived in Orange County my whole life. I'm a mother of two. I'm here, like most people are, because of what Dr. Chau is proposing to the Board. When I gave birth to my children, the first thing that came to my mind was that I would do anything to protect them. And although my children are not in school, I'm here with the other parents and I'm willing to protect the children. And I hope that if this comes to you, that you do the same. These are innocent children. And when you have people like Dr. Chau coming for them, they need good people like you to protect them. This is an experimental drug and our children are not guinea pigs.

Even though the children in school aren't mine, those are my children that I'm fighting for as well. And again, I hope when this comes to you, that you do the right thing. And I pray to God that you fight your hardest against making something like this going through. And I promise you, the community will stand behind you, no matter who comes to threaten you for your jobs. If you protect the children, the community will stand behind you because you're doing the right thing. Thank you so much for taking the time.

**Barke:** Thank you.

**MaryAnne:** Hi there. Again, thank you for your time this evening. And I, like the others, I echo what's already been shared. And I stand with them as far as all of the informational, educational, the liability and all of that stuff. And so, I think most of what I would have liked to have shared has probably already been covered. So, I'm going to just try and keep this brief. My name is MaryAnne. I am a former elementary school teacher, nervous. I have an eight-year-old son, and I'm absolutely against the COVID-19 vaccine at our schools, especially without parental consent. I pray that God would give you wisdom regarding the decision that you're going to be making, because you will be held responsible for the decision, both on a short-term and a long-term, and an eternal basis. Please take it seriously. Please do the homework. Please don't be misled.

Don't allow yourself to be misled. The government doesn't care about our children. We, the parents, care about our children, and our childrens' children. Please don't make this decision for funding. Please don't do it for acknowledgement, a title. Don't follow along with whatever

everybody else is doing. Please be the one who stands up and speaks up and does the right thing. And I pray, I don't know where each one of you are at with your relationship with God our creator, Jesus, our Lord and savior. But I pray that you would each have a moment with him, face to face, so that you could understand who he is and who you are in him. And I pray that you would know that he has created you for a purpose, and that he has allowed you to be in this position, given you authority, and privilege over our little ones.

And I pray that you take those roles seriously, and that you would use your position and authority and the resources that he's allowed, he's blessed you with. I pray that you would use those things for his good, for his glory and for the protection of our little ones. I know you already understand this is called a vaccine, but it's not a vaccine. It's gene therapy, and there is no liability and that speaks volumes. The people that have taken the vaccine, they're guinea pigs. Please don't make our children the guinea pigs as well. Thank you for your time.

**Barke:** Thank you. I think she is the last one.

**Collins:** Great. I guess I'm last. Everyone has said everything that I wanted to say. I do have maybe one unique perspective, but I'll tell you. My name's Debbie Collins. I have five children and six grandchildren. Our two youngest children were in a school, but we pulled them out. We didn't want them wearing masks and being socially distanced every day, and sprayed with Lysol, and all kinds of other things. So, I'm homeschooling this year. They would like to go back, and I would like to have them go back. They certainly won't be going back if a vaccine is mandated in any way. But as adults, we are responsible for protecting our children from harm.

I feel they've already been traumatized with isolation, lack of affection, lack of ability to give affection to other people physically, lack of visual emotion with those masks on all the time, lack of touch, and lack of friendship. I found out that I went through a global pandemic when I was in school. I was in second grade. It was 1968-1969. The amount of people killed in that pandemic was the exact same amount proportionally as were killed in this pandemic. The population was less. I had no idea. I was in a pandemic. I went to school. Everything was normal, because the adults protected us from the outside world. They made us feel normal. We are not doing that with our children.

We are creating so much fear in them. And to come along and say everyone in this classroom must have a vaccine, or everyone has to keep wearing masks and be socially distancing. We cannot put that pressure on children. We have put enough pressure on them. We need to be protecting them. Please, please protect our children. Thank you very much. Good night. Thanks.

**Barke:** Thank you.

**Sparks:** I think that's everyone. Anyone else have a public comment? No? We're good? Okay.

**Barke:** All right. Back to our Agenda. I believe that we are on informational items, communications, information discussion starting with Rancho Sonado. Renee?

**Hendrick:** Sure. I'm releasing the Sheriff now since most of the crowd are gone. They are on overtime at this point. So, it's up to you. Is everyone comfortable with that?

**Sparks:** Yes, I'm fine.

**Barke:** Okay. All right. Thank you. Thank you for your service tonight. We appreciate it.

**Hendrick:** Okay. Sorry. Rancho Sonado. Just an update. To date, the cost so far has been \$229,000 in cleaning the debris and stuff. All of that is covered under our insurance. We have a bid out right now for repairing the foot bridges and the vehicle bridge from the fire damage. That will be \$48,000 it looks like. That again, will be covered by insurance. The only thing we have currently that we're in the process of is the tree maintenance, removing the dead trees, and some pruning. That will cost approximately \$15,000. That is not covered by insurance, because that's outside of the removal. But, that's all I have at this time for Rancho Sonado.

**Barke:** Okay. Well, thank you. Appreciate that. I think a short version tonight is in order anyways. Boardroom security, I think we've covered that.

**Boyd:** You all asked to carry it over. We put it back on the Agenda, and then there was a decision just to bring the Sheriff back. So, it wasn't deleted just because it was a carry over?

**Barke:** Okay. All right. Well, unless anybody has issue with it, we'll move on. Are we all good?

**Sparks:** We're good.

**Barke:** All right.

**Gomez:** I'm lost. Where are we on the Agenda?

**Barke:** We are right under Informational Items: Rancho Sonado, Boardroom Security, Ethnic Studies.

**Shaw:** Can I ask a question? Do the cameras in here, are they recording? I know that -

**Boyd:** Yes.

**Shaw:** Not just for the website, but it's being recorded the whole time? Should there be an incident, there's a recording?

**Boyd:** The meeting is on YouTube.

**Shaw:** But I mean like I'm talking about for security purposes.

**Boyd:** We can play back the YouTube? It is recording.

**Shaw:** If there was an incident, I mean, not just at the dais, but I mean, it's being... we have all that?

**Boyd:** Yes. In this room.

**Sparks:** But not the hallway or the parking lot?

**Boyd:** No.

**Barke:** So, if everybody is okay? Then we'll move on to Ethnic Studies. Dr. Williams, are you still with us?

**Williams:** I sure am.

**Barke:** Do you have something on the Ethnic Studies piece? Is that something you were going to speak on? Oh, you are presenting?

**Hittenberger:** As a follow-up to my remarks in March, I promised to provide an update following the State Board of Education meeting March 16<sup>th</sup> through 18<sup>th</sup>. I'm prepared to do that now. I know it's late, so I will try and move quickly through these remarks. Our team's going to put up a PowerPoint that I will speak to.

**Boyd:** A copy of which is also in your red folders.

**Hittenberger:** As I mentioned last time, the background to this begins in July 2016 when the State Board of Education adopted a revised history-social science framework. At that time, Ethnic Studies was listed as one of 12 possible ninth grade history-social science electives. Others included Sociology, Anthropology, World Religions, Physical Geography, Modern

California History, et cetera. So, this was one of the options for ninth grade history-social science.

Now, to begin the Ethnic Studies Model Curriculum chronology. In September 2016, Governor Jerry Brown signed AB 2016 requiring the State Board of Education to adopt, modify, or revise a model curriculum in Ethnic Studies. The rationale written in the text of the law included the following points, and I'm quoting these from the text of the law. "The State of California is committed to providing excellent educational opportunities to all of its students. There are 92 languages other than English spoken throughout the state with the primary languages being Arabic, Armenian, Cantonese, Korean, Russian, Spanish, Tagalog, and Vietnamese. There is a growing body of academic research that shows the importance of culturally meaningful and relevant curriculum." Continuing to quote from the text of the law.

