

00:00 - Speaker 1

these below temporary entrance, and then how to get into the auditorium. Okay.

00:08 - Speaker 3

Is that all I had? Good? Okay, okay, parental involvement, transparency.

00:11 - Speaker 4

So, mr Portrick, I know there have been a number of questions and a number of answers that have gone back and forth. So I just felt it important that, as we have a discussion that the whole board hears and we're able to talk through some things, so I'm going to kind of kick it to you and I'm going to take it back to you, okay, so I'm going to take it back to you. Okay, so I'm going to take it back to you. Okay, Okay, so I'm going to take it back to you. Okay, okay, okay, okay, okay, okay, okay, okay, okay, okay. So I'm going to take it back to you and where we stand with those issues and my responses and my team's responses to that.

00:39 - Speaker 3

Well, I feel the questions were asked to you and you answered them, and then, mr.

00:41 - Speaker 5

Trudder, you had questions back at them. I did so. I know in that line of questioning there were concerns over my level of trust for the district effectively, and I think that what's important to note is the perspective that I'm coming from when it comes to that trust. I've always heard trust is earned and drops and lost in buckets, and the experiences that I've had in the district, and two very specific ones, is just a good indication of kind of where I stand. And these two instances are one of many that I've experienced and others families in this district have experienced. And it started with this is actually before my son was in third grade, but I'll just go to the one that kind of rocked our world when in third grade the district chose to have discussion about a student's gender transition in my son's third grade classroom without any notice to parents before or afterward. That's an unfair position to put families in to have those types of discussions. They can't understand that, let alone some adults can't understand that. So when you have those types of discussions without including parents, that bucket was kicked across the room and it continued to get kicked across the room and every year gets kicked across the room. With the experiences that we have.

02:06

I'll also go to two years ago, when my son came home with his fifth grade letter for sex education and I signed off on that thing being that it would be scientifically based. Come to find out that gender ideology was being taught in that classroom and I didn't sign off on that. I reached out to that individual. They said that's fine, I will update the letter for next year. They updated it and they covered gender ideology, which has not approved curriculum. And so another parent found that and it almost blew up in her face on TikTok around what that issue ultimately was. In addition to that, you had every student leading up to when my son was in his fifth grade, sex ed in fifth grade that had been taught that leading up to there. So you have an entire class body and I don't think anybody went back to that those families and said, hey, your

student was taught this and they shouldn't have been. And then you go to what happened the year after and one class was notified that something was inappropriate. The rest of that class that had experienced up to that date in the year. Nobody went back to them and said, hey, this is what your child was taught. So those are two very big instances and we continue, I believe, put our district at risk by making those types of decisions.

03:32

I think you will continue to have TikTok type of risks in this district until we can pull it in and refocus what I believe we should be focused on, which is transparency right Transparency to our parents, to our families, about what is being taught to their kids, and it should be proactive transparency, identifying here's what is curriculum and here's what's not curriculum. Here's nonacademic content that will be shared with your child and you have the opportunity to opt them out, and we're going to give you a detailed description of what that's going to be, in addition to whatever presentations are going to be provided to that child, so those parents can make proactive decisions that are best what they believe for that child. Also, clearly written policies. Part of the reason I keep coming back with more questions is I don't feel like I can get straight answer and I feel like there's a frustration that I'm asking so many questions. I've got everybody running around and I've got everybody trying to pull together this information.

04:30

Well, in my opinion, these are big questions, especially in today's world. We should have the answers. It shouldn't take that long to pull them together. They should have already been pulled together. We should have written policies around these things that clearly state for the staff, the whole district, as well as our parents to go back and reference, and even students. When you start getting into what some of these policies should be, it shouldn't be that difficult for me to understand. As a board member I'm a well-educated person. It shouldn't be this difficult to get some clear answers.

05:02

So we need more transparency to establish trust. We need to allow parents to direct their upbringing of their kids by giving them that transparency and we need to have more focus on academics. We are still 60% of our proficiency tests. 60% are still not at pre-COVID levels. So the fact that we still keep bringing in non-academic content to our district instead of focusing on what are opportunities to raise those test scores and have more proficient kids.

05:34

The schools are not a spot to raise the kids. The schools are a spot to educate the kids, focus on academics and I don't know when we got away from that, when we decided as a school system that it was our job to teach these kids right and wrong. We need to have shared respect for everybody. We need to drive back to the parents and have them accountable for raising their kids appropriately. So that's where all this line of questioning comes from, and I still have several open questions that I'm just trying to gain clarity on. I'm just asking questions and I feel like there's a frustration back toward me, like I'm doing something wrong and asking them. That

creates more distrust. That feels like less transparency. When it's not clear and concise, it creates distrust. So I'm just trying to get to some clear, concise answers, that's all.

06:25 - Speaker 4

No, I understand that. I know. When you and I spoke you felt that I dismissed you, and all I can assure you, Mr. June, is that when I receive questions and my team and I write eight pages of responses that that's the exact opposite of the dismissal it's. You know, this is not a black and white world and I understand some of my answers may have frustrated you. But to talk about transparency, I can just assure you that with the answers I provided and with the information I provided, I can't be more transparent. My team can't be more transparent.

07:02

I don't have a hidden agenda. I'm here to support all 2,700 students in this district, which is part of the reason why we've worked with our mental health approach, and that mental health approach doesn't cover just one student or a group of students. It covers all of our students and so it's a very open approach to educating the whole child. I understand there's no intent to leave a parent out of anything. I think you know and I'm going to lean on Mr. Williams a little bit, I know that if a teacher utilizes material in the classroom, there's information sent to parents at a time. Now, maybe in the past there were descriptions of the events with what happened in our health class. There were some of that information that I'm here for the first time today. I do know a letter went home.

07:54

That letter was changed by that staff member and we were on top of that. I'm not aware. When you say gender ideology was taught in that classroom, I mean I would like to know more about that and I'm going to ask Mr. Williams to find out a little bit more about that. But we teach Ohio content standards in our district and so I don't think there's a lack of transparency, to be very honest with you this district.

08:21 - Speaker 5

I've worked in many different districts.

