

WILLIAMS: Okay, good afternoon. This is the regular meeting for November 6th, 2024 for the Orange County Board of Education and at this time I would like to announce that Trustee Tim Shaw apparently had some transportation related flight issues, so he may or may not be joining us on Zoom. For the benefit of the record, this regular meeting of the Orange County Board of Education is called to order. Darou, will you call roll call?

SISAVATH: Trustee Valdes?

VALDES: Present.

SISAVATH: Trustee Barke?

BARKE: Here.

SISAVATH: Trustee Williams?

WILLIAMS: Present.

SISAVATH: Trustee Sparks?

SPARKS: Here.

SISAVATH: Trustee Shaw?

WILLIAMS: And Trustee Shaw probably will not be joining us. Perhaps he may. Moving on with the agenda. May I have the adoption, excuse me, a motion for the adoption of today's meeting?

BARKE: So moved.

VALDES: Second.

WILLIAMS: So moved, second by Trustee Valdes. Okay. Any questions? Without none. All those in favor say aye.

WILLIAMS, VALDES, SPARKS, BARKE: Aye.

WILLIAMS: Okay. Since Trustee Shaw is not here is roll call necessary? Okay. Okay.

BARKE: What about if he shows up later on Zoom? We'll do it when he shows up. Okay, gotcha.

WILLIAMS: So, for the record, he's not here so we won't do roll call. Moving on with the meeting. May I have a motion for the approval of the regular meeting of October 9th, 2024 board meeting?

SPARKS: So moved.

VALDES: Second.

WILLIAMS: Motion and second. Second by Trustee Valdes. No discussion, no changes. All those in favor say aye.

WILLIAMS, VALDES, SPARKS, BARKE: Aye.

WILLIAMS: Opposed? Okay. Motion passes. Four to zero.

HENDRICK: I'm sorry Ken, I don't think you actually voted on the first one. We did the first and second, but because we asked the question about the roll call, I don't think we actually took-sorry.

WILLIAMS: A little bit of what my wife calls dementia. Kind of busy.

HENDRICK: Just excitement.

WILLIAMS: I got a big water leak in my home. Okay, so let's go back then. For the record, we do have a motion a second, so any further discussion? Okay. Bar none. All those in favor say aye.

WILLIAMS, VALDES, SPARKS, BARKE: Aye.

WILLIAMS: Motion passes four to zero with Trustee Shaw not present. We do have now the adoption of the minutes and we do have a motion and a second already. Barring no further questions.

HENDRICK: You voted that one already.

WILLIAMS: We voted for that? Boy that's really bad.

BARKE: That's- we did one of them, just not the other. Okay, so now you can adjourn.

WILLIAMS: Will you hit me over the head with this, maybe I just need to have my brains rattled a little bit. Okay. Public comments? Yes. Any public comments at this time?

HENDRICK: Seeing none. None.

WILLIAMS: Oh, barring none. Great. Great. Let's move on the closed session and we'll be out until about five o'clock.

[The Orange County Board of Education goes into closed session and returns.]

WILLIAMS: Good evening and thank you for being here is the regular meeting of the Orange County Board of Education. We are actually into our meeting already an hour. We're just coming out of closed session and we're going to be started with our time certain and I want to thank you for being here. I will announce that Trustee Tim Shaw-we had some problems connecting with him. He had to have an emergency landing in his plane so he didn't quite get on the internet, so we will be without Trustee Tim Shaw this evening. We do have on next on our agenda the invocation and we have a very special guest and someone who I respect so immensely. Rabbi Rick Steinberg. Will you lead us in the invocation, sir? Yeah. Up front and center, sir.

RICK: Good evening everybody. It is with great pleasure that I stand here today, particularly as you honor the Orange County Jewish Community Student To Student program. As you can all imagine, the events of this past year have been so challenging for the world and for the Jewish community in particular. And so, in that context I offer this invocation. Eternal one, we give thanks that each individual is created with untold potential. That potential includes the ability to learn, to love and to make a positive difference in the world. Sadly, the opposite is also true. Each person has the possibility to remain ignorant, to hate and to bring destruction to our universe. The business of education is to tap into the first set of potentials, encouraging each and every student to learn the facts as they are instead of what others want them to be. To love and respect those that are different and to use one's education to make a positive influence in the world such as our students you honor tonight.

As educational leaders, we are faced each day with competing agendas and so encouraging and also insisting our Orange County educators plumb the potential of our students so they can function in a multicultural society with love in their hearts and wisdom in their minds will be appreciated by all our residents. We ask Eternal one that you guide each leader on this dais with keen insight in order to root out any hate or misinformation in our curricula so that no group or ethnicity is wrongly accused in our textbooks and that our students feel safe in their classrooms. Grant us the courage to stand shoulder to shoulder with those who desire to see our children thrive and explore the wonder of learning. May we all be inspired to help our students tap into their potential so that they may strive for knowledge and thrive in society. May we all be blessed with such energy and let us say amen. Thank you.

WILLIAMS: Thank you Rabbi. Next on the agenda, we do have a time certain we will get to the public comments. We'll bring the public comments after our time certain we will be this time asking our next guest to give the Pledge of Allegiance. We have two students, Mia and Ethan. Where are you? Pardon me?

SPARKS: Nathan.

WILLIAMS: Nathan. Mia and Nathan, I'm sorry. Come on up. And if you want to come up here and lead us, I recommend standing. I'll take the first effort here. You'll lead us in...

NATHAN: Please place your right hand over your heart. Ready, begin.

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.

WILLIAMS: Thank you Mia, Nathan. Very good. We'll do public comments after the presentation of both the curriculum program that we're going to be presenting and then the presentation of the certificate to the Jewish Federation of Orange County. So where is Robin? Oh, there you are Robin. Okay, come on up and you have 10 minutes. Are we okay on social media? We have it up there? Very good.

ROBIN: Hi everyone. Good evening. Thank you to the Board of Education for allowing us the time to talk about the Student To Student program and for honoring the work that these students have been doing for the last three years going on our fourth year of this program. So, Student To Student is a peer-to-peer education program classroom-based in which Jewish teens come into public and private schools and share about the Jewish experience all in an effort to counter bigotry, antisemitism and foster empathy. This is all done by our student ambassadors who share their Jewish experience through personal storytelling. Why Student To Student. We have seen an alarming rise in antisemitism over the last several years in the K through 12 space, but beyond as well nationally, internationally, and especially since October 7th when Israel was attacked. We have seen that the rise in antisemitism has been exponential. It's estimated about 400% increase and students in our public-school arena and beyond our being exposed to online hate and antisemitism.

And so now is a critical time to lean in and Student To Student is a positive educational program that can be used both proactively and when needed reactively and it also helps to encourage a positive campus climate. So, what do we do in a Student To Student presentation? So, these are the basic topics we go over. Some of these images will show you that the students come in with a screen presentation with images. We also come in with props, but we go over who are the Jewish people. So, if we're going to try and fight antisemitism or bring awareness, people need to understand who we are first. And people don't understand that the Jewish people are in fact a people, not just a religion, but an ethnoreligion. What does that mean and what is the diversity within the Jewish community and that it's not what is an ethnoreligion in terms of their own personal identity and why some Jews may identify as religious and some may identify more culturally as Jewish.

So, we bring some very basic Jewish history and then go through different milestone events like a bar mitzvah. What's uniquely different about a Jewish wedding? It's very interactive. What is Shabbat? We bring challah bread to share what is Jewish holidays, not just Hanukkah, but what are some other significant Jewish holidays and why do we celebrate them? Why are we just celebrating the year 5784 and we're in 2024? So, what's the difference between the Jewish calendar and the lunar calendar that we follow? What's Kashrut? What are kosher rules? We teach that Oreo cookies are even kosher. So, on packaged goods there's symbols that indicate something's kosher. So, we bring Oreos, we explain why is Israel important to the Jewish people. So obviously since October 7th of last year and the subsequent war breaking out after the attack on Israel, this is a sensitive topic and we are very aware and we bring light to the fact that Israel is in the news a lot, that what the war that is going on is very distressing to the Jewish community, but also to many others who are impacted by this and we're hoping for peace, but the purpose of Student To Student and sharing about Israel is to share about Jewish identity and Israel is integral to Jewish identity.

So, we go through why Israel is important, both historically, culturally and religiously and through their own personal experiences. A little bit about Hebrew, but that all leads to talking about Holocaust and antisemitism and many of our students have family connection to the Holocaust. We'll share those stories, antisemitism, what the history behind antisemitism is and some of what today it looks like and how they personally are experiencing it themselves. So, all of this all done in a period which is a lot to cover, and so these are just some images of what it looks like. I've brought this book which is highlighted in the center. It's a book called "*Every Single One With Someone*". It's the word Jew 6 million times so that students can grapple with what does 6,000,000 look like when we're talking about Holocaust and the loss of two thirds of the Jews of Europe.

Where does this program tie into curriculum? In our-well mostly six through 12th. That's where we've been mostly is in the six through 12th classrooms in ancient civilizations and Hebrews in literature anywhere where they are studying the Holocaust, US history, Jewish immigration and contributions, world history, obviously Holocaust again in World War II, Human Geography, Jewish diaspora or just diaspora in general. Migration, assimilation, persecution that all connects with Jewish history, ethnic studies, Jews as an ethnic minority, but also Mizrahi Jews who are from the Middle East intersect with Middle Eastern ethnic studies, comparative religions obviously as well. So those are curricular intersections. This is just-every presentation we do a survey. This is a national program, so they have 30 plus years of feedback from teachers and students. Most of our students these last few years, many of them will admittedly say they don't know that they have met a Jewish person, but they are showing 91% that they're coming in not knowing very much, but they're leaving a presentation, 80% showing that they now know quite a lot and that they have increased their awareness.