"Ethnic Studies benefits pupils in observable ways such as pupils becoming more academically engaged, increasing their performance on academic tests, improving their graduation rates and developing a sense of self-efficacy and personal empowerment. The state's educational standards should be guided by core values of equity, inclusiveness, and universally high expectations." And a final point in the rationale. "The state encourages the participants participation of pupils and members of the community in the development of an Ethnic Studies Model Curriculum." So, in July 2018, the State Board of Education adopted guidelines for the Ethnic Studies Model Curriculum to direct the work of the Model Curriculum Advisory Committee.

In September 2019, following the release of the first draft of the Ethnic Studies Model Curriculum, and significant public input, the IQC and California Department of Education developed a second draft of the SMC. The State Legislator extended the adoption date to March 2021. That was AB 114. In November of 2020, based on additional public feedback, the Instructional Quality Committee (IQC) recommended additional changes to the SMC second draft. CDE posted a third draft. And then in March 2021 at last month's meeting, he posted a revision of the third draft of the SMC based on additional public comments. The current fourth Ethnic Studies Model Curriculum draft is posted at this link.

So, you can see in its current form. The nice thing about that fourth draft is it's in Word documents. So, it's completely searchable. At times you'll hear people say this or that is in the Ethnic Studies Model Curriculum. Using a Word document, a simple use of the find function can allow you to kind of look through and find whether those things that are being said are in fact included in the Ethnic Studies Model Curriculum. On March 18<sup>th</sup>, the State Board of Education reviewed the current Ethnic Studies Model Curriculum draft and unanimously adopted the Ethnic Studies Model Curriculum. So, this was about three weeks ago. The Ethnic Studies Model Curriculum is advisory, not required.

Districts may choose whether or not to draw on the Ethnic Studies Model Curriculum as a resource if and when they develop an Ethnic Studies course. And, the State Board of Education posted the video of deliberations and vote. It was a seven-and-a-half-hour meeting, including 250 public comments. And this is the link where you can, if you're interested, watch any part of that meeting. So, in addition to this information on Ethnic Studies Model Curriculum, I wanted to give you a quick update on the proposed Ethnic Studies graduation requirement. In January

2019, AB 331 was introduced, which proposed an Ethnic Studies course requirement for high school graduation.

In August 2020, AB 331's Ethnic Studies requirement for high school graduation passed in both houses of the California legislature. In September of 2020, Governor Newsom vetoed AB331. In December 2020, AB 101 re-introduced an Ethnic Studies requirement for high school graduation. In April 2021, AB101 is currently under consideration by the Assembly Education Committee. I can give you an update on that. One of our public comments alluded to this today that the Assembly Education Committee passed forward that bill. It now goes to the Assembly Appropriations Committee. So, the law is not passed, but the Assembly Education Committee passed it out of committee, so, it continues through the process. That's where we are on the Ethnic Studies Model Curriculum and the Ethnic Studies graduation requirement at this point. Thank you for the opportunity to give you this update.

**Barke:** Thank you for the very tidy presentation.

**Hittenberger:** Thank you.

**Barke:** Dr. Williams. Any comments? Questions?

**Williams:** Yes. So, this bill is going from the Education Committee to the Appropriations Committee, and that will make it a graduation requirement? Is that right, Jeff?

**Hittenberger:** It is going to the Assembly Appropriations Committee for consideration. Now, at that level, there's still a number of steps it would need to go through in order to pass for the law to pass. And ultimately, the governor would have to sign it. At this point, we don't know whether it'd be approved through the process, and whether the governor would sign it or veto it again.

**Williams:** Is this being approved upon party lines?

**Hittenberger:** It was passed out of Assembly Committee Education Committee on party lines.

**Williams:** Okay. So, to date, has there been any grants or contracts that would advance Ethnic Studies at our Department?

**Hittenberger:** Not to my knowledge.

**Williams:** Okay. So, there's nothing coming out to incentivize the actual creation of a curriculum. Is that right?

**Hittenberger:** Not to my knowledge.

**Williams:** Okay. So, the curriculum that is, or the study curriculum, Ethnic Study Curriculum that has passed the various committees both at the state level, and within the assembly, these are bills that are going forward. And then, let's say they are passed and the governor does sign it. So, then it becomes a mandate? Is that correct?

**Hittenberger:** What would be mandated under AB101 is that districts offer an Ethnic Studies course and require an Ethnic Studies course for graduation. The content of that course would still be developed at the local level. And districts would have the option of drawing on the Ethnic Studies Model Curriculum, but would not have to do so in the development of their local course.

**Williams:** Okay. So, the actual curriculum that was adopted by the particular school district can vary from school district to school district. Is that correct?

**Hittenberger:** That's correct.

**Williams:** And are these curriculum very similar to the concept of the California Healthy Youth Act where comprehensive sex education can be taught for various curriculums that are offered and recommended by the state?

**Hittenberger:** What you have in the Ethnic Studies Model Curriculum is a compilation of

resources the districts can draw on in the development of their local course. There are also examples of district courses within the Ethnic Studies Model Curriculum that already are being offered within districts across the state.

**Williams:** So, a local district can look at adapting one of those other districts' courses?

**Hittenberger:** So, there are many different approaches a district might take to the development of a local course.

**Williams:** In the first and second drafts that came out for the Ethnic Curriculum Model, the use of the term "Critical Race Theory" was infused throughout the document. And then, after public comments were made, they were removed. The third draft actually had the term "Critical Race Theory." So, the problem that I have with this is that Critical Race Theory is racist in and of itself. It is very harmful to society and cultures and families. And by removing a term, it doesn't change the tiger's spots. It's still a Critical Race Theory, which is particularly harmful to societies, cultures, communities, neighborhoods, et cetera. If this becomes a mandate, will we be able to not use Critical Race Theory semantics and concepts, or will we have to use what's mandated?

**Hittenberger:** There are a number of model courses from districts across the state included in the Ethnic Studies Model Curriculum that don't have a discussion of Critical Race Theory as such. I think, again, there is a significant amount of latitude at the local level to design a course that will meet the needs of your community. And, just to your point about the changes from early drafts to later drafts, I do think by the time they got to the fourth draft, this is a document that does represent a very, very broad public engagement with many, many different perspectives represented. So, yes, there has been significant change from draft one to draft four.

**Williams:** What happens if a school district doesn't want to adopt it?

**Hittenberger:** At present, there's no requirement that they do so. Certainly not with the Ethnic Studies Model Curriculum. That is advisory, and a district can choose to use or not use it. If AB101 ultimately does pass and is signed by the governor, then there would be a requirement to have a course and to have it as a graduation requirement.

Then it would be the districts prerogative to develop a course that they feel would meet the needs of their community.

**Williams:** I'll give my Board the ability to ask questions. I'm done for now.

**Sparks:** Yes, I'll jump in. So, we're hearing from parents a lot about this, as we heard a lot about the public comments today on the vaccination stuff. And so, parents aren't necessarily against the idea of learning about different cultures and their kids learning about different cultures. In fact, many are very passionate about that as am I. So, the larger sort of question that I'm hearing from parents. In science we look at facts, we analyze them, we connect them, we then build a theory to explain them. We check the theory against the facts. And then after that process, we pronounce a judgment about how things actually work, right? So, that's how science works as we know, and it works pretty well, right? But this proposed curriculum, the problem is, it sort of subverts this process completely. And so, parents are seeing that when they're taking the time to look at the 400-plus pages, which I actually took time to.