08:23 - Speaker 4

This district is highly transparent with everything they did. Are we perfect? Absolutely not.

08:31 - Speaker 5

Okay, so what I'd like to do is go through my series of questions that I still had outstanding.

08:36 - Speaker 6

Sure, all right, so are these questions that you would ask?

08:41 - Speaker 5

before. These are questions that I had already asked before.

08:43 - Speaker 6

Yes, so which one is this?

08:46 - Speaker 5

So this one was under gender transitions, so it says we, we. So this is a clarification item for me. So we do allow. We do allow social transitions without parental knowledge or consent, Correct?

09:08 - Speaker 1

Yeah, I guess we need to maybe have an understanding of what you mean by social transition.

09:14 - Speaker 5

So the student just decides one day that they are going to use a different name or pronoun.

09:21 - Speaker 1

So if a student does ask to go by a different a pronouns, their preferred pronouns or preferred name. Yes, we have provided that guidance to staff that they are to use the preferred pronouns and names.

09:36 - Speaker 5

So is that a requirement of staff to do that?

09:40 - Speaker 4

I don't think we've ever gotten to that point.

09:42 - Speaker 5

I don't.

09:43 - Speaker 4

Is there anything in writing to staff that says you will do this? Not that I'm aware of. Do we ask staff members to refer to the students for their preferred name or pronouns? We do.

09:56 - Speaker 5

And you wouldn't require them to do so if they chose not to. I'm not aware of any requirements there's no requirements.

10:03 - Speaker 1

We have had several different legal updates that have been provided to staff members over the last several years in which the opinions of those attorneys have said you should use the preferred pronouns as well as names that students that maybe are looking to go by a different pronoun, a different name, that could become a protected class and so we need, or could be part of, a protected class. So we want to make sure that we are treating them with the most respect and protecting all of their rights.

10:36 - Speaker 5

So of course the question arises where there was a recent case where a student had chosen to use different name and pronoun and the district complied with that without parental knowledge and they were sued and had to pay for that. What was the? How is this different and how does this not step on parental constitutional rights about directing the upbringing of their children?

11:04 - Speaker 7

When you look at case law, you can find case law on both sides, depending on if you're looking at state level case law, maybe more like a local level, and then, of course, through our I'm putting your words they're like a pellet port system, right in our sixth district, right, what's the sixth district, right? So, depending on what district you're in. So there's a lot of case law out there right now. Most of it means towards the child's rights. There have been a few recent instances where we see, maybe in certain areas that courts have ruled a little bit differently, but we haven't had anything in our jurisdiction that would tell us differently and nothing from the federal law. The protected class sorry, protected class like that comes from the federal level. So we do tend to follow that.

12:02 - Speaker 5

Got it. So when there's gray area, though, wouldn't we be better to default to putting the rights back in the parents' hands?

12:10 - Speaker 4

So I will tell you and Amy runs the department our guidance staff, our mental health staff involves the parents whenever possible and does that up front. If we have a child in our district that goes to see a mental health professional and we've talked a little bit about this with you that mental health professional isn't required up front. However, in the cases you ask with students who've come to them with gender issues and questions, in all six cases this year parents were aware ahead of time. So I mean, I guess our concern is and it breaks it down to the bottom line that child needs to have a safe place to go to. Now, in your household and my household that may be you and me.

13:02

In other households that may not be the case, I don't know, and so that's why I leave it up to that licensed person who has been trained and who has taught to work with students and provide mental health support. I'm not trained in mental health support, so when I was a teacher or a building principal, if I had someone come to me and ask me those questions, I would guide them to that mental health person and at some point yes, that mental health therapist I think you said is it four to six times, and we do have others that do pick the phone up. But I'm going to be honest. You know, I know you got upset at the word I just used. Whenever possible, the suicide rate amongst our children and teens is sky high and I'm concerned about that Again, I leave that then to the mental health professional. I don't delve into that.

13:55 - Speaker 5

So but based off of how I would interpret that, you're saying you're not equipped to do it, so you hand it to the mental health professional. But that mental health professional is well equipped to

make a decision about how fit a parent is and what that's a. But that's what you're saying when you're saying that you're not going to take it to that parent immediately and I know there's other districts out there that do that and the fact that we have no policy creates a big gray space. So if that student comes to you parents don't know and then commit suicide, how's that going to go over with that parent?

14:33 - Speaker 1

So we have very specific protocols that we follow as a mental health team. When a student does come to see us and if there are any risk factors for suicide or self harm, we follow that protocol to know when do we need to reach out to a parent to let them know your child is at risk for suicide. We're maybe not going to say exactly why at that moment, because that might not be something that that student's ready to have divulged to their parent. For a variety of reasons, our most important kind of, I guess, consideration is to make sure that students are protected and not going to be put in harm's way. And there could be a situation by picking up the phone and letting a parent know that their child has met with you and they are having some kind of challenge that could put them in harm's way, and our job is to protect the children.

15:26 - Speaker 5

In that instance, though, shouldn't you be contacting the appropriate authorities ahead of making that phone?

15:31 - Speaker 1

call. We do contact the appropriate authorities as well as a mandated report.

15:36 - Speaker 4

You would be required in those instances to either contact children's services or the police. In the front we typically contact both.

15:44 - Speaker 5

So there's a disconnect, though On one hand you're saying we can't contact because we're afraid that they may hurt themselves or their parents may hurt them, but in the same breath you're saying you have to contact them when those things come up. So it doesn't go together.

16:02 - Speaker 1

No, I'm saying that here is a student who we go through a suicide risk assessment and we find that this is a student that is likely to harm themselves, to commit suicide. We do need to make a phone call to the parent to say your child's at risk, you need to come pick them up and take them directly to give them a variety of places they need to go. If the parents are willing to do that, then we work with the law enforcement to do that piece.

16:28

We're not telling them why at that point, there's child may or may not be considering suicide. That's the piece that we do have to protect, because there may be some reasons why they're.

You know, there's got to be a reason why they are not feeling good about themselves, that they might not want to end their life, and that very well could have something to do with their family.