So that's a great outcome that we're very proud of. A 100% of teachers have said we would love to have this program back. They felt that this was informative and that it added quite a lot to the learning experience of their students. These are some highlights of some teacher comments. I'm not going to read them all because I only have 10 minutes, but I want to bring a quick highlight to the top one because I really love that this eighth grade teacher, we came in, they're teaching Anne Frank and Holocaust, that he understood that we come in purposely and build upon who are the Jewish people. We start with that because before you get to the Holocaust, you have to know who the Holocaust was perpetrated against. And so, he really understood and saw that what we're teaching and sharing about the richness of our culture before we get to this heavy topic.

So, all grade levels, these are just some of the students who have commented in these surveys, what they learned. We have some students who just say, I really like the challah bread, but some see that they really have learned about antisemitism, they learn about the history of the Jews. I love the last one. "The program is interesting because it shows an example of diversity in the world", which is exactly what we want education to be doing. These are overall impressions, but I think the big impression is students love learning from other students. So instead of a teacher or an adult in the room, students are sharing and teaching. I think that peer-to-peer model is amazing and I think it allows them to hear something that they wouldn't normally hear and adds another dimension to their education. These are our-last year, our 2023, which to 2024, which are our third year in the program.

We've grown amazingly and I'm very proud of that. Last year we presented to 4,000 students, teachers and administrators across Orange County, 79 presentations. That was all done by 54 ambassadors and we had 19 partner schools that's both in public school and three Catholic private schools. So, seven school districts and then one counting the Catholic school system. So, this is all in our effort to go beyond just the classroom. It's a free program to schools. We try and integrate into curriculum obviously wherever possible. We have been used as well when there's an antisemitic incident unfortunately, and this is a positive educational reaction to something negative in a school environment to build campus climate. Again, we end every program with a positive message, the message that as Jews and because we've survived through the Holocaust and our history entails much persecution, we are on the front line many times of trying to fight hate and to bring down bigotry and bring awareness.

So, as we say, never again. So, building bridges and understanding and that people should-we want these students to be upstanders and speak out whenever they see hate. So that's our closing message and I did want to share, this is a QR code for anybody who wants to learn more and wants to contact me. If I have time, I want to read a comment from a student who saw one of our presentations this week in a ninth-grade human geography class. She emailed the teacher after the class. "Thank you so much for bringing those speakers to talk about the importance of Judaism. I learned a lot and it was refreshing to see leaders my age speak about something that they may feel sensitive to speak about. I have so much respect for them for speaking to strangers. There was a lot of eye-opening information that made me think from different perspectives. This makes me think we need more people speaking about these types of topics. I hope you keep bringing people like them into classrooms for years to come. Thanks again for making this happen". And I have to say I was proud of our students for what they do. We have 64 amazing teen ambassadors that are freshmen through senior and I think this, you know attributes to the impact they're making. So, thank you very much.

WILLIAMS: Yeah, yeah. Robin, you were not excused. Please come back.

ROBIN: Can I share this book with you?

WILLIAMS: Absolutely.

ROBIN: If anybody would like to read it.

WILLIAMS: Absolutely. But the board has questions.

ROBIN: I'm happy to answer.

WILLIAMS: Trustee Valdes.

VALDES: Robin, good evening and thank you for being here. If the program is no cost to schools, is this funded through private donations?

ROBIN: Yeah. So, through Jewish Federation, the program was started, we're going into our fourth year. So, the seed money for this was a grant donation from an organization that supported the idea. Like I said, it's a national program, so it's based in St. Louis. It's been around for 30

years and now it's in about 25 plus communities. We were the first in California though, so San Diego and Sacramento started and so I think as Student To Student has grown and the community has seen the impact of it, it is private donations do keep the program going.

VALDES: How long is each presentation?

ROBIN: So, we adapt to whatever the teacher and the school will allow. So, we've done as short as last year, we did our first in a auditorium style. So, we do classroom or auditorium depending on what a school or teacher or teachers want. So, if it's an auditorium, they obviously have to come to a classroom. So, we had to shut it down to do it all in 40 minutes and we've done 80 plus minutes in a block schedule. So, we just have to adapt according to the need of the teacher in the school.

VALDES: So, Dr. Bean, this question is for you. It looks like they did a presentation to about 4,000 students. I think perhaps if you would approve this or I mean this is something I would like to see for our ACCESS schools. We could probably double that number with our ACCESS students.

BEAN: Yeah.

VALDES: Hate to put you on the spot.

BEAN: Yeah, that's all right. I'm always on the spot. Yeah, I'll definitely talk with Analee and we'll arrange something. I'd love to have a meeting with you guys.

ROBIN: Sure. Happy to talk about it.

BEAN: Great.

SPARKS: Well, I would just make a comment. Thank you so much for putting this all together. So, so important. I had the opportunity or I was able to go to the Mauthausen concentration camp last month in Austria and to understand, and every time I had these experiences, we always learn something new and to know the differences, the subtle differences between what was going on in Austria and the level three concentration camp versus some of the level one in Germany was very interesting in how the cultures are different in how they sort of dealt with the aftermath and so forth. I learned that 190,000 were kept there for seven years and about half of them died. It is, this is so, so important that our young people understand and across the lifespan, understand and continue to understand and we continue to tell these stories. I am just so appreciative of what you guys...

ROBIN: I appreciate that what you're saying, especially at a time when we see a decrease in Holocaust education and an increase in Holocaust denial. Holocaust jokes we ask a lot of eighth graders, have you heard Holocaust jokes? Many of them maybe have never met a Jew, but they have heard a Holocaust joke. So, I think this program, they say it brings a face of the Jewish people to people who may not have met someone Jewish before.

SPARKS: Yes. So, any way we can support, we're happy to support.

ROBIN: Thank you.

WILLIAMS: Dr. Barke.

BARKE: Yeah, I just want to say thank you as well for bringing this to our attention for what you do. I think this education is extremely important and I'm very impressed and thrilled about what you're doing and I think it's only going to grow and hopefully we'll help you do that.

ROBIN: Thank you.

WILLIAMS: Yeah, and just a couple of comments. Visiting a concentration camp makes you a different person when you're going through it and when you leave. I went to Dachau when I was 18, a very impressionable young year, and I still remember the vivid pictures and what it was like to be in Dachau and what happened in Dachau. And I think the other living experience that changes us as human beings, they have a more open mind and to be more tolerant and accepting of differences in religions and cultures and things like that is if it's at the Holocaust Museum, whether it's the one in Washington DC which is incredible, the one here in Los Angeles that makes you a different person and you walk away from it seeing a different perspective of life. So, I want to thank you for coming here and putting this together. Part of the motivation is for you-for us to be used as a vehicle so you can go and spread the vision and the education principles that you're promoting now.

ROBIN: Thank you.

WILLIAMS: And just for the record, this is a presentation by this good superintendent and the board, so that needs to be recognized and we're going to be given certificates out here, but I want to thank Dr. Bean for facilitating this process and he's certainly a big part of it too.

ROBIN: Yeah. Thank you.

WILLIAMS: You are dismissed.

ROBIN: Thank you.

BARKE: All right.

WILLIAMS: Okay, we do have some public comments and then we'll do the actual presentation of the certificates.

BARKE: And I will call the person to speak and then who's on deck. And for the public comments you do go to the back microphone. The first one is Nathan and on deck is Tamar.

NATHAN: So, hi once again. My name is Nathan. I'm a junior here in NMUSD and I've been in Student To Student for two years. I'd really like to thank the Orange County Board of Education for letting us come out here today and supporting Student To Student and the Jewish Federation. So, I come from a family from the Soviet Union, I'm a first generation American and my entire family on both sides was severely affected by the Holocaust. All of my great grandparents had family members that died in some cases their entire families. And being able to come out to

schools where people have may not have necessarily met a Jew or don't know that much about the Holocaust, maybe they haven't learned it yet in school or it's just not something that they care too much about. I think it's really important and nowadays, especially since October 7th, but it's existed for thousands of years, antisemitism is rampant every single day.

It's really hard to go on social media or go outside without hearing or seeing something antisemitic, whether it be some joke about gas chambers or maybe a coin on the ground. They're always out there. Even in schools today, it's not always, but it is sometimes mal intent. A lot of it is just ignorance, but those jokes-it has happened to me before someone, I'll talk to someone and they say, I don't have a coin for you, but it's something you have to take on the chin because it's important that-to not show that it affects you and to show that people can change. So just getting out there to the schools I think is super important. Being able to share not only the history of Jews as a whole, but being able to share my specific family's stories I think is one of the most important things that I can do as a teen and a young person in school today.

It's not only my family's history, but after the fall of the Soviet Union, I had not only family come here to the United States and in Dallas and New York, but I did have a lot of family come or go to Israel. So currently I have a cousin, he's in the IDF, so he's deployed, but there's-my family's all over the country and all over the world and I even still have a lot of family in Russia. But not only seeing what my family has gone through in the past, but now that my cousin is deployed in Gaza right now, I remember to-even yesterday seeing he had just posted something about being deployed in the Strip. It's very important that not only I can see what my family is doing, but I can also help out the rest of the people in my community. I can go to these schools, I can talk to these young kids and I can see in their faces when I speak to them, I can see that I'm reaching them or I can see that maybe I'll say something important about how something happens to my family and you'll see them perk up because they realize this isn't just a story, it's real life. Thank you.