**Hittenberger:** 900 now.

**Sparks:** 900 now. Anyway, and then what happens, it begins with conclusions that are then sort of justified on the basis of facts selected in order to prove the point, which is the definition of prejudice, actually. And so, we reach a conclusion before we have the facts and then interpret everything to prove what we had in mind to begin with. That's sort of what I'm hearing from parents. This sort of line of thinking. And then, if you look at certain sections of it, like lessons four and five particularly, if you really look at the introduction of narratives and dominant narratives, and reading that, you're seeing that the authors are sort of showing that they're teaching kids how to think.

They're not interested in teaching kids how to think, but rather they want to teach them what to think, which is a big difference and really against the scientific method. And so, if you look at those, parents are going to need to understand so they can ask questions. Other districts, once it gets to whatever level, whatever choices there are, so they can work with the educators in those districts so they know what their kids are actually getting. And lessons four and five really are at the heart. It's the blueprint, in a way, for the entire proposal. And so, the authors sort of, through those lessons, sort of remove their mask, as it were, and show us kind of what they're up to in terms of that curriculum.

And it's about trying to create a new narrative and impose it through the same instruments that they're describing in these particular lessons. So, I urge you all, anyone listening at this hour, to read those lessons and to really dig into this proposal so you know what's coming down the pike. And so, the question I have for you is, okay, with my little speech there, the larger question is with the insertion of this Ethnic Studies Curriculum, what will not be taught when this is introduced? So, what will our children not be exposed to? Because there are only so many hours in the day. There are only so many minutes in the day of instruction.

So, if we have this curriculum that's going to be inserted as a requirement, which we don't know right now, but let's just move ahead to say, what if that does play out? Because this is what we're hearing from parents, right? And that's our job to sort of be that voice for the parents. So, what will our children not be exposed to because of the time that this new proposed curriculum would take? What will be taken away?

**Hittenberger:** Yes. At this point, it's an important question, but a hypothetical question in the sense that every district will have to sort of contend with that issue, should this pass. I think that the points that you've raised and the questions you've raised have certainly been part of this public debate. I think in terms of the critical thinking and multiple perspectives aspect of really not just teaching students what to think, but how to think, is much stronger in the draft that was ultimately approved by the State Board of Education. Because that was very much part of the public discussion is we need to make sure that's in there. But, the questions you raise are legitimate questions.

**Sparks:** Yes. So, these are things that I think as a Board, we want to make sure that parents are understanding there's a lot to unpack here. And I have a lot more to unpack, but we're all kind of tired at this point. So, I'll just leave it at that and toss it to my other members.

**Shaw:** Well, I'm very sympathetic to what Dr. Sparks said. Reading, writing, arithmetic, right? Something comes in, something's got to go out. So, that was an excellent point. I just want to make sure I know what we can do as a Board to influence this at all. We have our statewide, our County School Boards Association, right? Do they get much involved in taking positions on these sorts of items at the state level, as far as this curriculum goes? And if so, do they have a position I'm not aware of? I don't know.

**Gomez:** Yes. To the best of my knowledge, there's not a position yet. But that doesn't mean they won't take a position. I don't know. But I think it's all back to local control and what the individual school districts want to see. It's just like everything else. We get a mandate and let's hope it's funded, right? And then, we have local control to determine what gets taught. And to your point, Dr. Sparks, what has to go? How do we fit this into the curriculum? So, I think there'll be more discussion on it.

**Shaw:** Yeah. And, can we, as a Board, be taking a position, just not through our statewide organization, and do we often do that?

**Barke:** We could pass a resolution. Somebody can propose a resolution. We could certainly vote on it. We've done that in the past on items, whether it be a bond, or safety, or whatever it might be. So, we could certainly propose a resolution.

**Shaw:** Do you know who from Orange County is on the Assembly and Senate Education Committees? Do you know that off the top of your head?

**Hittenberger:** Not off the top of my head. I'm sure we could find that information for you.

**Barke:** I know Kevin Kiley is on the Education Committee as well. He fights for our kids.

**Gomez:** Senator Connie Leyva who is out in Chino Hills is the chair of the Senate Education Committee

**Barke:** Beckie, any comments?

**Gomez:** I think I kind of all listened this time. I really don't have any. I haven't had the time to really look at this in depth. I appreciate Dr. Sparks looking at the first 400 pages. But, yes, I'll have to look at it more. I might have more comments later.

**Barke:** Yes. And just to put my thoughts in, I agree with, when you lose something. First, we were talking about CHYA and all that. And that was a priority, and now this is a priority. And I feel like math, science, other things have not been a priority. So, that's concerning in general to me. And I think to a lot of parents. When are we going to focus on the basics and the education our grandfathers had? Just from some feedback that I've gotten from some parents, there is still concern. I have to look deeper ask Dr. Sparks. She's very good at covering lots of hundreds of pages, but that there's still ritual stuff in there that concerns people.

So, I'd like to dive into that a little deeper and see where that is, but that's a concern. I've also heard from parents and educators that they feel that it's anti-capitalist, anti-American, which is also a concern. I think it's great that we expose our children to everything, but not at the expense of our own country and our own enterprise and things like that. So, those are some concerns I have now. But I, again, would like to delve into it more deeply.



**Mijares:** Madame president, if I may. I would like to add a little bit, just a teeny-weeny bit.

**Barke:** Sure.

**Mijares:** It has to do with the process of exposure and presenting a new framework to the public. Districts will typically take a room like this, or a room at the district. It will show the framework. It will show curriculums that have been considered, those that have been posed and people are now considering various curriculums. As we speak, book manufacturers or textbook companies are already involved in this. McMillan, for one, has produced books regarding Ethnic Studies, and it goes on display. Most districts have a Curriculum Committee and the Curriculum Committee weighs in, and they are teachers. They are all certified teachers that are on the Curriculum Committee.

And then, it emanates up to the board eventually, and the board will have its opportunity to review the same things. Any member of the public can review it. And the recommendation will be made by the Curriculum Committee. It'll go up to the superintendent and cabinet. Then, they will recommend that to the board. And the board likely will accept the recommendation, but it doesn't have to accept it. It may want to go back. And then as for what comes out of the curriculum, remember this is going to come under history, social science, which deals with humanities. It deals with the social sciences in terms of English. There's different ways this can be addressed. It doesn't mean that it has to be jam packed into one classroom at one time in space. There can be different ways to address this and embellish what you have formerly been taught. So, now you include, because a more inclusive process, of other ethnic groups.

**Barke:** I appreciate that. I guess the last comment I would make is I'm suspect you have to read four or 500, or 900 pages to understand something. If something can't be explained in 10 or 20, or even 100 pages, it's just a little suspect to me that the more pages, the more that's buried.

**Hittenberger:** I perhaps should clarify that it's not 900 pages, necessarily, of narrative. A lot of that is like resources, like sample courses from districts and pieces like that that are sort of appended to the narrative itself. So, it's not 900 pages of straight narrative.

**Hittenberger:** Just like 500 or something?

**Barke:** Well, we appreciate the presentation.

**Williams:** Mary, I am not done.

**Barke:** Okay. I was going to ask you, Ken. I haven't forgotten.

**Williams:** I would like to have a copy of some of these curricula, these textbooks, that are being proposed by publishers. If you can get a few to me? I'm really going to come out in a public position to oppose this Critical Race Theory. I think it's racist. I think it's divisive. We're teaching kids to become political activists, and we're condemning kids to the mindset that they're always living under an oppressive society that anybody, based upon their skin color, is a racist or a supremacist. This is darkness.