16:50 - Speaker 5

But you get that you're making a decision to hide something To protect the child. You're making a decision to hide something from the people who are most equipped to help that child with that issue. I don't know if Mr Chino has all respect.

17:01 - Speaker 1

I actually disagree with that. I think that there are many, many, many parents in our district that are equipped to be able to make really great decisions about kids their own children but I also think there are some parents that don't know how to make those decisions. It's something they've never been faced with. They don't know where to turn.

17:20 - Speaker 5

So that, so this, so this.

17:22 - Speaker 4

We can't have any public comment. I apologize.

17:25 - Speaker 5

So the school gets to decide? That's what I'm hearing. The school gets to decide when a parent is fit enough to handle it.

17:34 - Speaker 4

No, I mean, I honestly think you've done this two or three times now. You've taken the answers and you've rephrased it in a manner where it's going to make it sound like I sat here and said the school decides when a parent is unfit.

17:47 - Speaker 5

We didn't say that I don't know how else to interpret that, though. You can get where I'm coming from here, but I just gave you six examples of someone going which you asked us to run down, which we did. And I in all six examples.

17:59 - Speaker 4

all families knew and I'm just concerned that a picture is being painted as if I've got mental health professionals working with children all over the place and parents aren't aware and aren't involved. Our mental health parent professionals contact parents all the time.

18:16 - Speaker 6

And I remember when we were in this meeting before and discussed this, you know it was brought up that the first thing that the mental health person does is says do you have someone safe that you can talk to about this? Have you talked with your parents about this? And that's one of the very first things that the mental health people or the guidance counselor, whoever it is

that's working with a student will say to them. But sometimes they don't have, sometimes it may not be safe for them at home. Maybe their parents aren't going to be open to this, whether it's this or anything. I mean, it could be that they're being beat at home, you know. So you can't just automatically get on the phone and call the parent, but that was the first question that was asked to those students.

19:04 - Speaker 1

Our counselors and our mental health therapists are always encouraging the students to share the information because at some point it will come out, and so they're going to help them to navigate. What does that look like? Do you want us to do it together? Do we need to do some like a voter term role playing? What that conversation is going to look like? How do we help to prepare you to then be able to go and talk to your family members? They're always going to have those conversations with them. It's just not always appropriate for the counselor to be the one to pick up that phone.

19:36 - Speaker 5

And what are the legal requirements in terms of age and who you can talk to about any of these, any issues that they're having without parental knowledge, I mean.

19:47 - Speaker 1

I would say, and the code of ethics that our mental health team works under is that if a child has an intent to harm themselves or somebody else, that's when, legally, they're required to make a call.

19:58 - Speaker 5

But a student can go to a counselor and they can have discussions for months, have several sessions with them and the parents not know anything.

20:06 - Speaker 1

No. If a student is engaged in an ongoing relationship with one of our mental health therapists, there is a point where that counselor has to contact the parent to let them know that their child is being seen, and they would have to get informed consent.

20:24 - Speaker 5

And what yeah?

20:25 - Speaker 1

And get consent within detail that the limits of confidentiality Got it.

20:30 - Speaker 5

So how long can they meet with that child leading up to the requirement of parental informed consent?

20:36 - Speaker 1



Yeah, I mean. Typically it's between like four and six different sessions.

20:40 - Speaker 5

Is there any sort of time limitation on that From the actual session? Itself. No, no, no. In terms like that four to six sessions over six months, over 60 days over?

20:50 - Speaker 4

I'm not aware of any time, that doesn't matter. I want to be real careful about something that I said that. I just want to make clear to the board. I certainly am not saying a child who has transgender has a mental health issue and then I said it up front that our mental health support is for all 2,700 students.

21:13

It's not for an individual group, it's not for an individual person. Now could you have a trans student or a gay student who has a mental health issue, absolutely Just as you could have a basketball player who's a heterosexual or have a mental health issue. So I just wanted to kind of clarify that and just be real careful with that.

21:33 - Speaker 5

Yeah, and I want to clarify that this isn't just about transgender and homosexuality at all. This is about all things that a student could go to a counselor for and knowing that parent, knowing that they're going to a counselor for something. That's my thing. Is parent should know. Correct, because I don't know who knows what's being discussed with them. It's too much of a black box Right, and I think parents have the right to know when their child is discussing anything with the counselor, because they're the people who are most equipped to help them.

22:09 - Speaker 3

Even though it could be the parent that's causing trouble.

22:11 - Speaker 5

And I don't think that this district should be in the position of deciding who's a fit parent and who's not.

22:16 - Speaker 3

I don't think that we're decided who's a fit parent or not. I don't think the rest of what we're doing. We're taking safety as our biggest issue. We're. Safety is the cornerstone of everything. On this, if you're saying that a kid has a conversation and it might be one or two conversations but they're referred back, hey, have you talked to your parent Just like I had? Like I told you before a student stopped me Mr Dawes, I'm pansexual. Do you ever feel any about that? No, I do not. I don't act because I'm kind of old.

22:42

I don't know what it is, but do you feel safe? Are you safe here? Yeah, I'm safe. That's good. If you need to talk to anyone, you can go talk to a counselor, talk to your parents about it, but I'm

not your parent or anything. But I appreciate you sharing that with me and I keep it moving. But I wanted them to give. We have resources, but my main thing is are you safe here? Yeah, I'm safe, I feel safe. I'm good. You feel safe. If you need counselors, if you need to talk to anyone, go ahead and do it. You know what I mean? I'm not equipped to do that, but you're basically saying what I just did was wrong because he asked me and basically I said have you talked to your parents?

23:11

Do you need any resources? That's what I'm going to. You know that's what they're there for and after a couple of conversations, like they just said, after four or five conversations there's going to be a phone call, this constant encouragement. Every time those counselors come in to them, I know they're constantly saying, hey, you got to get your mind ready to have this conversation with your parents. If you need us to help, we can try to help and ease that, but you got to start working toward that. I don't think the counselors are holding the sense that I'm going to solve your problem on my own. They're not doing that. We have plenty of resources here and the counselors not in their own world. They've got the support through there.

23:46 - Speaker 7

Well, and I think if you make it that any time a kid talks to a counselor, their parents are called, kids are going to stop going on top of their counselors.