BARKE: Thank you. After Tamar we have Mia on deck and then Julie will round us out.

HENDRICK: I can just mention Mr. Shaw has joined us.

BARKE: Oh, wonderful.

WILLIAMS: Hello Tim.

SHAW: Hello. I had a terrible flight situation I'll tell you about sometime, but I was delayed many hours, but I'm here now.

TAMAR: Hi, my name is Tamar and I'm an SDS alumni. I participated in the program for one year and I'm currently at Saddleback College and I'm now helping out with communications in the program. I want to thank you for the support and it's greatly appreciated. I would like to start off by saying that SDS has given me the opportunity to serve my community and learn how to talk about my Judaism and what it means to me teaching others along the way. I have become knowledgeable and enjoyed presenting to students in middle and high schools of all different backgrounds in the Orange County area and saw the benefits of our work combining misinformation and antisemitism. I look forward to seeing the program reach and grow to more

students in the area. And also, like Nathan, I am first generation as well. My parents didn't get the opportunity to say that they are Jewish. They couldn't wear a Magen David, a Star of David in the street. So now that I can kind of continue and help grow and learn and combat this misinformation, it's very rewarding and it's very fulfilling to see the work that we're doing for the community. And thank you again for the recognition and we hope to continue to share our religion in a more positive and meaningful way. Thank you.

BARKE: Thank you, next up is Mia, followed by Julie.

MIA: Good evening. Sorry. Let me fix this. Members of board of education. My name is Mia, I'm a junior and this is my second year doing Student To Student. First, I want to thank you for giving us the opportunity to speak about this amazing program today. It's truly an honor to be able to share my experience with all of you. So, at first, I was kind of reluctant to join the program because I was really shy and struggled with stage fright. Public speaking was something that terrified me and the idea of standing in front of large crowds was incredibly overwhelming. But joining Student To Student helped me break through these barriers and helped me find my voice. Over time, I became more comfortable speaking about something so close to my heart, my Jewish faith, my Israeli culture, and the importance of combating antisemitism. This experience has made me more confident in myself, taught me things that I didn't know about Judaism being a Jew and has really sharpened my leadership skills.

In addition to improving my public speaking, the program has deepened my connection to my Jewish and Israeli roots. But what is most important is how Student To Student has helped raise awareness about Jewish culture and the challenges of antisemitism in our very own community. By sharing our traditions, history and experiences, we are teaching students in OC something that they may not have learned elsewhere and giving them the tools to recognize and stand against prejudice. It's a powerful way to create empathy, put a face to our name and combat harmful stereotypes that often go unchecked. I firmly believe that Student To Student creates tremendous impact for schools and communities. It's a program that not only benefits individual students like myself, but also strengthens entire communities by encouraging dialogue, respect, and especially understanding. I'm incredibly proud to say I'm part of something so meaningful and I urge you to continue supporting initiatives like this at a time where antisemitism is at record high levels across the country. So, thank you again for your time and for supporting programs like Student To Student.

BARKE: Thank you, Tamar. Last is Julie. Last but not least. Yes. Oh, sorry.

JULIE: Thank you so much. I'm not part of the program. I'm a member of the community. I grew up in Orange County, went to high school at Woodbridge High School, and I'm just here to thank you from the bottom of my heart for recognizing this program and supporting the program. I came here as a refugee from the Soviet Union specifically to escape antisemitism. I was a small refugee. My father had been beaten because he was a Jew and left for dead by the people who assaulted him. And my mother wasn't subjected to that, but as early as kindergarten was told, these toys are going to for the rest of the children. And there were two Jews in the class. The Jews take what's left and they were told to go sit in the corner. And it wasn't something that I had ever really experienced here in the United States.

We've been so blessed to live here. And then October 7th happened and it seemed like so many things that I depended on just collapsed. And not just, of course the physical suffering that ensued because of the war, but also just a profound lack of empathy from so many corners of the United States where it was shocking. And just to give one example, but when I was in high school in Orange County, I founded our chapter in my high school of Amnesty International and I was going to bat-to fight whatever human rights violations we were seeing at the time. And now to see leaders in the human rights community only find their voice to object when Israel tries to rescue its hostages, it's astonishing. The thing that I'm so grateful for the country that my family escaped and I escaped when I was little was a place where the government just kind of either turned a blind eye or actively supported the hate against our community. And to see the warm embrace from you all, it's amazing. I have no words adequate to the task. I am so grateful for your leadership. Thank you for what you're doing from the bottom of my heart.

BARKE: Thank you.

WILLIAMS: Wow. Julie, that's very touching.

BARKE: Yes.

WILLIAMS: That means a lot to us here. But I'm sure everybody out there feels the love that she has. Your story is very unique and you have a profound empathy by us and by this committee and everybody here. So, as we're moving on with the agenda, I want to thank Nathan, Tamar and Mia, thank you for sharing your experiences. Thank you for being involved in the program. It's awesome. And Mia, I bet you someday you're going to be the most talkative person in public and you won't ever shut up. You're doing great. Okay, so at this point we're going to present with certificates from both the superintendent and the board to the leadership of the Jewish Federation of Orange County. So, Mr. Shapiro and Karen, you got to come up and let's get pictures with everybody, all the speakers that came up too. We're going to go up right here in front of the dais and we're going to get pictures.

My board, Dr. Bean. Okay, so I want introduce the president of Jewish Federation President. [several inaudible words] Please just share a few words with us.

CHEN: I just appreciate the support of the Board of Education for what we do. I think it's something that is really important to the community and the Holocaust survivors. I really appreciate everything that you do today for us and it's really meant a lot to us. Thank you.

WILLIAMS: Dr. Bean. Let's get you up here to say a few words.

BEAN: First of all, on behalf of Orange County Department of Education, we want to honor both our Jewish committee and we want to honor the work that you do with Student To Student. So, thank you for hard work and uplifting just all communities in particularly the Jewish community. So, on behalf of Orange County Department of Ed, please accept your recognition.

CHEN: Thank you.

BEAN: You're welcome. Congratulations.

WILLIAMS: On behalf of my great board who stands to my right and Tim Shaw who's on media, we're going to present our certificate from the board. Thank you very much for being here, sir. I appreciate it.

PHOTOGRAPHER 1: Can I get some of you over this way? Can you guys kind of angle? All right, here first please. All right, here we go. 1, 2, 3. 1, 2, 3. And one more and one more.

PHOTOGRAPHER 2: And my turn please. Everybody say [several inaudible words].

SHAW: Dr. Williams, can you hear me?

SPARKS: Yes.

WILLIAMS: Yes, Tim.

SHAW: If it's okay, I wanted to say something real quick before everyone leaves. I'm so sorry I couldn't be there in person. I'm on the East Coast. I'm here in Boston for work, but before everyone leaves, I've just been so, I don't know what the right word is. Amused and just, it is been a real fun season this year. If I could share this, my religious faith, being a Mormon, we have this university in Utah, Brigham Young University, and if you guys didn't know, the starting quarterback of our football team this year is actually Jewish, Jake Retzlaff. If you search the face of Brigham Young University this year is actually a Jewish student. I've just been so having such a good time laughing about that with my Jewish friends. I wanted to share that with everybody before you left.

WILLIAMS: Awesome. Thank you, Tim. Now part of this is that I promised the Jewish community here because there's another event after this to let you get out of here early. We timed this perfect. This is a good opportunity. We'll give you two minutes. Do you need...

UNKNOWN AUDIENCE MEMBER: We've all signed up, some of us have signed up for public comments, but those that need to go for the other presentation, we'll make it down.

WILLIAMS: Okay. For those who want to leave two minutes for those who are staying for public comments, hang out because we'll get to you. Okay. Thank you very much.

BARKE: Okay, thank you.

WILLIAMS: Okay, so for those of you who are staying, it is the agenda item. Next, where we're going to be introducing individuals. Renee is going to be on deck here, and then we go to consent calendar. Then we talk about charter schools, some general comments, and we have some general comments. Okay. Renee, I promised Renee she can do her introductions. Then we'll do public comments in about two minutes.

HENDRICK: Great. Thank you, Dr. Williams. We have two students here today, Jenny Nguyen and Tammy Tran. Where they are both students at La Quinta High School and they are watching this for their AP US Government politics classes. I'm going to send around this form to make

sure you can sign so they get credit, but they're going to be observing and that they can ask us any questions they have after.

BARKE: Wonderful. Welcome.

WILLIAMS: And did you tell them they have to give a speech at the public comment?

HENDRICK: I did not, but I thought maybe-they're very nice. Maybe we can let them off the hook this time.

WILLIAMS: Okay, wonderful. Okay, so we're going to be moving on with our agenda and that's the public comments and our good vice president here does have the responsibility of letting you know who's going to be up next to give public comments.

BARKE: So, first is Cherie. Am I pronouncing that correctly? Oh, yay. Great. Cherie and following Cherie is Karen.

CHERIE: I will try to make this as quickly as possible and if I don't get to everything, I'm hoping that one of you or all of you will set another meeting for me. I'm here to beseech your help in a problem that we have had with a property owner on our property since February. Just to give you a frame of reference, my name is Cherie Kerr. I'm the artistic director of the Orange County Crazies, which is a sketch, improv, and standup comedy organization. We've been in Santa Ana for 35 years and we have our own theater. We are located at 809 North Main Street. Our building is contiguous to that of Orange County School of the Arts, Margaret Webb Theater. We share a parking lot. In that parking lot I have an easement for 11 parking spaces and unconditional ingress and egress. We're very concerned about the safety of the students at OCSA and also my students.