This is to the core antithetical to our Constitution, to the foundation of America on Judeo-Christian ethics, and values that created this great country. I am going to be particularly critical of this and will do everything I can to speak up against this. This is an irredeemable subject that I don't think it can be changed. It's been cast and set in stone as far as its negative impact upon families and culture. And, as we've seen today, we're going to continually have this. This is

again, very, very divisive.

**Sparks:** I'll just add something to kind of reframe that a little bit. A couple of things in the document. One of it says that we should place a high value on the knowledge of marginalized groups, which is sort of a paternalistic attitude toward different cultures. We should not place high value on a culture because it's been marginalized, but rather because of their actual contributions. There's a lot to be understood in terms of other empires, not just criticizing. The document says that we should critique empire building and its relationship to white supremacists, which is kind of an odd principle. This principle seems to ignore the Inca Empire, the Mayan Empire, the Ottoman Empire, the Mali Empire, the Mongol empire, the Chinese Imperial era.

There's a lot of empires out there that aren't in the document at all. So, there's stuff like that that I think is touching on some of what you were saying, about saying it is sort of anti-American. I don't think it's really meant to be anti-American, but I think it's just leaving out all these other empires in terms of real history. The purpose of education is to study and to understand. It's not to celebrate, as this document says we should celebrate and honor certain cultures, but it's really about studying and understanding knowledge of different cultures. I have a background in intercultural communication, I think everyone should have some background in that. So, it's the approach, and that's what I'm hearing parents complain about. What is real education and when does it become something else? So, I think that's kind of maybe what Ken was kind of trained to get at, but I wanted to kind of reframe that a little bit.

**Barke:** I appreciate that. Ken, are we ready to move on?

**Williams:** Yes.

**Boyd:** Madame chair, we need to take just about two minutes. They need to change the tape. It's been a long meeting and we want to make sure we get it captured.

**Barke:** All right. Sounds good.

**[THE MEETING IS PAUSED WHILE THE MEDIA DEPARTMENT PREPARES FOR FURTHER AUDIO AND VIDEO RECORDING OF THE MEETING. UPON CONCLUSION OF THOSE PREPARATIONS, THE MEETING CONTINUES]**

**Barke:** All right. I think we're back. I think one thing I would like to expand on what Lisa said. I think that's what I was trying to say and you said it better. Is that we can teach about other people, other ethnic groups, other things without putting down ourselves. There's no need to be anti-American while teaching about other religions, or ethnicities, or things like that. I think that's what some people feel, is that that is what we're doing. There's no need to do that. To expand and teach and inform people of things they don't know or understand, or other religions or be inclusive, and we can do it without being anti-American, or anti-Capitalist. I will officially close that subject. Okay. Next is Board webpage. I believe that's Dr. Williams and Tim.

**Shaw:** Yes. Did we have the staff? Are they there? Oh boy. Talk about long suffering. Hey guys, at your service, huh? We had a meeting of our committee to talk about the website. There's different options. We wanted to try to hear from the professionals here. I think take a little bit of input from the rest of the Board. How am I doing so far, Ken?

**Williams:** You're doing good.

**Hannigan:** Thank you for having us President Williams and Board members. I can say that this is probably the longest I've worn a tie in over a year. So, we actually had a couple of different meetings which I felt were very productive. Dr. Williams and Mr. Shaw expressed the desire to consider some independent branding elements for the Orange County Board of Education webpages. We discussed fixing some coding and structural issues on the pages as well, and better organizing some of the content.

Between the meetings our team surveyed our counterparts in other county offices of education, just to kind of see what they were doing. And in the meantime, Shane Klein, who's here as well with us, he addressed some of the issues that were raised. We had some conversations, he and I about how best to move forward. We can elaborate on any of these topics. But I think the bottom line is that we are happy to facilitate changes to the site, including establishing distinct branding elements if that's desired by the Board.

**Shaw:** I don't know if all of you have taken a look at the website recently. They did do a lot to make some updates. I think it reads a lot cleaner. Ken and I both appreciated that. I think the idea of moving forward was that there would be maybe an overhaul and a rebranding there of the website, but at some point going forward the idea of the content of the website. Having the Board more directly control the posting of new content and stuff was important to us. But the details of how we can make the site look, can probably be left to the professionals here with Ian and Shane. I know one thing that was important to us was having maybe a map function where people can look up their trustee. A lot of people out there don't know who's representing them. There is a map there, but we're talking about linking to the Registrar of Voters website to make that function more readily available. I think that would be important to people as well.

**Hannigan:** I think that that was a great suggestion. We've got, I think, I would say a temporary fix right now where we do a link to the registrar site. But I think in the next iteration, if we're moving forward with some of these changes, we can bring that to the next level visually.

**Williams:** Another consideration that we had in the discussion was, you want a website that's going to be real-time, that's going to be changing almost on a moment by moment, day-by-day basis. Correct me if I'm wrong, but that was something that we discussed in great detail. That may prove to be difficult, especially for us who don't have time to do real-time changes to website content. Ian, you work full-time on our website, or on the OCDE website, right? You're doing that on a daily basis, real time, is that correct?

**Hannigan:** Yes, that's correct. We handle internal and external communications.

**Williams:** The Board of Education doesn't have that capacity, doesn't have the staff to be working on this on a regular basis. It's going to be a lot of work to do this. There was also talk about having Twitter. Well, I don't even have a Twitter account, nor do I even want to have a Twitter account. I just don't have the time of day to do that. And then, the other consideration was how are we going to be putting information on this website? What particular posts are we going to be putting on there? There was a whole host of these questions that were unanswered, and we're processing. That's something for the Board to consider going forward here.

**Boyd:** If I could just interject? Currently, the way that the Board's website is, I work with Darou to post your information. As a result of your board meetings, your resolutions, the board minutes, the transcriptions, all those things are posted. Each of you has a page. If you all request something to be added behind your specific page, then we add that. Because that's individual to each of you, it doesn't need the full Board. But then anything else that's posted to the webpage is the full Board in terms of if you all have to taken an action on it. So, what Ken's referring to in terms of real-time, initially, was related to the social media, because there was some questions with regards to right now.

There's social media links that were questioned because they are the Department's social media links, not necessarily Board related. There was an option with regards to if that is removed, will the Board still need or want some type of social media capabilities. What Ken is bringing forward in terms of the dialogue, in terms of considerations for futures and so forth. The team had some suggestions with regards to that, which is what others, when they talked to the staff at the Board of Supervisors as well as other county offices. But, again, we need to hear from the Board in terms of your areas of interest. What the staff was prepared to do was create some prototypes for you to look at in terms of the Boards page.

That's what we talked with Trustee Shaw and with Dr. Williams. So that in having the conversation with you tonight, you all could either be thinking about, or if you already have thoughts and considerations that you'd like the team to address, then they can take a look at those. But we would also encourage you to go in and look at some of the cleanup that they've done that Trustee Shaw was just mentioning. Not only the link to the County Recorders information. Any citizen, if they put their address in, will show the trustee who represents them along with Assembly, Senate, Board of Supervisors, all of that information is there. But they also formatted and cleaned up a number of your pages.

Some of it was in terms of the size of the fonts, or it was scattered, comments that you all had made previously, where that the information was hard to find, or it just looked messy, for lack of a better word. They did try to go in and just structurally clean up some of those things, but it still has a lot of work to be done if in fact you want it to look where it's calling attention to just the Board. Some of that could be either color changes so that your branding has a distinct, different color than the OCDE information and so forth.

There was conversation with regards to the logo, because currently, the Department logo is also on your page. The team mentioned that that could be removed. They came back with answers with regards to many of the inquiries that you already had brought forward through the committee members. I just wanted to point out some of those specifics so that it gave you a little bit more background.