23:52 - Speaker 3

And Mrs Hertz.

23:53 - Speaker 4

I think that's one thing that I would feel and another thing that I would share is I talked to a counselor last week and asked her. I said do you call a parent every time a student talks to you? And she literally said Brian, how could I possibly do that? Because Amy and I like to have an argument on the playground and I go to Mrs Lin and say Amy called me this on the playground and we and she said this and she hurt my feelings when you talked to me.

24:20 - Speaker 5

I'm going to be honest.

24:21 - Speaker 4

I was a K-4 principal for 10 years. That's not a phone call home. If it's continuing and ongoing 100%. At that point I want to involve the parent, talk with the parent. That's how we've done education for a long time.

24:38 - Speaker 5

And I respect your opinion, I respect everyone's opinion here. What I'm saying isn't the informal piece when it becomes a more formal engagement where that child is going to that counselor. What I would like to know is there a written policy where we say here's how we approach it? Because if there's no written policy and there's no policy, there's no written policy.

24:57

So then there's no policy around it, which I think is something that we should have. There should be something more standard, more formal. There's so many variables, it's hard to lock something down like that, but at least then there's something you can show a parent and the parent can be educated and say when I send my kid to a cop lead.

25:15 - Speaker 3

Amy, just send what parent can do.

25:19 - Speaker 5

There's nothing concrete there. I'm just saying there's nothing concrete there.

25:23 - Speaker 8

They have to inform and get a consent. They have to do that. I heard on one hand that we want to do that for every single time a kid talks to a counselor. Now we're saying, no, it's not every single time a kid, now we have to. You would like to see parameters around. Under what condition then they have to contact the parent and what the issue is, and I guess we're not going to have to determine how serious that issue is. So there are umpteen variables there where our counselors would be in a position then to try to determine. This is the condition Now I have to contact, but if I'm just talking about their schedule, I don't have to contact. So I don't know that that's either.

26:01

part of the challenge is, I think it's been said, these are not black and white issues. We cannot have a policy that will say, under every single condition, this is what you do. We have counselors and mental health professionals that are highly trained. They've been in college and in school for many years to determine and use their best judgment on how to best work with students, not only here but everywhere, and I think that's what guides what they do. So this is a much larger conversation in order to determine under what condition now, if it's not every single time that they need to contact the parent. So that is, I think, a little different than what originally was talked about.

26:45 - Speaker 5

I think what I think my point is is that there should be some framework that can be referenced and, as of today, there's no written framework. That's what I'm saying. So I'm clearly on an island here into my thinking. So I need other board members to agree and have some sort of feeling that aligns with mine, and I clearly don't. So we can move on to the next question. So, moving on here, another one of the questions that I have was there was a mention here.

27:35

It says teachers requirement to use students' names and pronouns if they're not aware of it, and what I've heard so far is there's no requirement to tell parents whether or not if child has decided they want to use different name and pronouns, right, or just to use them correct, but there's no

written policy on that. So that's something that we give guidance to, okay. And then when it comes to actually so this is where my concern lies right, so how is it required to change if parents are not aware of social transition? So the note in here is teachers are not to go out of their way to out students who prefer a different name and or pronoun than a sign of birth. Teachers should be referring the student to the school counselor, where the school counselor can review how a teacher may or may not be able to keep this in full, not be able to keep this information confidential from parents. Ie, during a conference, the teacher may refer to the student by their preferred name, not birth name. As such, we always strongly encourage students to engage their parents in these critical decisions.

28:37

So my response there was effectively saying that that to me seems like you're being intentional to hide information from parents around that right. And when we talk about trust and establishing trust with parents in the community, I think that's a miss right, the fact that we're putting ourselves and our teachers in an awkward position to say, hey, use whatever they want, which in my children's experience those things have changed frequently. Right, where there are students in the classroom who are changing names and pronouns frequently, it does create a level of chaos, I think, in our school system to have those things constantly changing For students to keep track of, teachers to keep track of, and now they got to be worried about when they meet with the parent whether or not they slip up and use the wrong thing, and they've got to work with a counselor in advance to effectively what I would call hide that from the parent, and so my question is what was the rationale behind establishing that policy and having teachers work with counselors to figure out how they can bypass?

29:49 - Speaker 1

I think you actually must read my response to that. It's more that the school counselors would work with the student to talk about how can they share. So working with the student to say now listen, when your mom and or dad and uncle whoever come to a conference and show some of your work, your preferred name will likely be on that. They're not going to go through an intentionally blackout things. So if that's going to happen, let's talk now about how you can approach your parents and share this information, not having the teachers go to the school counselor.

30:24 - Speaker 5

Okay, thank you for clarifying that.

30:27 - Speaker 4

And just over the course of the past two months it's been the resounding feedback I've been told by guidance counselors. It's that, Brian. It's always our intention to involve the parent. It is always our intention when our legal advice is, when we talk about not outing a student. Sure, I mean, our legal advice is not to pick up the phone and tell Mrs Lynn that her daughter acts. That's what we've been told from a legal perspective.

30:55 - Speaker 5

But it's still gray area. It could go either way.

30:59 - Speaker 3

We could make a phone call sure.

31:01 - Speaker 5

No, no, I mean we could keep something from parents and that legal ruling could go against us. Because we didn't include parents, which is, I guess again I'll go back to my part of my concern here is it can go either way. Wouldn't we be better defaulting to letting a parent know and letting them guide that child?

31:21 - Speaker 1

If they're working with the student so that they can, along with the support of the school counselor and school staff, share that information in a safe way with their parents. If they don't feel safe, we have to help them to get to that place, for potentially they could say it in a safe and supportive environment.

31:39 - Speaker 7

Because obviously, at the end of the day, if a child is struggling, we want them talking to their parents. If their parents are supportive, I would much prefer that my child feels comfortable coming to me about something they're having trouble with than having a teacher call me. So if my child can have a conversation with someone, maybe role play, maybe think through I'm going to say this because I'm a comfortable mom. I don't want to take AP and honors classes anymore. They're too hard. I would probably not take that.

