



Here is the entire script of the meeting held by SKSD Board on 01-06-24. They called it "Their Retreat". All fifteen pages of crap. Here is the link <https://youtu.be/V0bT8tkvHPQ> to the infamous 20 minute video with the first 6 minutes being the best by far.

oa

(0:00 - 0:12)

What do you want to know more about? And I do have something I'd like to bring up and discuss with the group. Why don't you start us off? Well, I have concerns about public comment. Okay.

(0:12 - 0:39)

And, and how, even though Brian gives them a heads up about, you know, basically how to be civil and behave, uh, folks are going against that and that these meetings

are for us. Uh, of course we invite the public to come in, but I think we need to have a discussion of how we want to proceed. Um, have, uh, folks, how we just perceive a public comment.

(0:42 - 0:47)

Yeah. Oh, you think so too? Yeah. Yeah.

(0:47 - 1:00)

I think I, oh yeah, we'll go ahead. Oh, let's just do this one first and then we'll, and then we'll do the, the other one's more of a closer outer. So let's talk about that.

(1:01 - 1:04)

Okay. Uh, Mike, you're Mike. All right.

(1:04 - 1:15)

This, this is just my script that I do and, and, and all that. So, um, take one down. But I, I, I agree with Kate.

(1:15 - 1:38)

I think we need to, we're seeing more city councils, more school boards, um, making some changes. Um, I would like to not have to make any changes, but despite the prompts that I given, and I'm the one that says it, but this, I mean, it's collectively, I think several of us, yeah. Speaking for the board and, and all that.

(1:39 - 2:10)

Um, we need to say, have a statement that this is my belief, but we need to have a statement, maybe, maybe continue with these, but at the beginning or at the end of saying that if we can't do this public, then we're going to need to, I don't want to make it sound like a punishment, but at the same time, we need to be able to move forward. We don't need to have totally random topics

and personal attacks. And most of them have been at, been at, at UJF, um, comes with the leadership, huh? Yeah.

(2:10 - 2:15)

But I mean, we all get it, Tim. I mean, we all get it and it's, it's not productive concerns. Sure.

(2:15 - 2:27)

Bring them up, but personal attacks. No, but anyway, some sort of statement that we will change our policy. I'm not sure what the, you know, public, you know, open public meetings, what's the requirement of it.

(2:27 - 2:37)

And so I, so I can use, I can tell you in on that. Yeah. That would be so, um, in our, uh, in a program public for OPMA, we need to accept public comments.

(2:37 - 2:57)

And right now we have two ways to do that through our 24, seven comment line and through people appearing at meetings. We're not required to have people appear at meetings, except for when we're doing like a budget or when we're doing, um, so the other one that we're required to do. Yeah.

(2:57 - 2:59)

Public hearing. Yeah. Public hearings.

(3:00 - 3:08)

We would still have. Yeah. Any public hearing on any topic, but, but a specific example is when we have a budget hearing there, there's a requirement to have public comment on that.

(3:08 - 3:19)

Right. Yeah. And so, and so for me, I'm also frustrated that we hear these public comments or we can't really respond to them because the issue, the idea is that you're supposed to put on the agenda, what you're going to talk about.

(3:19 - 3:44)

And so I was kind of thinking like, how do we actually deal with these? And so I was thinking maybe if we, if we needed to, or an option, what we could do is switch to an all and all, um, written comment, except for public hearings where we were required to by law, then people could give, send it in to the emails. We automatically get those anyway. And then we could ask Tim in his role as secretary to give us, to give us a summary of that.

(3:44 - 3:56)

So there was a question about buses. There was a question about the budget. There was a question about curriculum and then he could read those off and then we could discuss those because they'd be on the agenda ahead of time, you know, respond to, we'd actually bring those up.

(3:56 - 4:10)

So as a board, so then we, but then we control the dialogue. We're not yelling at each other. We can represent what the community is saying, but we're not just hearing about something that's happened in Cal, Colorado or Florida and they're yelling at us about it.

(4:10 - 4:24)

You know, I think it's a way to, it's a way to actually be more responsive instead of just talking past each other, which I feel like it's happening right now quite a bit. So I think it would be a way to enhance our public comment. In fact, I like, I like that.