**Shaw:** Did we want to ask them if they had any input? I don't want to take over.

**Barke:** Feel free.

**Gomez:** I don't have any comments at this time. I haven't really looked at the site.

**Shaw:** Okay.

**Williams:** Yes. Ken and Mari, I think if Shane and Ian if you can come back to us at the next

meeting here and give us some more definite designs. I'm pretty left sided. It's real hard for me to envision a product that has the artistic flavor that you could impart upon it. If you could come back with some renditions? I think the concept of putting the Board seal is important. To remove the OCDE links is important so we can have a unique branding, or a unique flavor that this is the Board's social media page. It's not the OCDE media page. I think that would be important for us. If you bring it back and show us some ideas that could get our thoughts a little bit more focused on that. How does that sound for the rest of the Board?

**Williams:** Okay, this is still an evolving process. I think Ian and Shane they just want to hear from the Board so we can give them some definite direction. Shane and Ian have worked very hard and diligently with us, Tim, and I, and Nina for the last couple of months on this. Let me just tip my hat to Ian and Shane. Thank them for their kind and hard work on this. I appreciate that. I think we've got some good input to work with. I think we can come back with something that you'll be happy with.

**Williams:** Wonderful.

**Barke:** All right, moving right along. Next item is Board discussion. Oh, I'm sorry. FCMAT update, Williams.

**Williams:** This is more or less informational items that comes from the Superintendent as far as an update on the FCMAT administrative audit. That was, I think it was entered into contract a few short months ago. I don't know any status on it.

**Hendrick:** So, we understand that we're supposed to receive a draft report either this week or next week. That was the last I heard, but we still have not received anything as of today.

**Shaw:** You may not have heard that, Ken. Renee's said, we haven't received anything yet.

**Williams:** Yes. I didn't hear that. Since there's no real information, we can just move on to the next item.

**Barke:** We will probably follow up on that next month. Next, is Board discussions and it's grants and contract practices. Again, I see Williams. I think you had asked Dr. Mijares for an update, but I think Dr. Mijares doesn't want to give an update due to attorney counsel recommendations. Is that where we are there?

**Mijares:** Yes, that is correct Madam President.

**Barke:** Ken, any discussion there? Dr. Mijares, under the recommendation of counsel is not going to do an update. Any further comments from you?

**Williams:** Yes. You know, this is an important item to the Board. It's been important from my 25 years trying to understand all the process. We had a previous Cota Cole opinion on this, and I think it still remains a mystery. Going forward, we really don't know, and the Board, what is the legal arena for us to be involved in contracts and grants. I know from the previous Cota Cole there was an opinion that was given that we do have a duty and responsibility to be involved. As I mentioned a meeting or two ago, that we have healthcare contracts that were illegally approved and implemented. There was no Board approval, and that was in violation of civil Education Codes. I personally feel very uncomfortable moving forward.

I would have loved to have received information on how all these grants and contracts are approved in the Department, and how they're put into the budget. But I think as we go on to item 11, I think we'll get a legal opinion by an expert in this area, who has expertise in governance.

She'll give us our responsibilities and duties as a Board. We'll have a little bit more insight once we get to that item and if we approve it. Anyway, that's just for the record.

**Barke:** Okay. Unless anybody has further comments, we'll move on. All right. We will move on to announcements. Superintendent, please?

**Mijares:** Thank you, Madam President. I do want to begin, first of all, by commenting with regards, I usually give you an update on our vaccination process and where we're at. Just briefly, I wanted to state to the Board, first of all, the reason I wear a mask in here. Do I like wearing masks, no. I do it for others, but I did have a conversation several months ago with the chief of police of the city of Costa Mesa, who reminded me that there's a city ordinance requiring us to wear masks in a setting like this. That's the reason I wear a mask, one of the reasons. But I also wanted to just comment briefly in terms of the comments that our parents made.

First of all, I was moved with the fact that our parents, since we're...Renee and I are far apart. Our parents were genuine. They were truth seekers. They cared for their students, their kids. I think the fact that they advocated for them is the most commendable thing that a parent can do. In that sense, I applaud the fact that they came here for the sake of setting the record straight in terms of parental consent. I, for one, never suggested nor stated that parents would not be consulted nor involved in whether they wanted their children vaccinated or not. These are minors. They are under the age of 18. For something like this, they certainly can't make the decision by themselves.

I never personally heard Dr. Chau say that either. With respect to the meeting, because I was wondering, where did they hear this? It was stated later that there was a Zoom video conference with our charter and private schools. Basically, we offer that up every so often, particularly when the CDPH the California Department of Public Health, or the Health Care Agency is changing something. Of course, you and I both know that the COVID changes every day, sometimes more than once a day. The information is very fluid, and it's important to share it with these entities. We don't want to leave them out, because as you know, we have regular meetings with our superintendents. Those meetings are chaired by a superintendent.

We support the superintendents, all 27 of them, with whatever items they want to place on the agenda. We have been meeting frequently over the matter of COVID-19. All the way from the point of inception of the early lockdowns, all the way through to the present time. I'm very excited, and I want to commend the leadership of our boards out there in the 27 districts and our superintendents, because look at where we're at as a county. We have people from the state calling and saying, "you got 3.1, 3.2 million people in Orange County, the sixth largest in the United States." And we are in red. We are moving toward yellow. We will probably, hopefully, get to green. And, "how are you doing it?" They want to know how is it happening.

I think it's happening because a lot of pieces are moving together in coalition fashion and are supporting one another. Is it flawless? Absolutely not, nothing is. Do we have our hiccups or bumps? Yes, we do. But I think it's important to acknowledge the fact that our county is doing well. Can it do better? Yes. The governor very recently talked about a sort of a post-pandemic experience with an economic opportunity for reopening on June 15<sup>th</sup>. That's very exhilarating.

Even early on when we were not expected to have in-classroom instruction, we were still doing it. Some of our elementary schools, believe it or not, their kids were in the classroom five days out of the week.

We had our high schools, we had at least seven of our high schools that were offering a hybrid model for a high school population. When the high school populations across California, for the most part, were not engaged. It was largely through e-school and/or video conferencing. I give our folks a lot of credit. I think we're quickly moving to the point where yes, we can resume normal activity as much as possible. But again, for the parents to come up, almost as though somebody scripted them in the sense of accusing, making these accusatory comments toward me. When did I say that you can abort, or you could go around this notion of parental consent? I never said that, and I never will say that or would have said that. Where did they get that?

I'm not sure, but I just wanted to correct the record. Then, in regards to the comment that Dr. Williams made about illegally or unlawfully approving grants or contracts. I just want to not remain silent on that, because it looks almost as though I am agreeing with Dr. Williams. I will state strongly that I don't believe that that is what we did. I don't believe there was a violation of state law. Okay. So, moving on, I want to let you know that we continue to do well in terms of Distinguished Schools. We have 11 schools, and this year the Distinguished School Program focused on middle schools and high schools. There were 102 schools. Only 28 of the 58 counties were recognized. We had 11 schools out of the 102 that were recognized by the state as being a Distinguished School.

There were two categories where you were judged to be a Distinguished School. One was your ability to close the achievement gap. The other one was the types of programs and services that you provided for exceptional student performance overall. And of course, how you're meeting the needs of special needs students. For us to have 11. L.A., the big giant L.A., 11 million people, had about 30. Then it went to Orange County. Then just from that, I think San Diego is next and it just went down the line. Again, that's a great compliment, I think, to our great county. That's all I have, Madam President, under my comments.