32:11

Well, I'm just going to be honest with you about that. But you know, if they were able to talk through and get some guidance on that and be able to come to me with their reasoning and their thoughts and feel confident, great, then let's have the conversation. But if the teacher just called me and said well, you know, Tyler decided that he's dropping all of his honors AP classes, I would be like I'm sorry, what's going on? Right? I want my child to have confidence and I'm a fairly rational person, but you know we all have our moments where we don't respond in the best manner. You know, if that's what he needs or she needs to feel good and confident, to have that hard conversation with me, like I think that's good. Because, at the end of the day, if we want our kids talking to parents, we do want them, and if they need help figuring, finding those words, that's a resource we can provide for them.

33:16 - Speaker 5

So I'm under the guidance path section here. Decision tree when a staff is notified of counselors. So school counselors and administrators any other view of staff. When a staff member is required to notify a counselor of an incident involving a staff or student, staff are required to notify a school counselor if they believe the student has intent to harm themselves or someone else. The notification must be done verbally or face to face. So I just want to make sure I follow this. So what is? Can you just define what an incident is for me?

33:47 - Speaker 1

So if there's an incident, an incident would be if there was a reason to believe that a student was at risk to harm themselves or somebody else.

33:58 - Speaker 7

So we get a notification on that.

34:01 - Speaker 1

Yeah, we get a notification that a student has been searching for ways to kill themselves and that's a pretty broad like. Some of our searches get incredibly detailed when it comes to that. So if a student does that and a staff member is notified or a building administration is automatically notified by our Chromebook or our filter system, then there needs to be a notification. And I said here, verbally or face to face with that school counselor we want to do that because we don't want something left on a voicemail and then the student is to email or lost an email. So, picking up the phone, making sure you make human contact with that counselor, we're going to go office to meet with them. Okay.

34:48 - Speaker 5

So that was that. So incident is purely around harm. So what about the rest of the decision tree? They're struggling with X, they're struggling with Bullying, they're struggling with gender, they are struggling with sex. You know, whatever that struggle is, what are the other decision decision tree aspects of that?

35:34 - Speaker 1

Okay.

35:46 - Speaker 5

My next set of question here was really around the the consent and non-consent right non therapeutic. So Can you just explain to me the different types of counseling, counseling sessions, and you know the difference between therapeutic and non therapeutic, and consent?

36:04 - Speaker 1

Yeah, so a therapeutic relationship is going to be An ongoing relationship.

36:11

One of our mental health there is not our school counselors but one of our licensed clinical counselors on a Scheduled, regular basis around a specific topic and in that there has been informed consent that has been obtained by the parent, where that's been explained to the parent under which terms those limits of confidentiality Exist.

36:31

That would your therapeutic relationship. You're more like non therapeutic relationship is going to be when a student is having a bad day and they stop down at the guidance office, they sign in

and they say I need to talk to whoever's available. It's more like in the moment type of helping them to get through that day and then come up with what's Like the action plan following that meeting, whether that needs to be a referral to another counselor. Maybe that does mean phone call to the parent to say, hey, like your child came to see me today and we'd like to enter into a relationship here and getting that informed consent or maybe even a referral out to another agency and our notes taken by the counselors with those students when they meet with them our counselors keep track of All students that they see it's actually here at the high school, middle school.

37:23

It's kept track through Like a database. So students come in, they sign in, they say who they would prefer to talk to or if they have a standing appointment, who the appointment is going to be. With Track of all that at the elementary levels it's not done like on a standard database, but each of our counselors has a list.

37:44 - Speaker 5

Gotcha and are those as anything that anything in that database available for the parent to see about their specific child.

37:52 - Speaker 1

So if you were to have a request for yours, your own child's records, you would be able to see, maybe, how many times your child Solve the table.

38:09 - Speaker 3

One of the things I do love about the conference is that, the escalation aspect of it, because someone can go there with a Something and it's like the end in the world right there, a moment like the feud with their best friend, and 10 minutes later the two girls are back talking and they just going down all the way. That's one of the better things I love about our mental health. That's what. They're pretty pretty and the team of counselors yeah, we're fortunate to have the numbers that we have.

38:43 - Speaker 5

All right. Next thing that was referring to here was around just parental disclosures, around Discussions in the classroom, particularly around gender and sexuality, and so You'd indicated that there are very few incidents of this, but there is no requirement, if discussion were to be had, that parents be notified. So, regarding conversation that might occur outside of a classroom, such as club sports, would be very unusual. However, it's not that this cup of conversation might be uncomfortable for them. I think my response here generally been that that has not necessarily been our, our experience, so get through my question here.

39:47

So First thing is around Groups such as iris and spectrum what is the notification that goes to parents if a child is going to to join that? And part of the reason for my ask and Even my concern there is I have friends who have had a child who Started to attend those clubs on their

own. Parents weren't aware and all of a sudden that child was having you know whatever period of time they were attending it. They started to question their own gender and sexuality and came home and then you know, started putting on makeup and so on, which raised questions for the parents.

40:27

And then they found out that this child had been attending these clubs and it was those clubs that were causing that confusion for them, and so they ended up removing that child from that school, and that child doesn't have any issues with gender or sexuality at this point. So my my question, my question is is is their parental notice For a child when they are attending those Groups or any of those events at the middle school we require?

40:56 - Speaker 4

Parental notice at the high school.

41:10 - Speaker 5

Any reason for the difference?

41:18 - Speaker 6

Plus, we legally have to treat all clubs equally, and so, if all, middle school clubs acquire parental permission slips.

41:22 - Speaker 7

That's fine, but you can't just have like one at the high school and none of the others. Okay.

41:31 - Speaker 5

And then you did. It indicates that pronoun teaching was not a part of approved curriculum. Is that accurate? Okay, I did. I did provide to you what was in what was presented to my daughter's classroom on that, so at some point we can connect on how to deal with or what I'm not gonna tell you that our staff members made.