We have students that come to our school. We have performances and classes and all of that Monday through Sunday every day pretty much. And they have designated the parking lot. The school has, the OCSA school, as their dismissal center, and I have video, I have photos, I have lots of information to show you. The cars are coming and going. The kids are coming out the Margaret Webb door near 8th Street. They put little cones on the ground so that driveway sealed off. They walk toward the parents who are lined up in the driveway, some of them with their cars turned off, and then they also have kids coming from 9th Street into the parking lot. They have closed essentially all three ingress and egress points or posted misinformation. It's not disinformation to this point, but misinformation so that our people can't come and go. They don't think they can get in.

There's only one way to get out. They've also painted arrows on the one exit only driveway that we typically use by Pop's Cafe, if any of you know where that is. And you can't get two cars, one going one way and one the other. It's very confusing. But what's most important to us is the safety of these kids. I have video and I have photographs of them walking through the moving cars and the cars making a big U-turn and driving too fast. I mean, it's just crazy to-and we went to them, we've been beseeching them since February to please change the configuration or their pickup center. We gave them four different viable options that we thought were viable without question. We also spoke to the Internal Affairs Department of the Santa Ana PD and the city

council has not come to our aid. Because the property is private property, everyone has a hands-off thing about it. We don't. We're very concerned about our liability and also for the safety, as I said, more than anything of the students. At this point, we don't even have access. Sometimes they have also-I will stop in a second. They have also sent out flyers closing down the entire parking lot at whim whenever they feel like it.

WILLIAMS: So that buzzer was the three-minute mark. I'm cut you off to be kind. Because we don't deal with these issues, email the board and we'll take care of it at a different time and space. But this is not supposed to be a dialogue with the board, we're hearing from you, so I appreciate your time. Thank you for your three minutes.

CHERIE: Okay.

WILLIAMS: And email us with your concerns and we'll address that at a later time.

CHERIE: I guess we want to know, is there something you can do to help us to safeguard the safety of the kids and also to preclude them from usurping our easement rights?

WILLIAMS: Right. So, let's handle that at a later time.

CHERIE: Okay.

WILLIAMS: This is not the time and the place to do that. Thank you very much.

CHERIE: Okay. Well thank you for hearing me out today. I really appreciate it.

BARKE: And we have Stephen Smith following Karen.

KAREN: Okay, very good. Thank you. And I'll be quick. Good evening. Esteemed members of the Orange County Board of Education. Today I stand here with deep gratitude and profound sense of respect for the essential work that you've undertaken to address antisemitism in our community and in our schools in particular, OSHA special thanks for that. Your commitment to fostering a safe, inclusive, and respectful environment for all students is not only admirable but vital in our world today. By prioritizing education on antisemitism hate and bias, you are empowering students to recognize and reject prejudice. Cultivating a culture that values understanding and empathy. It's inspiring to see a board so deeply engaged as I've sat here many evenings so deeply engaged with issues of our time showing students through action that bigotry and hatred have no place here. Your support for policies, resources, and initiatives that educate students on history and the impact of antisemitism has already made an impact as you could see here this evening.

By recognizing the Student To Student program here this evening, you're taking that proactive stance together with us as your Jewish neighbors and friends. This proactive stance goes beyond combating ignorance. It actively builds bridges of tolerance and understanding. You are setting the standard that not only protects, but also uplifts and empowers. We know this journey isn't always easy and we have got a long way to go. There are many, many challenges ahead, but with your leadership commitment to transparency and curriculum and courage, we are moving towards a future where every single student feels valued and respected. Thank you once again for

all you've done and for continuing to guide our district on this path of inclusivity and respect from the bottom of our hearts. Thank you. From the Orange County Jewish community.

BARKE: Thank you. And following Stephen will be Cyndie.

STEPHEN: Good evening. Thanks for the opportunity to speak. It's funny, every time I go to speak, I have a topic and then something comes up during-prior to me speaking that I want to include this idea of prejudice. I don't know where it comes from. I've read a lot of books about how the brain works. I was a history major in college. I worked on a master's degree in history. Is it ignorance? Is it fear? Is it the desire to feel that you're superior to somebody else? Some horrible things have been said recently about new immigrants to our country. Horrible things. It's really based on this concept of fear. So, I wanted to talk about education. I was going to talk about another topic. I wanted to talk about education. I was a history major. The schools are really challenged with the topics that they're able to teach. STEM was really popular and STEM became STEAM because we wanted new topics to be inserted. I'm a strong believer in history, but it's not just the facts. It's what happened, why it happened, and what the implications are. How do you cover all of history? I think since I've been alive was in high school. It's like I want to say how many years, but a lot of history has occurred since I was in high school that we have to incorporate in it. I'll leave that part to educators to decide.

Most importantly, I believe is the requirement that we teach our students how to think, not what to think, but how to think. And when I say thinking, I'm talking very broadly how to gather information, how to research an issue, how to learn the difference between facts and fiction. Falsehoods, lies, dishonesty, fallacies. What is the truth? What are the sources of my information? Is it my truth or the truth? How do I know it's a good source of information? How do I process that information and think logically about what my conclusions are? How to summarize what has been learned, how to learn, draw conclusions, make decisions when necessary, a logical, rational decision based on facts. I feel like this should have happened. I know this is what happened. I feel this way, or this is what I know. And equally important, how to communicate in a calm and logical, reasonable manner. Of course, communication means the ability to listen as well as speak, how to teach thinking and communicating. I'll leave that to the experts. I do know this. There's much talk about brainwashing our children in schools today about fake news, about deep fakes. If we teach them how to think and communicate, we don't have to worry about the fake stuff. Thank you.

BARKE: All right, Cyndie. Following Cyndie is Heidi.

CYNDIE: Good evening Board and Dr. Bean. I'm here tonight on behalf of a lot of teachers with ACCESS, Dr. Bean has been dealt a very tough hand. Miramontes is gone, the assistant superintendent, deputy superintendent, but his handpicked cabinet still remains making decisions over ACCESS. Miramontes' 30, 60, 90-day plan was to close sites. Tustin Main was closed in the summer. Boys and Girls Club, the lease has not been signed. Tustin and Irvine School District depend on ACCESS to see students, for students to be placed when they're expelled or they just need to be placed for different reasons in an alternative setting. They are very upset by Tustin Main being closed. They don't have a close school for these students to go to, and Boys and Girls Club has not received a lease yet, and that site they don't even have to pay for that site is my understanding.

The City of Bell scandal was in the late two hundreds, like 208, that city involved in a misappropriation of public funds. The city officials received higher salaries because they were voted on by their colleagues. Renee Hendrick, Sonia Llamas, Analee Kredel received three-year contracts for the first time in their career, which included a clause that could not be terminated without cause and would receive 18 months' salary with medical benefits. These contracts were signed by Al Mijares by a stamp when he was out on medical leave. Al Mijares retired June 30th. Renee Hendrick in 2023 received a promotion from associate superintendent to deputy superintendent an increase of yearly salary of \$254,623. One point I want to make sure that everyone knows is the teachers only received 1% salary this year, classified 2%. So, what this happened is that not only did she receive Renee, Analee, and also Sonia received contracts that increased their salary, which they were all in collusion together. Renee Hendrick for three years did not sign a contract for a teacher for three years to be hired. Yet they're hiring principals, they're hiring assistant principals, they're hiring all sorts of people at the administrative level. And so, I just would like to have this investigated. I would like to see why these people got this kind of salary and I think it's a scandal and I know that teachers are very upset. Thank you.

BARKE: Thank you. Next up is Heidi and following Heidi is Amy.

HEIDI: Mine's really short. Okay. Good evening esteemed team board members as usual every month. On behalf of our staff at Suncoast Prep Academy, we appreciate and are so grateful for your continued support for our non-classroom based charter school. We continue to thrive with all of our engaging virtual classes, in-person classes and weekly and monthly field trips. Beyond families have countless opportunities to find impactful interactive and educational activities for their students. It would really help our school to truly flourish if we had our own space to offer additional community support. That's something we're working on right now, but thank you so much. Appreciate you.

BARKE: Thank you so much. Next up is Amy, and following Amy, we have Senny.

AMY: Good evening, honor trustees and superintendent. My name is Amy Buch and I'm here tonight as a Jewish woman and as an educator. In the 396 days since the attack on Israel I've spoken in many different meetings about the painfulness of antisemitism. Last time that I was here with you all, I was deeply encouraged that you were going to develop your own curriculum on ethnic studies. You showed deep compassion for the problematic curricula that's been developed in places such as the Santa Ana Unified School District. I left feeling hopeful that your leadership will make a difference, especially for our ACCESS students who might not necessarily see themselves in any of the developed curricula thus far. I'm back tonight to say thank you for recognizing the Student To Student program. For those of you who know me, I'm a data nerd, so I've got some additional data to substantiate what Robin had said earlier.

84% of students who participated in the program report that they shared what they learned and have taken another step to learn more about Judaism. As an educator isn't that cool when students want to take it to the next level? I love that. 27% say that they've interrupted an antisemitic comment. That's so brave and magnificent that they'd take it to the next level. Furthermore, teachers found the program to be helpful and 78% of the teachers believe that the Student To Student presentations help to counter antisemitism in their schools. Certainly, our teachers have so much on their plates. If there's something that can help to make their jobs easier,

I certainly support that. To quote my Rabbi who gave the invocation earlier, it's cool to be Jewish. So, thank you as a board and as a superintendent for not only making it cool, but also making it be safe. Mazel tov to Robin and to the Student To Student program and everyone involved. Thank you for recognizing them.