**Shaw:** Thank you. May I ask a question? Dr. Mijares, may I ask you a question?

**Mijares:** Yes.

**Shaw:** I worked for the State Senate when they passed the SB 277. I was front and center to the emotion and passion on that. I just had this thought. I wonder, do you think it's possible we will see the point where the COVID-19 vaccine is going to be on the list of the two vaccines required under SB 277? Would that require new state legislation? Do you think that's going to happen? If so, how would that come into being?

**Mijares:** In other words, can it be mandated here? Just like the measles vaccination was mandated.

**Shaw:** Right.

**Mijares:** There's discussion about that right now, but it would have to go through the entire legislative process of the establishment of a bill that would ultimately be signed by the governor.

**Shaw:** You think it would be whole new legislation kind of amending SB?

**Mijares:** Yes.

**Barke:** But one question, because I don't think it's officially a vaccine yet. I think it's still experimental. It would have to go to the next level before that would even be considered?

**Mijares:** That would be a big issue to do something that is not FDA approved.

**Barke:** Thank you for clarifying.

**Mijares:** Yes.

**Barke:** Okay. Moving right along, Ken, any questions before we move on to associate superintendent?

**Williams:** No.

**Barke:** Okay. Moving right along. Nina?

**Boyd:** The next Board meeting is May 5<sup>th</sup> and the submission deadline is Wednesday, April 21<sup>st</sup>. That's all I have.

**Barke:** Okay. Moving right along, let's see. Do we still need to approve the Minutes? Okay. So, may I have a motion to approve the Minutes? A roll vote?

**Boyd:** Who made the motion?

**Sparks:** Me.

**Boyd:** Okay. And Tim, second?

**Shaw:** Yes.

**Boyd:** And just for point of clarification, you made the motion for all three Minutes that are there, correct?

**Barke:** Correct.

**Boyd:** Trustee Gomez?

**Gomez:** Yes.

**Boyd:** Trustee Shaw?

**Shaw:** Yes.

**Boyd:** Trustee Sparks?

**Sparks:** Yes.

**Boyd:** Vice President Barke?

**Barke:** Yes.

**Boyd:** And President Williams?

**Williams:** Yes.

**Boyd:** Thank you.

**Barke:** Okay. Consent calendar: approve the granting diplomas and adopt annual updated Orange County Department of Education Investment Policy.

**Williams:** I so move.

**Barke:** Tell her we can hear her.

**Shaw:** Careful what is said.

**Boyd:** Sorry, motion is made by?

**Shaw:** Ken.

**Boyd:** Thank you. Second?

**Sparks:** I think we said it at the same time.

**Gomez:** Yes.

**Boyd:** Roll call. Trustee Gomez?

**Gomez:** Yes.

**Boyd:** Trustee Shaw?



**Shaw:** Yes.

**Boyd:** Trustee Sparks?

**Sparks:** Yes.

**Boyd:** Vice President Barke?

**Barke:** Yes.

**Boyd:** And President Williams?

**Williams:** Yes.

**Barke:** Okay. We're going to move right along to the staff recommendations to receive the Eide Bailly Audit Report for the Orange County Department of Education.

**Boyd:** Item eight and nine.

**Barke:** Sorry, time certain, yes, Renee.

**Hendrick:** It is a little late for the time certain, right.

**Barke:** I saw that and I thought that was something we'd already done when I saw the Time Certain.

**Hendrick:** It will be quick. How's that?

**Barke:** Perfect.

**Hendrick:** All right. So, good evening, President Williams, and members of the Board. Thank you for allowing the Superintendent to conduct this hearing for public input into the OCSEA proposal to the Superintendent for the 2021-22 school year. I've just handed you out that proposal. At this time, I'd like to open the public hearing and ask Ms. Boyd if we have any public comments regarding this item?

**Boyd:** We do not.

**Hendrick:** Hearing no comments on this, this hearing is now closed. Good evening, again. Thank you for allowing the Superintendent to conduct this hearing for the public input into the Superintendent's proposal to OCSEA for the 2021-22 school year. You received a copy of that proposal. At this time, I'd like to ask Ms. Boyd for any public comments on this item?

**Boyd:** No public comments.

**Hendrick:** Hearing no comments, this hearing is now closed. I turn the meeting back to you, Ms. Barke.

**Boyd:** For point of clarification for those who may still be listening, OCSEA is the teachers' association and union within the Department.

**Hendrick:** The Orange County School Educators Association is what they're called.

**Barke:** Okay. So, is there something now we need to do?

**Boyd:** No.

**Barke:** Okay. All right. Excellent.

**Boyd:** You are just allowing them to sunshine their proposal. We utilize your meeting to do that.

**Barke:** Got it. Okay. Thank you for the clarification. Now we will move to receive the Audit Report. My first question is, is that a new company, because it didn't look familiar to me?

**Hendrick:** It's a new name. They were formerly Vavernick, Trine, and Day.

**Barke:** Okay.

**Hendrick:** They were merged with this company. It's Eide Bailly is how they say it, which, looks odd to me. It is an unmodified audit report, which means that there are no exceptions. There were actually no findings this time. Part of that could have been that we may have

corrected items before it became a finding. Normally you would have received this in January, but due to COVID, they had an extension through March, which is why you're seeing it so late now. Since they were not onsite to do testing, it took a lot of time and effort to transfer files back and forth. That took quite a bit of time. If you have any specific questions?

**Barke:** Does anyone have questions? Dr. Williams, any questions on the audit?

**Williams:** How was this audit different than the FCMAT administrative audit?

**Hendrick:** This audit is actually by our independent auditors. You're required to have one annually. They have to follow the state comptroller's audit guidelines. They have specific items that they have to look at as part of their audit. This is much more county verbiage to make sure we meet all of our accounting standards.

**Williams:** I still don't understand the difference.

**Hendrick:** The FCMAT was actually looking at processes and not necessarily an audit. An audit goes in and tests individual items. Under the state controller is what decides what gets audited as part of an auditor's guidelines. They'll pick, say, attendance is always a big one.

**Williams:** How are you checking attendance?

**Hendrick:** They will actually pull attendance records, look at them to make sure we followed the process that's required by law. They're looking at more detailed information and following the state controller's guidelines.

**Williams:** So, the FCMAT audit, it doesn't do that?

**Hendrick:** No.

**Williams:** It doesn't follow any guidelines. I haven't read the report, so it's real hard for me to make any sort of assessment or judgment. But, I suspect you're telling us that there is a difference between the two different processes.

**Hendrick:** Yes, because the audit is actually controlled by the State Controller's Office. They're the ones that dictate what the auditors look at. There's specific areas that they have to cover. For an example, every federal program has a single audit that's included as part of this. There's specific requirements that the state lays out that is included in this audit, as is every year that we have an audit. These are also our official financial statements that are used.

**Sparks:** Ken, like, for example, if you look at page 98, it shows what charter schools were included in the audit report. It was only one, College and Career Prep.

**Hendrick:** That is our only charter school in our Department.

**Sparks:** Oh, and that's why.

**Hendrick:** Right. That's why, because other charter schools have their own individual audits they have to perform also.

**Sparks:** It does tell you how they selected things.

**Hendrick:** Correct. Yes. There's different ones for state and federal. Okay.

**Barke:** Any other questions? Comments? Beckie, anything?

**Gomez:** No. I'll move the item.

**Hendrick:** It is just to receive.

**Barke:** Beckie has moved, does anyone want to second?

**Sparks:** Second.

**Barke:** Okay. Roll call vote?

**Boyd:** You want to vote on a received? You don't typically vote on a receipt.

**Barke:** Okay, we're not voting on it. All right. Next is to approve a new contract with the law offices of Maggie Chidester and Associates. I actually have the contract here signed by, I believe, Dr. Williams and Maggie Chidester. I have a CV for Maggie Chidester.