41:53 - Speaker 4

I make a mistake. I do regularly. When I started this day, I wasn't gonna have our k-4 buildings and after going through the whole day, I Realized that was not the best decision. There may be some folks out here who are not happy with me for closing schools on Friday, which I totally respect, but I'm gonna tell you, I based it on all the information I had and I was wrong. Those, those things will happen. So what? Whether you have everything perfectly lined out it, you're going to run into mistakes. So we can go back over a five-year period and find the instances where my staff has made, have made mistakes when I made mistakes, so that that will happen.

42:40

I don't think it's an intentional, but you have to have this communication.

42:44 - Speaker 3



It happens with just getting information of someone else in time in a timely manner, things like that it can be. I Our school system is not perfect. I had a situation with my daughter when she was in maybe fourth, third or fourth grade where she was being bullied. Two days in a row they were bullying her, putting a hand on her, pushing her line. I said, okay, you got to tell the teacher. She was okay. I did that today. I told the teacher. I said, okay, have me get around. So okay, tell the teachers a. Okay, I'll tell the teachers a.

43:11

But in the, in the class, and then that teacher is going on that day either one of them Communicated with each other that my daughter was being pushed around. So the third day I took my daughter's place. So anybody put hands on you today you put your hands back on and I'll be down to the school to talk to him. I Went down there and we met the teacher. One got caught up in a meeting, one got caught on some minerals, we had an incident with another student and then we all sat down and talked in a neighbor. I'm sorry, mr Dawson, we just failed to communicate the situation At the end of the day, we both got caught up in going to directions. We're going to have that sometimes and I sat there. I shook the hand of the state. It's no problem. I understand it's a busy. You guys are busy and we're every we're reactionary world. This is a public institution. We're public school. We're gonna some stuff we're going to do off of, while we haven't had this before.

44:02

We got to get a plan for this. It's gonna happen sometimes. It's gonna happen.

44:09 - Speaker 5

So my, my only point on that is it's a very sensitive topic that I don't know how you just let that happen and, giving the pattern of what we've seen and that stuff being communicated, you would think that it would be on somebody's radar to check. So disappointing to see that that's been again presented to my children. Yeah, but let's see here my other question. Another question here was just around the approved literature list If I can get a copy of that at the best place to get my hands on that. I don't know if it's available online or not, but I would like to have a copy of that.

45:05 - Speaker 8

Yeah, yeah, I mean absolutely, I can get that Okay Is that available. I don't know if it's online right now, but I've got a copy of that.

45:13 - Speaker 5

Is that something we can make available online?

45:16 - Speaker 7

It is on the district's website.

45:17 - Speaker 5

It is on the district's website, yep. Thank you. Do you know a page? We'll get there.

45:24

Can you get that to me, Find out where it is. I'm going to go over it and then we'll get to that. So, going along those lines, one of my questions is is anything that's on that list I mean, it's gone through the process, right, it's been approved but there's. In terms of the response I got here, there was an indication around things like extra credit books or just books generally available in the classroom itself. So my first question is around extra credit books. If it has the potential to impact the grade of a student, what's the reason it doesn't go through the same curriculum requirements that everything else does?

46:05 - Speaker 8

So, any book that's being used with a whole class is a required reading of a whole class that goes through our process to be added to the class one literature list. Anything that is not required of all students or that is a choice by students that is not required to go through the process or added. I liken it to every single book in our library that is available to kids for them to choose. Certainly we would not have the capacity to have every single one of those books vetted by this body in order to be approved. So there are parameters around what needs to be approved and that threshold becomes when every single child has to read it and is required to read it. That's when it's approved. If it is anything that is considered pleasure reading or non-required that is not required to be approved, why is that though?

47:03

When do we wanna hold?

47:05 - Speaker 6

The time that would be invested in having to do it Every book in the library.

47:08 - Speaker 5

But not every book in the library. I'm talking about what the teacher's bringing into the classroom to receive any sort of credit toward their grades.

47:16 - Speaker 8

Some teachers have quite extensive classroom libraries that are available to kids for them to read at some point. We do have to trust the professionalism of our staff, that what they're putting in their library is appropriate for the students at their grade level that they're teaching, and I think they do a fabulous job with that.

47:33 - Speaker 5

So is there any sort of framework or guidance that they're giving on defining that, undefining what is age appropriate?

47:41 - Speaker 8

Well, I think the literature themselves defines what is age appropriate. Almost any literature that you, especially when we're talking about literature for a particular grade band. It indicates what is appropriate based on what the title of the literature is.

47:57 - Speaker 5

So they're going off of what the book recommends is the appropriate age group.

48:03

Well, typically those are vetted by many, many professionals, but that is one aspect of the vetting process is what the publisher recommends for that book, but there's no written framework that says you know you should be considering these things before you allow it into your classroom, gotcha. So one of my concerns there would be everybody has a differing opinion on what is age appropriate and whether or not it's actually academic or not. One of my that dovetails into part of my concern around these extra credit books and my concern over I'll go back to what our parent parents writes. Right, it's the direct, the upbringing of their children, for sure right and to be focused in our schools around academics and no ideology, right.

48:59

We should be ideologically neutral. My daughter's.

49:03

ELA class gives her extra credit. Every extra credit book opportunity this semester this year has been all around racism, right, every one of those extra credit books is around racism. So you start to wonder is there a certain ideology that's being pressed right? And the most recent reading was on racism and specifically systemic racism. Right, everybody has differing opinions on that, but all of those books are focused on that piece of it. And I tie that to the other things that get communicated to my kids with, again, my daughter being the one that I'm referring to here, which is the teacher saying there's too many books about white men and so we need to have different books for our students to read. And she would say I can't remember the last time I actually read a book about a white man. So we're actually eliminating right when there's an ideology behind that that I think is inappropriate. And so, again, what is the vetting around? Are there academic reasons to have these things in place, or is it somebody's personal ideology that they're trying to press upon our students?

50:20 - Speaker 6

I hope we are trying to press anti-racism in our school. Thank you.

50:31 - Speaker 5

I think it makes.

50:34 - Speaker 3

The truth counts, right. If you were talking about teaching a kid, some of the stuff is the truth. Yeah, it is. It's not an opinion, it's the truth, it's factual, it's truth.