BARKE: Thank you. Is it Senny rather than Jenny?

SENNY: Yes.

BARKE: Okay. Sorry about that. I'm just now looking closer and following Senny we have Judy.

SENNY: Thank you. I wish the Student To Student kids were still here. I'm very, very impressed and very proud of what they did here, Robin, who I consider a personal friend, magnificent. I mean, that's just awesome. I think we're all very proud, not only of them, but what you've done is huge. I want to thank all of you very, very much. The Jewish community represented here tonight is very grateful. Hopefully you're beginning to get that from what we're saying. We're very grateful to be heard and actively participating in Orange County's educational system. As an educator, a parent of an elementary school child in the Orange County schools and an Israeli American resident of OC, I'm very grateful. Jews today feel different. We see and we hear things on a daily basis that are laced with bias and disinformation about who we are and where we come from. Thank you for making efforts to see us, to really see us and to recognize that antisemitism is racism and something that we must all work together to eradicate. Thank you very much.

BARKE: Thank you. Following Judy, we have Samantha.

JUDY: Good evening. I'm here to add my voice to thank you for recognizing the Student To Student program and the magnificent work that they do and your support for that work. I'm also here tonight as I was here last month to talk to you about education in our schools and to let you know that there is a problem with the education in our schools, particularly when it comes to how the Middle East is being taught to our students. So why is this important? Well, what happens in the Middle East seems to take on an outsized significance compared to other areas of the country. There's more focus on what goes on in Israel than anywhere else. This is true in the UN. This is true on our campuses. This is true in American politics, even at the city council level. Also, there's evidence that special interest groups are mobilizing around the country to teach a false narrative about the Middle East.

So, this is very dangerous and we need to combat it. Finally, a lack of knowledge, including the knowledge and background about the Middle East, leads to bullying, harassment, intimidation, and intolerance. So, these are all reasons why we need to improve the education on the Middle East in our schools, the AP World History curriculum and textbooks are just abhorrent in the way they have introduced bias and inaccuracies about the Middle East. That needs to change. I'm hoping to partner with you to be able to bring some other programming to our schools to affect those kinds of changes. And finally, I did pass out some copies of the cover page of this book. This book is out of print, but it's called "*From Time Immemorial*", and it is available through Amazon, even though it's out of print. It's written by a non-by a Christian woman who went to

the Middle East in the '70s to find out about the Palestinian refugee problem. And she was absolutely shocked with what she found out, and it makes fascinating reading. It's 400 pages followed by 140 pages of notes and a bibliography. So even if you get it and just read the first chapter, it will be eye-opening. So, I look forward to meeting with you and partnering on programming for our schools. Thank you.

BARKE: Thank you, Judy. Appreciate it. Next is Samantha, and she will be our final speaker under this section.

SAMANTHA: Great. Let me end it with a bang. Good evening Board members, Dr. Bean. My name is Samantha Stackelhouse. Some of you may recognize me. For the last two years I've been working for the California Charter Schools Association as the regional representative for the Inland Empire with my colleague Javier. I'm here tonight to reintroduce myself. As of October, I have accepted a new position as the new director of external affairs for Learn for Life Charter Schools. So, I just came here to introduce myself to you. I have worked with all of you in some capacity over the last two years, but I'm very much looking forward to working all in a closer capacity now in my new role at Learn for Life. So just thank you again for all that you do for our charter school community in Orange County as a whole. Really looking forward to the work in the coming years. So, have a good night.

BARKE: Thank you.

WILLIAMS: And that's the final one? Trustee Barke?

BARKE: Yes.

WILLIAMS: Very good. Okay. We're going to move on with our meeting. For those of you who have that Jewish event, now's the time to sneak out. We'll give you a little 30 second time before we go on with the next vote here. Thank you so much for being here.

BARKE: Yes, thank you all for coming. Oh, here's your book. My gosh. It is just, it's really hard to look at that.

WILLIAMS: Yeah.

BARKE: So few words. It's so hard to read. Yeah, yeah. Thank you.

WILLIAMS: Okay, moving on with our consent calendar. May I have a motion for the consent calendar?

BARKE: So moved.

SPARKS: Second.

WILLIAMS: Second. Okay. This is an item that we normally don't discuss. All those in favor say aye.

SHAW, VALDES, BARKE, SPARKS, WILLIAMS: Aye.

WILLIAMS: Oh, we roll call because Tim's here.

SISAVATH: Trustee Valdes?

VALDES: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Aye.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

SISAVATH: Trustee Shaw?

SHAW: I would like to record an abstention on number five, if you don't mind, but I will be yes on three and four.

WILLIAMS: Okay. From a parliamentary perspective...

SHAW: Is that okay?

BARKE: We pull out five, right?

WILLIAMS: Yeah. Okay. So, Renee.

BARKE: Let's just pull out three and four.

SPARK: Let's withdraw the...

WILLIAMS: Let's withdraw and just do three and four, and then we'll do five separately.

BARKE: Yeah. Okay.

WILLIAMS: Okay, so...

SHAW: Sorry, that happened fast.

WILLIAMS: That's okay Tim. May I have a motion for items three and four?

BARKE: So moved.

SPARKS: Second.

WILLIAMS: Okay. Second. Barring, no discussion. All those in favor say aye.

SPARKS: Roll call.

BARKE: Roll call.

WILLIAMS: Roll call.

SISAVATH: Trustee Valdes?

VALDES: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

SISAVATH: Trustee Shaw?

SHAW: Yes.

WILLIAMS: Okay. May I have a motion for item number five?

BARKE: So moved.

SPARKS: Second.

WILLIAMS: Barring no discussion. Roll call.

SISAVATH: Trustee Valdes?

VALDES: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Aye.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

SISAVATH: Trustee Shaw?

SHAW: Abstain.

WILLIAMS: Abstain. Okay. Motion passes 4 to 1 with the abstention by Trustee Shaw. Okay. Moving on with item number six, charter submissions. Renee?

HENDRICK: We have none.

WILLIAMS: Okay. Okay. Moving on to item number seven, board of action. Notice of Violation from Unity Middle College High School. We've all had an opportunity to read this and go over it. May I have a motion for such item?

BARKE: So moved.

WILLIAMS: Motion, Trustee Barke.

VALDES: Second.

WILLIAMS: Second by...

BARKE: Jorge.

WILLIAMS: Jorge. Okay. Any discussion? Okay. Barring, we've all had an opportunity to review this and discuss this. It is a roll call vote.

SISAVATH: Trustee Valdes?

VALDES: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

SISAVATH: Trustee Shaw?

SHAW: Yes.

WILLIAMS: Very good. Moving on with item number eight, resolution 23-24. This is Trustee Shaw. You submitted this, so I expect that you would like to make the motion.

SHAW: I would. Thank you.

BARKE: I will second it for you.

WILLIAMS: Okay. We have a motion, a second. Trustee Shaw, would you like to make any comments at this time put into the record?

SHAW: Sure. It is funny, I was in LAX this morning getting on a plane to come to Boston and who was at the gate next door to me? Michelle Steel. So, the congresswoman of this bill. So, we were able to take a selfie together and visit for a moment. But one of the big challenges our charter schools face, and I know everyone on our board has heard this, and is the issue of facilities. And while they might have perfectly capable teachers and a lot of students, it's just finding a place to house them. Congresswoman Steel is making an effort here to help get equitable access to school facilities for our good charter schools, and I don't know if you wanted to add anything Mari, but talking with our federal lobbyists and the moment I heard about this bill, I said, I'm sure our board's going to want to weigh in here because this is one of the big challenges our great charter schools are facing. To the extent we can help push this bill passed the finish line here. I thought our board would be interested in doing that.

BARKE: Yeah, Tim, you're right. I do. I thoroughly agree. I know we hear from everyone that facilities is the big issue and so I'm absolutely in favor of supporting this bill if any kind of support that we can do, and I think this is a good start passing this resolution.

SPARKS: Ditto.

WILLIAMS: Jorge?

VALDES: Same.

WILLIAMS: Tim, just a real quick question here. Where would you like this resolution to be distributed to? Obviously, Congresswoman Steel would be the recipient of this. What about to the Speaker of the House, Senate?

SHAW: Yeah, I don't know if...

WILLIAMS: Do you have a list?

SHAW: Mr. Rolan has other thoughts, but we're going to be going to Washington DC in December and this can be part of perhaps our agenda there, our talking points, but I would think any committee this bill might be appearing in which I don't have a list of those committees at the moment, but I'm sure the congresswoman's staff would help us get it in the right hands.

WILLIAMS: Very good. Mr. Rolan.

ROLEN: Members of the board, Superintendent Bean? That's absolutely correct Trustee Shaw, we are going to carry it with us in all of our meetings and we are going to work with our lobbyists about the distribution, when, where and how. So that's what we're going to do.

BARKE: And I also should have called up, Windi has public comment for this item. Can we do that now? Is that okay to do it right now before we vote? Does that make sense?

WILLIAMS: Is it the will of the board?

WILLIAMS: Yes.

BARKE: I should have called her before we started our discussion. I apologize.

WILLIAMS: That's okay.

VALDES: Whatever Mari wants is fine.