**Williams:** I so move, make the motion to approve this item.

**Sparks:** Second.

**Barke:** Any comments?

**Gomez:** Oh, yes.

**Barke:** Okay.

**Gomez:** You know, this is the same where I got heartburn last time around with Mr. Rolen's contract. Our fiduciary responsibility is to make sure that we spend our money wisely. We did not go out with an RFP. I don't have any idea what this is going to cost us. Now, we have two attorneys. I'd like a clarification as to what the duties and responsibilities will be for Mr. Rolen, and then, what the expectation is for Mrs. Chidester.

**Williams:** So nice that I didn't even have to call up Mr. Rolen. Here he is.

**Rolen:** I've just been looking for an opportunity to say something for seven and a half hours.

**Barke:** Or get up and walk.

**Rolen:** Trustee Gomez, this is not duplicative in any way. The retention of Chidester is specifically to analyze the grants and contracts issue that President Williams raised before. Because she is doing it, I will not be. It is absolutely no duplication of work whatsoever.

**Gomez:** Okay, but once again, we didn't go out with an RFP. If we are in a signed contract already, that means the Board is not even included in this. If the contract is already signed.

**Barke:** Well, it hasn't been approved, though. We have to vote to approve it. They're just giving us something to approve is all, but it has not been approved. It has just been signed by Ken, as our President, but it would take a majority of the Board to approve the contract.

**Gomez:** Has Mrs. Chidester already signed it?

**Barke:** She has already signed...no, I'm sorry. She has not. Only, Dr. Williams. Sorry. I apologize. Yes, just Dr. Williams.

**Gomez:** Okay. So, what are the projected costs for?

**Barke:** I believe these rates might be slightly lower than Mr. Rolen's. I think we're getting a bargain.

**Rolen:** Yes. That's true. Just to be clear, Trustee Gomez, we don't need to go out for an RFP for specialized services such as this. I believe Ms. Chidester's credentials aren't in question.

**Gomez:** I'm not questioning her credentials. I'm questioning the process as to how we got here. Can you shed some light?

**Rolen:** I can shed some light. Early in the process, some years ago, the Board tried to retain Ms. Chidester and it didn't work out. Ms. Chidester's involvement with the Board was front and center, in the general counsel litigation. His honor, made a number of comments about the way Ms. Chidester was treated. We believe that the settlement contemplated Ms. Chidester's retention, if the Board wanted to do that, because the settlement agreement said that we could hire an attorney. I don't know that there's a whole lot of disagreement that Ms. Chidester is an attorney. She also holds a special expertise in this area. She teaches at the USC School of Education, and she is uniquely qualified to shed light on processes and procedures with contracts and grants. That was the process and the thinking of the Board, as I understand it.

**Gomez:** Well, we don't have a CV or anything in our packets.

**Barke:** I do have a CV here. We could make copies for everybody if that's the will of the Board?

**Gomez:** Well, once again, I think that should have been included in our packet so we can make an informed decision. I know Ms. Chidester. She was a partner in another firm that I knew and had dealt with in the past. Once again, you know, I just feel like things are happening and the entire Board is not involved.

**Barke:** You know what? I have to correct myself again, because on one page, just Dr. Williams has signed, and then on another page, both Dr. Williams and Maggie Chidester signed. So, it possibly is that it is fully executed and we would just have to approve it. I'm not sure why this page is not signed and this one is. Maybe it's just a copy of that page. I believe it is fully signed.

**Rolen:** A contract cannot be executed without a vote of the Board.

**Barke:** Yes.

**Shaw:** Where did she go to law school?

**Barke:** Well, she has spent time at three different schools, I believe.

**Rolen:** I think she went to law school at USC, but I haven't followed her.

**Shaw:** The answer is no.

**Rolen:** I'm a Notre Dame guy myself. We've had that discussion.

**Sparks:** Is that a CV right there?

**Barke:** It is. Do you want to give everybody the information from it?

**Sparks:** University of San Diego law school, but EDD at USC.

**Shaw:** Well, that's some serious schooling.

**Sparks:** Yes.

**Barke:** Doesn't she have a third degree?

**Sparks:** Yes, three. Four.

**Rolen:** BHAD, MA, EdD.

**Barke:** So, we're getting a heck of a bargain.

**Rolen:** PGA, NBA.

**Sparks:** Publications, author.

**Shaw:** She has an MBE and a Juris Doctorate and an EdD?

**Rolen:** I don't know. There's a lot of letters involved.

**Sparks:** There's a lot of honors.

**Shaw:** Boy, I feel worse about myself all of a sudden. That's pretty good.

**Sparks:** Prior teacher. I mean, she is definitely credentialed to do this work.

**Barke:** Would you like to pass it on so we can look at it?

**Gomez:** So, we're back to the cost. What's the projected cost for her services?

**Barke:** They will be lower than if Mr. Rolen did them. So, as he said, it's not duplicative.

**Rolen:** I don't know about that.

**Barke:** Unless she works a lot.

**Rolen:** I don't know what the projected cost is.

**Sparks:** It would be the same or approximately the same or more if you were doing it.

**Rolen:** Right. Correct.

**Sparks:** Just taking that part off the plate, basically.

**Barke:** Exactly.

**Gomez:** I'm back to what we, again, last month, I didn't get quite enough information or last month about the cost. I want to know what this is going to cost us.

**Williams:** So, Beckie. I believe Ms. Chidester is on the line, or she is available. You can ask her directly what she envisions for this. One thing I don't want is to have a report that is half done and not thorough. This is a very important. We're hoping to get a little bit of information from the staff and Superintendent on how things are, but it didn't happen. We need to have a full report to thoroughly educate the Board and give us the knowledge of what statutes and laws allow for boards of education regarding these matters. As I made the comment before, I disagree with Dr. Mijares. When you have health and mental health, and County Supervisor contracts, and the State Education Codes specifically say on these contracts you have to have Board approval.

I mean, that is a violation of law. I brought that out several times, and there are several things and issues that we have to be concerned with here. This is very important. It has to do with the forensic audit that we need to have and need to find out what is going on. We need total transparency here. If you want to ask Ms. Chidester how many hours she expects, she's on the line if you want to ask her.

**Gomez:** Well, okay. So, speaking of transparency, this is what I'm after here. I'm trying to get some information. Just as you want information, I also want information. I'm just looking at a projected cost or something so that we understand what we're getting ourselves into.

**Williams:** Ms. Chidester, if you're on the line, if you can answer Ms. Gomez.

**Sparks:** I think she's on mute.

**Barke:** You have your contract in front of you too, Beckie.

**Gomez:** Well, I have a contract.

**Barke:** You do?

**Gomez:** Well, the contract was in the packet.

**Barke:** Oh, right.

**Sparks:** It was?

**Barke:** Yes, it was.

**Rolen:** She is off mute now.

**Williams:** Are we having technical issues with Maggie?

**Boyd:** We can see her, but we can't hear her.

**Rolen:** You can see her?

**Boyd:** We see her name.

**Barke:** We can see she's connected.

**Rolen:** Can we send somebody over to the Chidester residence?

**Barke:** Have you had contact with Maggie? Do you know? Is she there?

**Williams:** I mean, it's 11 o'clock. The meeting's been going on now, for eight hours or so, nine hours? I know she was on at one point. She may be taking care of other issues. Obviously, she's connected.