50:49 - Speaker 5

I think it depends what facts you're choosing. All right, and I think so. Listen, if we go back to the mission of the district and just create critical thinkers, is it not? Is it not? So you should be providing both perspectives. Some people have that perspective, some people have other perspectives. So if we're gonna present it in the classroom, we should be presenting both sides, especially on a topic that is very controversial.

51:15 - Speaker 3

We've been doing this side for how many years?

51:18 - Speaker 6

You think those are flip sides, don't be, racist. If we need to balance the message, well, I don't think. I Woo.

51:26 - Speaker 5

Listen, I don't think you combat racism with racism, so you can't have a critical race theory type of approach, which is what I believe that begins to push into our schools. Right, I believe we have at even board meetings full of community members that we don't teach critical race theory in our schools. We do not. We do not. But we have trainings for our teachers. We do. That is on microaggressions yes, right, absolutely. And bias, unconscious bias, implicit bias, I'm sorry, implicit bias we do. First, cognitive bias, which is based off of learnings and experiences. It just says you're white, right, so you're racist.

52:16 - Speaker 2

I don't know how long on it? Have you ever been doing that Ever?

52:19 - Speaker 5

been doing that. So microaggressions right there's.

52:29 - Speaker 6

That's like a real agenda come out of it. We knew it was coming. Let's bring it out, let's get all out of here Ma'am please so it's.

52:40 - Speaker 5

It's disappointing when I've got so here's my perspective I've got a brother-in-law who's black and I've got four nieces and nephews who are black and I've seen them grow up with my kids and there's not an ounce of racism in my kids, and when you see those kids get along together, with some being white and some being black, you can very clearly say that we're not born racist.

53:09

Okay, so when we make those assumptions or we say things unfortunately like we've been reading your books for a long time that stuff is. It's hurtful, right, and it makes assumptions about me as a human being and it makes assumptions about people who look like me as human beings. That I think is just inappropriate and disappointing, right. If anybody knows me, in my

heart of hearts, you wouldn't look at me and you go. You're racist, you just wouldn't do it. You wouldn't do it if you really knew me, if you really knew me, and so that's what's disappointing is, you can't help but feel there is an agenda and an ideology, and I hear it in the room when we talk about what's being pushed on our kids and is disappointing.

53:56 - Speaker 7

Your idea. All right, we answered the question about classroom books.

53:59 - Speaker 5

Was there anything else? Yeah, I do want to talk about bathrooms, okay, so we here's my question. I'll give the answer. We identified a. So in the last discussion we had, we said who gets to use what bathrooms? This is a big topic for a lot of parents and our community in general, and so I think we need an answer to this question that's clear and concise, that everybody can follow and there's no ambiguity around it. And so I had asked the question around the use of the opposite sex bathrooms and, as of today they, you know, boys are allowed to use girls and girls are allowed to use boys. If they say that they're transgender, correct?

54:45 - Speaker 4

That's pretty vague, right so?

54:46 - Speaker 5

if I take that a step further. The other part of my question was well, I think it's a little bit more than what I was thinking, and I think that was well. If they haven't identified as transgender, then they would, and they were using the opposite bathroom then they would get in trouble.

55:04 - Speaker 4

So I believe that, yes, that was a conversation that I had, with my response to you that I can't just walk into the women's restroom this evening across the hall, right. However, if I've been working with a counselor, if the team's aware and I identify as a female, then I'm not going to be in the same room with the men's restroom, but can't, I mean you could?

55:24 - Speaker 5

any student could say that correct. And so I just want to read what the response, what my question was in the response, so that we're all on the same page. We identified a scenario when a student used the bathroom of the opposite sex. If they don't identify as opposite sex or claim to identify, but don't have a known history of identifying, what is the process of managing each scenario and what is the punishment? You said this would fall under rule 27, but the code of student behavior indicates that the punishment is up to administrative discretion. The consequences would be based on disciplinary conference held with the student. Additional code violations may be added depending on the situation Rule 42, tobacco rule. Rule 38, sexual harassment.

56:05

I went to go look. I couldn't. I couldn't reference back and find it. I tried to look in the handbook. I got an error. I couldn't find it on the website. So I've had others ask whether to be students or teachers, ask what is the policy.

56:21

So in these references to rules and codes et cetera, what I'm saying is I think that if we are investing a lot of money in the family restrooms, right to have that as part of our district.

56:34

I think most parents hear that and they go oh, okay, now I don't have to worry about somebody of the opposite sex using my child's bathroom with me, right, and I think of that, you know. I think of my daughter, 10 years old, and an eighth grade boy who could be 14 years old, walking into that same bathroom with her right and how that feels and the concern. You can say the same thing about a freshman and a senior. There's a massive difference in size and strength in those scenarios and it's a very uncomfortable feeling and I think when we give responses like, well, we're going to have the family restrooms and it's going to fix things, that there's an assumption. I'm not saying that, I'm saying what? When parents hear that, they go oh, ok, I don't have to worry anymore. Because if anybody is identifying as the opposite sex, they're going to use the family restroom.

57:22 - Speaker 4

I understand totally, but I don't think anyone on this team said that.

57:25 - Speaker 5

I understand that, but I just want to be clear that that's not going to change anything. It doesn't change the risk for students to go into that somebody of the opposite sex had come into that restroom, correct?

57:39 - Speaker 4

That may or may not be, but what we have, well, it may or may not be. There's not a definitive answer to your question.

57:46 - Speaker 5

I guess what I'm saying is there's no policy that would prevent it. It's still fair game.

57:52 - Speaker 4

There's no policy that prohibits a protected class from using the restroom of the gender that they identify with.

58:00 - Speaker 6

So these kids aren't required to use the gender neutral bathroom.

58:02 - Speaker 7

We're offering them as an option for people who prefer that.

58:05 - Speaker 4

And this is heard. On top of that, we've talked numerous times. Three, four years ago. When we started looking at this just a guy who sits over in the central office I learned from the high school staff and from Amy and from your group and from teachers. We've got a lot of students in the high school who hold it all day.

58:25 - Speaker 5

Sure.

58:26 - Speaker 4

Not because they're worried about someone of the opposite sex or a transgender person in the restroom. They're not comfortable in the restroom period, and so a large portion of that reason for those family restrooms is to provide privacy, and without getting too graphic. I'd much rather be private in the bathroom than sitting next to Mr Whedon in a stall.