(4:24 - 4:52)

I, that, that idea, I think we need to be careful cause I've, I've, we've discussed, I know Jeff, you and I, we've talked about it saying that these, the board meetings really are for the board, but I think we need to be careful. I'm not saying that, you know, but in reality it is, but I think we have to be careful that we don't one, say it to make it look like that. So we want to have avenues that we can take and type of thing.

(4:52 - 5:03)

And I think, I think you, you may, that idea may work with that, but try to curb that. We also need to think we, okay. If we, if we decide to do that, we also need to think.

(5:05 - 5:27)

Because there are going to be those people who still bring up the issues in Colorado or the East coast or whatever. Uh, how do we address that and how do we stop that? Yeah, well, or do we? Yeah. And that's, and so I could, we could require that people stay on topic and they refer, they talk about only that now we can't, we can interrupt them.

(5:27 - 5:40)

And, but I found at least when I was doing, I don't know how you find, you know, interrupting them and trying to control what people say. I'm not really interested in that, but I'm also interested in not having our time. I don't say wasted, but just off topic of what we're talking about.

(5:40 - 5:51)

And so that way, I think if we went all written, it would allow people to express themselves. We'd still get a

summary of it. And if it were pertinent to us, what's happening in Colorado, we could, we could bring it up.

(5:51 - 6:05)

I don't know. I, it's just, I, I, I don't think there's an easy solution and all of them have risks, but I, I worry about the model that we're setting for people. Like for example, we wanted to have, um, I think it's important.

(6:05 - 6:15)

We want to have a student representative, right. And I honestly didn't feel comfortable having a student representative before we had this constituents of the board. And I'm still a little bit nervous about it here.

(6:16 - 6:28)

And I know people that have talked to me, they want to come make public comment or they want to have their voices heard, but they don't want to get shouted at. They don't want to get docs by people here. They don't want to, you know what I mean? Like it's an intimidating environment.

(6:28 - 6:48)

So it's not that, I mean, this isn't a welcoming site, what's been happening out here. So we want to keep it open, but it's driving a lot of people away from this. And so I think I'd like to help to impose, but how to ensure civility and anyway, anyway, we can do that while still being open to what people have to say.

(6:49 - 6:59)

But I still don't think it's okay to come in here and spew hate, which we've had happen, you know, and if that was happening in the classroom and I were the teacher,

I'd have to shut it down. Right. I can't, we can't have that.

(6:59 - 7:12)

So why would we have that here? I don't know. It's tricky, right? We don't want to step on anyone's first amendment rights, but then again, we're trying to uphold some standards. So I don't know.

(7:14 - 7:45)

Megan? Um, well, I think it's a very complex issue. And, um, from what I learned, I really was trying to figure out like, and you, and you mentioned it briefly, but I just want to say it again, the public comment is really important and it is the opportunity for the community to speak about what we are going to discuss. But we have rules that we have to follow about what we are allowed to discuss.

(7:45 - 8:00)

Um, and which is why we publish our agenda ahead of time. So people know what we are going to be talking about so they can make time to come, right. Or they can email us about it ahead of time or whatever, so that their voices are heard.

(8:01 - 8:33)

And I think that that's really important that, that we plan in advance to let everyone know what's going to happen ahead of time. Um, and we're doing that and that we don't deviate from the agenda because of that. And so when people bring up topics and I feel like they come and that they're not being heard or they think we just keep ignoring them, but it's not on the agenda and it's not fair to bring up topics that they just bring up on the spur of the moment because there are other people that may have other opinions about that.

(8:33 - 8:42)

They can't bring those concerns to the board because they didn't know. And it wasn't on the agenda. Now, in reality, I don't know that anybody looks at our agenda ahead of time.

(8:44 - 9:03)

And, but that is what it is. Therefore, there are laws in place because we are not doing anything under the table. The purpose is that we are being very transparent in how we operate, but I worry that people come to public comment thinking we're just ignoring what they say.

(9:03 - 9:18)

So, um, I, and I like, I like the public comment and I don't like it. Right. I mean, I brought my son with me to a meeting, um, when I was, uh, not on the board and I was attending meetings frequently.

(9:18 - 9:32)

He's nine and, uh, I, I needed to bring him with me cause it was important for it that I come, but I needed, I didn't have childcare. Right. And this should be an environment where we feel comfortable bringing our kids.

(9:32 - 9:41)

We are the school district. Right. But I made sure that he brought headphones and that he had, and he fortunately wasn't, wasn't paying attention.