**Sparks:** Did she unmute herself or did someone unmute her?

**Rolen:** This is a paranormal activity or situation.

**Gomez:** She may have forgotten to log off. She might have left.

**Rolen:** Well, if I could help out Trustee Gomez, I would project if I was doing something like this, 10 or 20 hours.

**Gomez:** For over the course of what amount of time, for the year?

**Rolen:** No, this is for a single project.

**Gomez:** Okay.

**Shaw:** Is it so much, Beckie, that you object to just the work that's being done, or her credentials, or both?

**Gomez:** No, it's the work that's being done. The cost and the process of identifying a particular attorney. Not saying her specifically, but a particular attorney to do something without doing a little bit more homework with an RFP, or knowing what it's going to cost. You know, it's the same questions I always have about cost.

**Sparks:** Let's say it's 20 hours and she has 200 billable hours. It's going to be about \$4,000. It's really not going to be that much.

**Rolen:** We are speculating at this point.

**Barke:** It's not as much as a forensic audit.

**Sparks:** Right.

**Barke:** It's not as though we don't know Maggie Chidester. We know her. We know the quality of her work, her familiarity with the Board, her knowledge in a specific area. So, I think it was -

**Gomez:** Well, I know of her. I've never worked with her, so I can't say that I know her.

**Williams:** Okay. Mari? I'm going to call for the question, then. We're never going to be able to answer the questions that Beckie has. I don't think they're questions that we can answer, but, I mean, it's 11 o'clock. So, I'm going to call for the question.

**Sparks:** Second.

**Barke:** Okay. So, we have it on the table to approve the contract of Maggie Chidester. Ken called for question and Lisa seconded the motion. Do you want to call a roll call vote?

**Boyd:** Trustee Gomez?

**Gomez:** No, because of process.

**Boyd:** Trustee Shaw?

**Shaw:** Yes.

**Boyd:** Trustee Sparks?

**Sparks:** Yes.

**Boyd:** Vice President Barke?

**Barke:** Yes.

**Boyd:** President Williams?

**Williams:** Yes.

**Barke:** Okay. Moving right along. Informational Items: legislative updates. Beckie, anything on your end?

**Gomez:** Something real quick. I know it's late. I just want to share. The CCBE, had a special meeting to talk about Computer Science Education Initiative. Eric Yuan, the Zoom CEO, provided an initial donation of \$100,000 to be used by the California County Boards of Education to launch a statewide Computer Science Education Initiative. The intent is to develop a toolkit for computer science teaching and learning, create some awareness and communication. This will be presented at the 2021 conference coming up. That's, again, a gift we didn't expect, but that's something that the Zoom CEO wanted to provide.

**Barke:** That's the September conference? Is that the annual September conference?

**Gomez:** Yes, it's a conference coming up. I don't know if there's a date.

**Barke:** It's usually early September, August, September, something like that.

**Gomez:** I'm sorry. I don't have a date on there.

**Barke:** But it's the annual meeting?

**Gomez:** Yes. it's September.

**Barke:** Okay.

**Gomez:** But because of the kind of the timing, they had a special meeting to talk about it.

**Barke:** Okay. And we'll expect to see it there.

**Gomez:** Yes.

**Barke:** And that's going to be a live meeting this year?

**Gomez:** I don't know. I think they were still talking about virtual. But, you know, again, things are changing so rapidly, who knows what will happen.

**Barke:** Okay. All right. Any other updates? Anybody? Dr. Williams, any updates? Board member comments?

**Williams:** I have no comments.

**Barke:** Anybody? Are we -

**Boyd:** Oh, yes. I failed to mention that we're aware that there have been at least six inter-district appeals submitted. Our staff is working on them currently with families and districts. So, this is the time of year that we start seeing more inter-district appeals. I may be contacting you all with regards to whether or not you need to look at whether you're going to schedule another meeting or not. Ken, you might want to mute.

**Sparks:** You got a hot mic, Ken.

**Williams:** I have Maggie, who's calling me.

**Boyd:** So, you may have the need to have multiple meetings. I just wanted to let you know that ahead of time. Since Trustee Shaw wasn't with us last year, I wanted to make sure that he was aware of that. Typically, May-June is a high appeals time a year. Additionally, I wanted to remind you all for the Memorial Day Essay Contest, I have received two of the Board member's contributions, and one that I know is coming tomorrow. That is \$200. Just as a reminder, so if I need to talk to you privately, some of you look like you're trying to remember if you've done it or not. I will have that conversation.

**Shaw:** How much did I pledge?

**Boyd:** \$200.

**Shaw:** \$100?

**Boyd:** \$200, times two?

**Barke:** I don't know if the committee has been selected, but something I thought that, especially since we support the project financially. I thought it would be great if a Board member was on the committee, or, maybe more than one. I just thought it would be nice for us to partake in actually the reading of the essays. I don't know who's on the committee?

**Boyd:** We reported that out, initially, when we talked about it. It's teachers that have been selected. It couldn't be more than two of you because of process, but certainly if there is an interest on it, I don't know that they have reviewed. I'll find out the timelines and so forth and get back to you. But next month is the month that we would be doing this. We've got only a couple of weeks. Okay? So, I know that they're in the midst of process currently, and the deadline has already passed with regards to student's submissions and so forth.

**Barke:** Okay. I just thought it would be nice to be more involved than just financially. I know it's something that Ken...Beckie's laughing. I know it's something that Ken really loves and enjoys doing. I just thought it would just be fun to be involved. Maybe each year, two of us, we could rotate and be on the committee and something, just to be a little more involved. Okay. Yes.

**Williams:** The Memorial Day Contest is the antithesis to Critical Race Theory in the ethnic studies. Whenever we have this May meeting, it is very meaningful. We're going to be having the Freedom Committee, which is made up usually of veterans. If there are any veterans from World War II, there will be some from the Korean War and, of course, Vietnam War, and the war in 1990, and the Invasion of Iraq. That's a wonderful, moving moment. Then, we're going to have the color guard from Sunburst come. When you see these young men and women, who otherwise would be going down a path that would lead them to incarceration, and they come dressed in their military fatigues, carrying the flag with honor and pride, it's a very moving moment.

So, this is what builds America in what builds strong nations and communities, this sort of event. I appreciate my fellow Board members participating in it financially and making this something that the students appreciate. It's a very moving event. As I think Mari said before, we want to have the winners of the contest actually read their essay into the record. I think that was important. We missed that last year I think.

**Boyd:** We have had that conversation. We don't know for sure that the students will be able to come to the meeting, but we can Zoom them into the meeting. We have requested that piece of it. Just for point of clarification, not all students at Sunburst are on a path to juvenile detention. I just don't want to paint all of those students with a broad brush. Some of them have been made poor decisions or have had family issues, as opposed to, they all have an issue with law enforcement.

**Barke:** No. I know for a lot of them, it's just really a wonderful opportunity that they might not otherwise have. I've been to every graduation I can be at, and I just love that program. So, I think it's really important.

**Williams:** If they can't show in person, let's get a video.

**Boyd:** You'd rather have a video and not a Zoom?

**Barke:** Why don't we have them Zoom, they'd be live just on the screen. What do you think?

**Williams:** Okay. Yes. They can Zoom.

**Boyd:** Also, I just want to point out to the Board, we know that Sunburst has had a series of issues with COVID this past year. They are committed to being here, Color Guard in person unless they have another outbreak and are prevented from doing that. But they did say if they're not able to come in person, they would send a video of the Color Guard.

**Barke:** Okay. All right. Well, we hope they make it in person, but we'll take what we can get. All right. Anything else? Have I left anything? Do we have a motion to end? Did you do a motion to adjourn?

**Sparks:** Motion to adjourn.

**Barke:** All right.



**[VICE PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE  
CONCLUSION OF THE REGULAR BOARD MEETING]**