58:51 - Speaker 5

Got it. So I think it would be prudent for us to have a very specifically stated bathroom policy that says here's how it works, because I don't think that that's very clear to parents.

59:05 - Speaker 4

And so what I will do is I can get legal opinion on that From an attorney I've worked with for 30 years, board attorney for Manus Brett and John Brent. Absolutely, I can get that and the board can consider that for policy.

59:19 - Speaker 5

OK, Also on that front. I mean I don't know what's been contemplated or not, but when it comes to a family restroom, if there's already any sort of policy that handles that there's only to be one person in there at a time, if you're allowed to have two people in there at a time, You're not allowed to have two people. I guess what I want to confirm is, as we consider a policy, or if there's an existing policy already, where is it covered that says you shouldn't be walking in there, be it with friends or people of the opposite sex, whatever it might be?

59:49 - Speaker 4

Steve, when we talk and we look at the policy, is there an even reference?

59:55 - Speaker 8

There is no reference to restroom, bathroom, toilet, anything like that in board policy.

01:00:00 - Speaker 5

Ok, so I think that would be something important to consider as part of that. Ok, so I just have a couple more questions here. So last thing I have is just around the general classroom environment. I had several questions around flags right, pride flags et cetera, and it could be pride flags, it could be religious symbols, it could be whatever. The response I believe I've

gotten is a teacher can present anything that they want to in the classroom, doesn't matter what it is. It's their right for free speech that they can do that. Is that accurate?

01:00:56 - Speaker 4

No, I want to be careful with that. You just said anything they want to OK.

01:01:01 - Speaker 5

So then let's drill down on that a little bit. What are they allowed to present in their classrooms when it comes to free speech?

01:01:07 - Speaker 4

If a teacher wanted to put up a safe space flag, that's one example. If a teacher wanted to put up a US flag, that's another example.

01:01:15

If a teacher wanted to put a gay pride flag up in their classroom, he or she could do that as their first amendment, right as soon as something alters, and my best example of this was we had a student put up, and I cannot remember, the women's group pro weapons, but she put a sticker on her locker and I don't remember the exact phrase, but it was women for weapons and there were two pistols on that. That student was allowed to keep that up and really what the level is legally with that is that something causes substantial disruption to school, and so we look at that with each and every case.

01:01:54

We had a student come into the middle school last year, the year before, I can't remember which, and she had a long cape on and it was a rainbow cape and it hung down to about the back of her knees and it was starting to cause a disruption with other students. So the counselor called her in and said would you mind putting that around your waist? Called the parent. No, not at all, but you've got to be very careful in public education with First Amendment rights and removing certain items.

01:02:24

Whether it's a teacher or a student, if there's threatening language. If there's hurtful language, you know, as swastika comes to mind, you can't put up as swastika we had a Confederate flag and a pickup truck in the parking lot, for instance, can we add?

01:02:44 - Speaker 5

to address some of that Absolutely. So I guess my differentiation there between the student and the teachers the teachers in a position of authority right and I think that you know kids obviously look up to teachers it's a position of power right there's something that they are presenting to those children. It could be a cross on the wall, it doesn't matter, they're coming from a position of authority and those kids receive that in certain ways, and what they receive may or may not align with what their parents want them to be taught, right. And so I guess my belief is that there shouldn't be any of that in that classroom, that when it comes to even the safe space pieces,



right, the district should be a safe place for everybody, and you could use, you know, a generic block C and do safe space and other schools have done that To ensure that the environment is fully free of any sort of ideology and fully focused on what is academics.

01:03:41

And when I think of other employers out there, it could be a restaurant, it could be lows, you name it. Like the person who runs the lawn mower department doesn't just get to put up anything he wants in the department, because he has free speech rights and I don't know why the classroom would be any different. Right, it's intended to be an environment that's focused on something specific and in our world that's academics. I don't understand how that would be infringing on anybody's rights to say we're just going to have an academically focused environment, we don't want anything involved here and we're going to be focused on what really matters. What's the reason we can't take that approach and have we explored that approach?

01:04:24 - Speaker 4

And that's different, and so I understand lows. I understand the other examples that you gave were a public editing, a public school, and so if someone wants to put one of the three by four hour large air space flights up, they can do that.

01:04:50 - Speaker 6

Seems like an awful lot of policing too.

01:04:52 - Speaker 5

A lot of policing but if you just kept it simple and said leave it all out, be real.

01:04:59 - Speaker 6

Well, if you're going to say leave it all out, then you have to make sure it's all left out, and I think what we would run into then and we would need to get legal advice on this passport we've already gotten.

01:05:10 - Speaker 4

Then I need to take the pictures of my children now. I mean where does it? Stop. And you know, I just don't see that. I don't see us as being online with the advice we've gotten legal.

01:05:26 - Speaker 3

Do you have to follow code of ethics anyways? With stuff like that don't you. Okay.

01:05:39 - Speaker 5

Let's see here. Last thing was just on the legislative and legal rulings. Obviously, the House Bill 68 has passed. Kind of you're waiting on guidance from legal on how we're going to respond to that. Any update related to that?

01:05:57 - Speaker 4

I know you said you had a hard time opening those, so I've got those for all the board members here. Those bills, when they're signed into law, go into effect 91 days after they're signed into law and we will get feedback from the Ohio School of Wards Association, as well as our board legal counsel, as to how it impacts our environment here. So I don't want to mislead anyone to think that on day 91 we would make a sweeping change in school. We need to get that advice from legal as well as Ohio School of Wards Association.

01:06:31 - Speaker 7

Okay.

01:06:32 - Speaker 4

But I do have copies of all three.

01:06:35 - Speaker 5

Gotcha Going back to the last one. I mentioned this legal ruling earlier, the one in California that the parents who the kid was socially transitioned parents were unaware. They want a lawsuit related to it. Have we talked to our legal about that case and how it could apply to us? I have not. Okay, those are my questions. Thank you for answering.

01:07:01 - Speaker 3

Okay, staff appreciation.