WINDI: Okay. Good evening board members. My name is Windi Eklund and I'm the director of Suncoast Preparatory Academy, a charter school dedicated to supporting families in their homeschool journey. I want to express our strong support for the Orange County Board of Education's resolution endorsing HR 9853. The Equitable Access to School Facilities Act. As a charter school, we face significant challenges in finding and funding facilities that meet the needs of our students while staying within our limited budget. This resolution is a vital step towards addressing these challenges and ensuring that all public schools, including charter schools, have equitable access to safe and supportive learning spaces. We are grateful for the board's leadership and advocating for facilities funding that includes charter schools recognizing that all students deserve high quality educational environments. Thank you for your commitment to making education accessible and equitable for all students.

BARKE: Thank you Windi.

WILLIAMS: Okay, any other comments by the board? We have a motion a second. And we have roll call.

SISAVATH: Trustee Valdes?

VALDES: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Aye.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

SISAVATH: Trustee Shaw?

SHAW: Aye.

WILLIAMS: Okay, the item passes five to zero. Moving on with the board agenda. We do have item number nine, which is a actually policy. Jorge, I'm sorry I didn't get to you before. Is this meant to be a vote today or just discussion?

VALDES: Well, it's listed on the agenda just as a discussion, so it's too late to change that. So, my proposal would be to talk about it today and then I will bring it back next month for an actual vote.

WILLIAMS: So, there may be additions or changes or edits to it. And so that's why you're doing it that way?

VALDES: Based on our discussion tonight.

WILLIAMS: Very good. Okay, so this is a discussion on my item. There is no formal motion made. I'll let you start then Jorge.

VALDES: So colleagues and for the benefit of the public, one of the things our board does is we handle interdistrict appeals for students. And what that means is very oftentimes a student between one district wants to go to school in another district and gets denied either by the district where they're coming from or the receiving district. That actually happens pretty often. My estimate is we probably do about 30 of these a year. Not sure of the exact number. But to my colleagues, one of the things I've noticed in our appeal hearings, which are all mostly private session, I don't think we've had one that's public.

BARKE: We've had one, I think one open, yeah.

VALDES: So, over the past two years, most of them are private session items that we do before even our private session at four o'clock closed session, I mean. One of the things I've noticed is that a lot of participants choose to appear via Zoom and that very oftentimes becomes a very disjointed type of hearing. A lot of times we have parents really desperately trying to advocate for their kids and we have sound issues. Sometimes the Zoom crackles. Some of the parents are just better presenters of their case than others and I just feel like it is a detriment to our parents and really everyone involved to allow or continue the Zoom conference, Zoom links during our hearings. I think it would be better for our kids and our parents to have everyone come in person. I've thought about this quite a bit before I put this as an agenda item.

The farthest we are asking someone to come in person to these hearings if they live all the way in San Clemente is 28 miles and if they live in La Habra, that would be 24 miles. I do not believe that that is an undue burden to make that a requirement of an in-person appearance if you choose to participate, given the importance of what we are doing and the requests that they are making. I can't really imagine one of the most impactful things in a student's life is where they go to school. So, to me those hearings are a very big deal. It's my personal opinion that they should be

conducted in person right here to facilitate our communication and that's why I'm asking you to change policy number 300-2 to have the staff essentially require an in-person appearance unless there's a medical documented disability, some type of illness, et cetera.

WILLIAMS: Very good. Trustee Barke, any comments?

BARKE: I agree it's a huge event that it can change the trajectory of a child's life where they go to school. I agree in person is ideal. I'm an in-person person. I don't know that I would be quite, so, I don't want to say harsh, but I think that I would love to encourage them to do it in person that it is just much more beneficial. It's easier, it might have a better outcome and if for some reason they can't, to let us know why. And also, maybe in a last minute where somebody, one gentleman had just gotten off a plane, sometimes things happen. I'd like there to be a little bit of flexibility with an emphasis on in person is how I would be most comfortable. That's just my personal opinion. I do love the idea, but I just think for some it could somehow be a hardship, maybe last minute they don't have a babysitter for an infant or I don't know. Does that make sense?

SPARKS: Yeah, I'll just chime in here. I like the section that we have extenuating circumstances as an option. I think we want to encourage parents to be here in person because it does give a different experience and a more in person, more affective experience. But again, I agree with Trustee Barke that sometimes there are extenuating circumstances that occur and we certainly want to work with families if that's the case. I support the spirit of this and yet I at the same time want to have accommodation for extenuating circumstances in this paragraph that said, Hey, if there are issues that arise, we understand that and I want parents to know that we have your back either way. Of course, we'd prefer you to come in person if at all possible.

WILLIAMS: Trustee Shaw?

SHAW: I agree with everything that's been said. It is a little, little more personable when they're in person and you kind of have a better feel for this family and this situation. I agree with what Jorge is advancing here. Of course, there is the health conditions or other exceptions. I agree with everything that's been said.

WILLIAMS: Okay. And just to add a little bit to the understanding background and Greg, maybe you can come up and just help us out here understand the legal component to this, but according to the education codes, the parents are not required to participate in order for us to make a decision. Could you clarify that statement if I'm correct or a little bit off?

ROLEN: That's absolutely correct. In response to Trustee Valdes's request, we had Carl Piper from our staff dig into all the laws around interdistrict transfer and he came up with the gem that they were not really required to attend, which blends with Trustee Valdes's notion that in court appearances lawyers aren't required to attend, they're going to get their ruling one way or another. It's better if they do. So, we're in the same kind of circumstance in an interdistrict transfer just to let the board and public know staff does tell each of the interdistrict transfer appellants that the board does prefer to have in-person appearance. And if we're going to pass this policy, we are going to have to either delegate to staff that the opportunity to make this decision and then report back to the board why they made that decision. It will be part of the

readout at the start of the process. We tried to come up with some extenuating circumstances that were verifiable. One that was unfortunately omitted was brought up by Trustee Barke was childcare. This is a board that has always had the best interest of parents at heart and we want to continue to do that by having reasonable exceptions.

WILLIAMS: Okay. Jorge, help me out here. The spirit of this though is on the fourth line, the first word there shall, so you're saying they will attend and there are these circumstances where they don't have to.

VALDES: Well Dr. Williams, I want to be careful because I did have this conversation with Greg about they will attend. We cannot force anybody to attend, which is why I wrote the language that if you choose to participate, it shall be in person. In response to Trustee Barke's and Trustee Spark's concern, I think I went into in a pretty elaborate way that we will recognize circumstances, exigent circumstances. I did leave out childcare, not because I did that deliberately. I can simply add that, but I mean we do have a pretty long list of the circumstances exigent and otherwise where we would allow a Zoom appearance. I think I've satisfied the concerns that I've heard tonight. I just think, I guess the presumption should be that someone if they choose to appear will do it in person and then we have these exceptions.

WILLIAMS: Okay, so are we going to delegate this to the staff to then implement this policy? Is that your vision?

VALDES: My vision is that the staff will tell a participant pursuant to our rule 300-2 all participants if you choose to appear it will be in person. However, if there is a documented medical disability, et cetera, we will accept a Zoom appearance. So that's sort of the language that I would use to a parent or a school district when we talk about the scheduling of this.

WILLIAMS: Okay.

ROLEN: That's not dissimilar than what's going on now. And we will be sensitive to privacy concerns of parents, so I think we can execute on this.

WILLIAMS: Okay.

VALDES: Happy to add during this month the childcare exception as well.

ROLEN: It's been added.

WILLIAMS: Okay, very good. Any other thoughts input into this policy change that will be brought back to us as an agenda item next month? Okay. Barring none, thank you very much for that. Moving on with our meeting, we are now under communication information discussion. We have Renee, anything that we should know about?

HENDRICK: I have a couple of items. First, we have that the next regular board meeting is Wednesday, December 4th because of the holiday, the deadline is Monday, November 18th and the board packet delivery is Friday, November 22nd. And we know we have some people may be traveling, so to make sure you packet in time. I also do have a charter school update in your red folder, you have this list.

BARKE: Thank you.

HENDRICK: And so, there's just a couple that I would like to bring to your attention. I appreciate you giving us the time. This is our annual fall update, which is enrollment information and financial data based on the '22-'23, '23-'24 school year on our actuals in the school's, '24-'25 adopted budgets.

When you look at the report, it'll actually on the far-right hand column give you a financial status of the charter. The ones obviously I'm going to be highlighted are the ones that are not in a good standing, although some of them are very understandable. So that's why I want to try and explain for you. The first one is the California Republic Leadership Academy Capistrano. It's listed as fair but improving. And that's really just because it's a new school and so we see this all the time that as they start they have low reserves.

This is their second year of operations and so the budget and the multi-year protection show, they will continue improving and staff did not have any major concerns regarding the school. We're just listing it based on the numbers and so I'm just trying to give you some context with that. The next one is ISAAC. It is saying fair and deteriorating. This is one that we have talked about before. I think one of the major concerns with this one is that their enrollment again was overstated. And you can see this year they have 98 students. The concern we have when a school gets that small, it becomes very difficult in operating. The other issue that they had is in their unaudited financials that they submitted, there was a major expense left out of that report. We've asked for revision for that. Though it looks like it has a \$340,000 net position, it would really be reduced by at least \$190,000.

BARKE: Oh wow.

HENDRICK: That will bring them down possibly below that. We have given them a Notice of Concern and asked them to fix that error and also to give us a revised budget based on their current enrollment and their plan of how they will pick up that revenue. The next one is Irvine International Academy. It began the '23-'24 year with a total of net assets of a negative 823. They've already gained that. And again, it's just as a beginning school, they are gaining ground and part of this was due to some outstanding debt that they're trying to buy down. Their multi-year projection show right now that by '25-'26, they would have adequate reserves. So, they're making good progress.

BARKE: Right.

HENDRICK: Next one is Orange County Classical Academy, and this is really the facility issue right. They have very large facility costs coming in. Though they show a negative position of \$2,500,000, the school continues with really strong enrollment growth and the staff believe that that will continue improving the unrestricted net position over time. And the staff does believe the school will continue improving.

Unity Middle College. You have read a lot of data about that one, so I don't feel like you want me to go into that one again, but that continues to be probably one of our largest concerns. The charter schools unit has begun the required annual school visits, the visits focus on the operation,

governance and educational programs of the school. We ask the school, submit their preferred months for the visit, and staff are able to accommodate the first or second choice for all schools. In January you'll be receiving a charter school update on academic performance. And that is all I have for my update for that, unless you have any questions.

BARKE: Thank you for putting this together. It's very informative.

HENDRICK: The next thing we have is Dave has the Esplanade quarterly report.

VALDES: Renee?

HENDRICK: I'm sorry. Yes.

VALDES: How often, I know that you've done these before, but how often do we get these?

HENDRICK: So, we do a fall and a spring. Spring is usually on academics. This is once we receive their financial reports for the year. We've done them twice a year, but we could do them upon request basically.

VALDES: Would it be too much of a burden to do this quarterly?

HENDRICK: We could-their first interim reports are coming up or due by December 15th, and so we could do an update maybe after that. Because that's their reporting cycles and so we could do it then you would see updated budgets, updated enrollment and all of those things if you'd like.

VALDES: I mean, would you like to hear this type of analysis of our charter schools financial position more than twice a year? I think it's warranted more than twice a year.

WILLIAMS: I agree. Quarterly would be reasonable. At least a report, right? Yeah.

HENDRICK: Okay. We can maybe try to do it as the budget cycle. It'll be first interim. We probably give that in January. We see the reports in December. The next one is March, so probably April we'd have the next one and then we can close the year out in June.

VALDES: And I think my only other question about this is, is there any besides Unity, which we've already taken action on tonight, is there anything else that warrants action by us?

HENDRICK: The ISAAC one, as we receive their feedback from the Notice of Concern could be one. And so again, it's the tipping point when they hit such a low amount of students, can they- I'm not sure where they'll end up in the same position as Unity where being out of cash is an issue in borrowing and things like that. And so that may be the next one. But we're continuing to work with them. We just received the response to the Notice of Concern. If we can't see where they actually have a plan they can implement, we would bring that back to this board to look at.

WILLIAMS: Question. We know the charter unit along with Dr. Bean, you have oversight per the education code. You're looking at this almost every day. I think that's wonderful. That's important that the public understand that when it gets to our level, then that's when real serious

actions need to be taken. Everything else is happening on a day-to-day basis with the staff and the charter school. I do have a question regarding the last column, financial status. You're saying fair and improving. I wonder if you could assign, and maybe David, you can assign a number like one to 10, one being really, really serious, 10 being financially stable. It's hard to interpret fair and improving.

HENDRICK: We did try to give you definitions, but I'm not really sure that helps you but so basically fair says they are deficit spending and they have declining enrollment. The schools that we have in approving, we know they have a deficit mostly just because new. And we see that in the first year, one and two and even three or they've had-like Orange County Classical, they have a lot of facilities costs that they're trying to-so over the next few years they're making a plan. They're actually gaining fund balance every year. So that's why we can see that they're improving. When it becomes poor, it means they're not able to show that they can get out of the hole they're in. There is something with that magic number of students that seems to really impact it. Just like all of our school districts right now where you're declining enrollment, you have to start really be serious about cutting and if they're not able to cut anymore, then it makes it hard for them to be able to do that. But we can look at maybe giving you some type of numbering or something that helps. It is kind of nebulous, right? It's kind of hard to...

BEAN: It might be better for a rubric than...

WILLIAMS: Yeah.

HENDRICK: Yeah. We kind of copy the CDE. That's what they use in their budget review. But we can do something that's a little friendlier to understand.

BARKE: Maybe do both.

HENDRICK: Yeah.

WILLIAMS: But this is really nice to have and look at.

HENDRICK: Aracely and her team do a great job of the day-to-day oversight.

BARKE: How is Aracely doing? Is she...

HENDRICK: She's doing great.

BARKE: Oh good.

HENDRICK: She's doing really good.

WILLIAMS: The Esplanade.

GIORDANO: All right, well thank you and good evening. President Williams, members of the board just want to give you a really brief update on our first quarter Esplanade report. This report covers the months of July through September of 2024. And that's for our current fiscal year '24-'25. The good news is that the occupancy rate for the property still remains high. It's about 92%

on the property and that's as of the end of the first quarter period ending September 30th, 2024. And again, both our operating revenues and our expenditures, we always budget very conservatively. And the good news there is that the projections are on target for both our revenues and our expenditures. And this leaves us really well positioned for the property for the current fiscal year. And so that concludes the first quarter report for the Esplanade property. Unless there's any questions.

BARKE: Thank you.

WILLIAMS: I have questions.

GIORDANO: Yes.

WILLIAMS: So how much is the outstanding mortgage?

GIORDANO: Yeah, the outstanding debt on the property is \$6,325,000. And that note will take us through June 1st, of 2029. It'll be completely paid off in about four and a half years. And the current interest rate on that loan is 2.84%.

WILLIAMS: And what's the value of that property?

GIORDANO: We haven't had an evaluation on the property in some time, but that's something we can always look at.

WILLIAMS: Just be nice to know. Yeah, we have it on our books, right? Our P&L?

GIORDANO: Yes.

HENDRICK: The last time we had it appraised, I want to say it was close to \$27,000,000, but it could be different now. It's been a while.

GIORDANO: Yeah, I wouldn't be surprised if it was even higher than that.

HENDRICK: Yeah.

WILLIAMS: And just because not everybody knows about the history. Could you explain the history, how we got it and what we can and cannot do with it?

HENDRICK: This is a facilities corporation that the board is the board of. Because we were in the state building program to build our other schools such as Harbor Learning Center, North and South, and Mann, normally if you have other projects, you are not allowed to receive state funding. This corporation was started when we purchased those buildings with a thought that we'd have future use of those buildings and we do occupy one of them now. So, in order to do that loan, it can only be used to either buy down the loan or for improvements. Any proceeds from that must go back to the project. It cannot come into the general fund of the organization.

WILLIAMS: So, the state owns the property reality.

HENDRICK: Right. And so that's why the board has been very helpful working with us on if we were to do something different earlier we were in the state building program, we would've lost the funding for the two schools that we just recently built. Those were like \$18,000,000 each, so we would've lost that funding. We do have a couple major repairs that I think Dave has budgeted for. We've talked about elevators, remember a long time ago we had that conversation. Building four is the building where we have mostly our employees and so we do need to put an elevator in that building. And so that is a project Dave and them are starting to work on. It will be an excess of \$1,200,000.

WILLIAMS: Oh boy.

HENDRICK: Because we also have to redo the stairs for ADA compliance and so we are hoping that's a project we can start on this year. I just think with the staff that we have there now, we really need to have that in place. We do have plans to move that to other buildings and out years before we buy off the...

WILLIAMS: Right. And we have an unrestricted fund balance of \$3,800,000 and that's where that money is coming from.

HENDRICK: We do. So, it doesn't impact our regular budget. It'll all come from this budget.

WILLIAMS: Right. Okay.

VALDES: Renee, for the benefit of the public, the Esplanade property is adjacent to this building, so it's kind of all around us. Right on that corner.

HENDRICK: There's six buildings.

VALDES: Six buildings there. You said something that I wasn't aware of. When the loan gets paid down, the revenues that we generate cannot go into the Board of Ed's general fund.

HENDRICK: Well, once it is paid off and because we are no longer in the state school building program, then it could start coming into general fund, but it'd have to wait until the certificates of participation are paid off.

VALDES: But that means if we did that then in the future we can't join the state school building program.

HENDRICK: There could, but at this point we're not going to be able to anyway. We don't have enough students. There's a number of students and things that go with that, so we probably wouldn't be able to for a while anyway.

VALDES: Just as a rough number after the loan is paid off, how much annually do you think the Board of Ed could generate to the public general fund from that property after expenses after you know.

HENDRICK: Probably Dave, what do you think? A little over more than \$1,000,000 a year right? He knows the numbers probably better than I do at this point.

GIORDANO: I'm just looking at the budget for the current year. We're bringing in the total revenues are about \$2,600,000 and our expenditures, our operating expenditures are \$2,200,000, but of that \$1,400,000 is debt service, so that'll be eliminated. And then of course we'll have some capital expenditures just to maintain the improvements for the sites. So, you look at...

WILLIAMS: Conservatively maybe \$1,000,000?

GIORDANO: Yeah. Yeah, I think so.

VALDES: I like it.

HENDRICK: It was very forward thinking for our board to approve that. The many years ago.

BARKE: I remember we refinanced it back when I was president in 2019 or '20 and that's when we got a good rate.

HENDRICK: We refinanced it multiple times. But you locked in that rate at the 2.84%.

BARKE: Yeah.

GIORDANO: Yeah, 2.84%.

HENDRICK: It's been a very profitable or helpful and now the fact we really do have staff that are there. In fact, Dr. Bean and I are having numerous conversations about space. As you're aware, our buildings are very full and so really trying to-where's the best place to put people, especially our child development program where we developed [inaudible] payment that has grown substantially. They take about four or five suites in Esplanade because they're so large now. And so that's a program that the state grew from, I think it was like 24,000,000 up to close to a 100,000,000 now.

GIORDANO: Yes.

WILLIAMS: Very good. Anything else, David? We should know?

GIORDANO: I think that was it.

WILLIAMS: Okay. Thank you, sir.

GIORDANO: You're welcome.

WILLIAMS: Dr. Bean.

BEAN: Well first of all, I just want to say I love this job because we have amazing people at the Orange County Department of Ed. So, part of my report tonight will be to acknowledge some of those people. First of all, Natalia is sitting in the back. They just won the Golden Bell Award and that's a pretty big deal given state of California. And I want to encourage this board possibly to maybe, and I'll talk to Renee about this too, maybe have just a short period of time where we can honor and acknowledge some of the hard work that people do.

WILLIAMS: Absolutely.

BEAN: Speaking of, we also have Janet Dicker. She's a deaf of hard and hearing teacher at Connections at the University high school site. She was just named California Educators of the Deaf Cal-Ed Teacher of the Year. And that is an honor, and there she is right there. It's just beautiful. But that award is, this is all across California for DHH teachers and she got that. So, it's amazing. Remarkable. So...

WILLIAMS: Why don't we honor her at the next meeting?

BEAN: I love it.

WILLIAMS: Or in January.

BEAN: I love it. Yeah. Okay. We'll plan that. Also, the reason why I love this job is because I get to attend things like this. Our Connections program, which are more moderate to severe students with disabilities, they attend our schools across Orange County and many of them have these gardens that they attend to, that the students attend to. And oftentimes the gardens grow produce which can then be sold at a farmer's market. And it's just such an amazing opportunity for the students to learn about nature and learn how they can contribute in a very purposeful and meaningful way to our community. And so, here's a ribbon cutting for a garden that we just opened here at Reilly. Amazing campus, by the way. Amazing program. And it was a joint project with Capistrano Unified at the Reilly Elementary School in Mission Viejo. I got to do that last week. Also got to attend at The Heart of Inclusion in which they honored just philanthropic community members who really support Orange County Arts and Disabilities. We have person on staff that really acts as an executive director for The Heart of Inclusion, and it's a pretty amazing program. Next year I would love to invite some of our board members to join with me.

BARKE: Love it.

BEAN: We also have, in the last two weeks, I've attended all of our ACCESS in service days. So, for instance, ACCESS, there is over 300 people. Got to really share with them the 5-3-1 strategic plan that we've developed as a staff and then a week later got to go to Connections staff. They're about half that size, but still rather large size. Combined, we're talking over 400 staff members that really got the opportunity to listen to the 5-3-1 plan and also acknowledge and understand that we as leaders care for them and we really appreciate the work that they do for our Department of Education. I do want to put a plug in for Janet Nguyen. A few years ago, she put the model curriculum together for Vietnamese Cambodian model curriculum. We're having hosting a conference at the Hilton Long Beach, November 15th through 16th. If any of you are available, I'm going to try to be there, hopefully make some opening remarks. But again, this is what our team does in the Ed services division. They help put on-first of all, they created this curriculum, road curriculum and then they're actually putting on these conferences to really acknowledge the work and spread the work to our communities. Let me skip to this. Several of you had the time off on Friday to join me at the Orange County Teachers of the Year Gala was amazing time, right?

BARKE: It was, absolutely.

BEAN: It was my first experience with it. And I just think that our team along with Schools First and along with the Gross Foundation, put together this amazing event to honor and recognize our teachers of the year. We had 658 attendees that night, and of course we had the Disneyland Hotel. That's why you see Mickey and Minnie. We had over 61 nominees that were awarded that evening 10 who made semi-finalists and then five finalists for California Teacher of the Year and one community college finalist. And we also, Bobbie is her name, a teacher from our ACCESS, our Connections program, ACCESS program actually was also one of our nominees. It was really a really great time of celebration. Then I'll just end it with this that with the support of our Chief of Staff, Dennis, we have put together an executive summary of the 5-3-1. If you ever want to share what the 5-3-1 plan is, strategic plan is with any educational partners. It's just a three-page document that really succinctly tells our public what we're going to be focusing on. What I really engaged, what I really love about the 5-3-1 strategic plan is that we've engaged our directors and we have engaged-Lisa's okay. We've engaged our directors and engaged other members of our staff to really speak into this. So, we're doing many great things and I stress that word we because we have an amazing staff here at Department of Ed and that is why I love this job.

WILLIAMS: Well, we are blessed and fortunate as a board to have you as our leader because you are doing a phenomenal job.

BEAN: Thank you.

WILLIAMS: So, thank you.

BEAN: Thank you.

WILLIAMS: Okay. Is that it for your presentation, sir?

BEAN: That's it.

WILLIAMS: Okay. Very good. Tim, are you still out there? Any legislative updates? Anything you want to give us an info on, insight?

SHAW: No. I don't think so.

WILLIAMS: Okay. And I don't think there's any committees that are going to be reporting here. So, we're under board member comments. Jorge, you want...

VALDES: I think my comment tonight is more of a question for Dennis and Dr. Bean. We talked about the ethnic studies curriculum program and asked that that be developed and implemented. I'm just wondering where we are with that.

BEAN: Yeah, thanks for asking the question. Actually, it's a great segue into next month. We're going to come and give an update for that on this Thursday. Actually, tomorrow our team Ed services team is meeting with ACCESS team and they're spending a good five hours together tomorrow to begin the planning process to begin even writing it, identifying the teachers that

want to participate to write the curriculum. I'm going to be there for part of the time and we'll engage and monitor that, and then give this board updates monthly thereafter, just so that you have an understanding of what community partners are involved in the conversation. So good question.

WILLIAMS: One thought on this 5-3-1 plan, can you get us a copy each and one of the board members? I don't have that.

BEAN: Yeah. What we'll do is we can email you the 5-3-1 and then we'll publicly at the next board meeting have it available for the public.

WILLIAMS: Okay.

BEAN: Yep.

WILLIAMS: Anything else? Jorge? Mari?

BARKE: Could we get the information on the 15th and the 16th? I'd like to maybe attend on the 15th, one of the days.

BEAN: I love it. Yeah, we can get you that by email tomorrow.

BARKE: Okay.

BEAN: Sonia, if you wouldn't mind. Okay.

BARKE: Thank you. And I was also going to comment on the Teacher of the Year event and what an event and it's so nice that we have so much talent and that they get recognized. Very nice.

WILLIAMS: Very good. Tim, any comments?

SHAW: No, I was lucky enough to be the teacher of the year and I always enjoy that. And we have the family that gives the teachers the financial rewards and I think they've given over \$5,000,000, something like that. It was astounding to our teachers. So that was very nice to see and very generous.

BEAN: By the way, the Department has been doing this since '92. And the grosses have contributed. I think they contributed over 450,000 in scholarships or in awards this year.

BARKE: Yeah. Amazing.

WILLIAMS: Yeah, they've been very benevolent. Okay. So, is that it Tim? Anything else you wanted to share? I went to the California Public Leadership Academy there in Yorba Linda for their fall harvest festival last Friday. It was an enjoyable evening. That is one of our charters that we approved. They're located at right off of Yorba Linda Boulevard, 91. They're with a church right now, and that church isn't in a industrial environment and they used to have a school, a private school in there, and that school is no longer there. And so, the California Leadership

Academy is there on a temporary basis. And I just thought I'd share a little bit about walking around and touring the classrooms. I looked at the first-grade minimum day schedule, and I just love what I saw because in a day and age where social justice, DEI type curriculums infiltrate our kids' minds, I just wanted to share with you the classroom schedule.

So, this is a first-grade classroom schedule. At nine o'clock, they have literacy session number one, and they have a 20-minute recess, which is good. Then they have a 955-literacy session number two, and they go from there to math. Then they have literacy section number three. And then after that for 20-25 minutes, they have literary session four and five. The whole morning of three hours is dedicated to direct academic instruction. History and of course another break. I thought there are principles upon which they guide themselves and they share and they promote. It's a picture of a tree out there and has "responsibility, kindness, perseverance, courtesy, friendship, respect, courage, temperance, honesty and wisdom". So those are the principles I think are very, very wonderful principles that we teach our kids. And as you enter into the school, they have this big, big wall that says "Mission of this academy is to develop the next generation of leaders in mind, character, and practice through a virtue-based education that leads a scholar to servant leadership" ... something you believe in ... "through the pursuit of truth and the development of virtue and wisdom". I thought that was just so refreshing to see, and I just wish that could be integrated with every school and every student's educational experience. So that's all I wanted to share. Anything else before we go to closed session? Public report out? Lisa's not here. Mr. Brenner, we report out from closed session.

BRENNER: Good evening, Trustee Williams. This members of the board, Superintendent Bean good to be with you this evening. This is the report out for closed session items one through three. The board held a discussion with counsel as to all three items. No action was taken other than the approval of invoices with respect to items one and two. Those are as follows. Invoices for Nielsen Merskamer, invoice number 275996. Invoice number 277673. Invoice number 280689. And approval of Epstein Becker Green's invoice number 1177486. The approval vote for each of those was four to zero in favor only. Trustee Shaw's vote was not obtained since he was not in attendance for any portion of the closed session. All other trustees were present. And that's the report out for closed session items one through three. Thank you.

BARKE: Thank you.

WILLIAMS: Thank you. Okay, barring no further comments. Any other statements before we adjourn forward for this evening? I think this is a record time.

BARKE: Yeah. Adjourning before seven.

WILLIAMS: Wow. Okay. Barring none. I adjourn this meeting.