(9:41 - 10:14)

He didn't really know, but I had to warn him. I was like, look, some people may be saying some things that are uncomfortable, um, that are hateful, things that are not tolerated in the classroom. Um, and he was like, why? And he was really, uh, he's like, why would that happen? Um,



so I, I do think that it's important and I, I do think that we need to have an avenue where people can come and bring concerns because I don't know that people know that they can just message us.

(10:14 - 10:28)

Or I, I think there are different ways that people feel comfortable communicating. Not everybody feels comfortable writing out a paragraph or, or has the ability to do so. And so I like, I like that we have that and that we offer that.

(10:28 - 11:02)

Um, I, and I, and I know that even if we make, I mean, at the WASDA, um, conference, someone read what they read before their public comment section, and it is much longer than this. And, and it goes into very detail of like what's allowed and what is not and why they do it. And I think maybe if we decide to keep it, um, we could beef this up a bit more and say like, this is why we only keep to the agenda so that people can, I don't know.

(11:02 - 11:17)

Yeah. And we've said those things before. And I give, I've, when I was doing it before, I was given a similar thing about why we don't respond to public comment and, and, and we are, I mean, we are, we are ignoring people at that time because we can't respond to them.

(11:17 - 11:39)

So it does, it normally looks like that. It's factually, it factually is like that. So, you know, I, I don't know, you know, I don't know what the right, the right solution is, but if we did, but if we did, we did ahead of time, we did the cutoff at the week before, then at least Tim would have a summary of what the topics were and we could

start to respond to them immediately if we, so if we so chose.

(11:39 - 11:58)

But I don't feel like they ever, ever go anywhere right now. They kind of come get it, come up, you answer some of them and then the rest sort of evaporate. Well, and I was just going to say, I do think there are things that come forward in public comment that would be nice to have a discussion about publicly, but because of the way it's set up, we can't.

(11:59 - 12:10)

So I think to your point, if there was a way to know what people were commenting on and that we could, just like we're talking about policies, this is important to discuss, let's pull this out. Transportation is an example. Let's talk about what's going on with transportation.

(12:10 - 12:22)

That would be an advantage for everybody. It's just hard when a, we don't know what's coming and it has turned into two sides arguing with one another is what's happened. And that's, that's not how we move our district forward.

(12:23 - 12:39)

Well, and the focus, as you said, Tim, is not on the kids and staff and parents and community. It's this side versus this side. Uh, and I agree with Megan that, you know, it's important to have it.

(12:40 - 13:09)

Um, I don't look forward to it because I know we're going to get just branded and raved out by some folks, totally off topic of what our board agenda is. And so maybe just

for thought, we, uh, beef up what Brian reads and we give it a month or two. And if it continues and we give a heads up that if it continues like this, this is what we're going to do.

(13:09 - 13:28)

I would love personally to be able to switch it over to email type things, but I think we're looking at having some major issues. And so maybe if we give a heads up, this is, you know, what we're considering. We need folks to abide by the regs and rules of public comment.

(13:28 - 13:39)

And if you don't, this is our next step. Not sure if we want to do that or not, but at least it gives them a heads up about what we're going to do instead of just cutting it off. Yeah.

(13:39 - 14:02)

I don't know if I would support not having it. I just feels like it's, uh, not other than it being a tradition. It is now a place that people can, you know, speak publicly about stuff and, you know, to, in the appropriate way, you know, and that's what we're trying to get is to be back to the appropriate way, but not to, to limit their rights to, to be heard.

(14:02 - 14:15)

You know, I've seen it a lot of times. I, what I hate is when we've done, I shouldn't say hate that's wrong word, but I've seen in the past where there was public comment and then the board tried to solve that problem of a common right. And they just went down a rabbit hole that never, never worked.

(14:15 - 14:30)

You know that. And so getting stuff ahead of time and being able to, you know, there's a little risk in that too. If we're not, if we don't know what we're, if we don't really know what we're going to discuss, that's, you know, cause you've got to formulate some information or resources around that.

(14:30 - 14:55)

But, um, I think, you know, there's been, it's, it's, it's tragic that you can't have, that kids can't be in that environment and have a problem and, and, and enjoy the process because, uh, you know, uh, all of the scouts and stuff, uh, one of their badges is to go to a public meeting and they'd sit here and they'd listen to this. And would you take your kid to that? If that, you know, there, that I, that's a, that's problematic in itself. Right.

(14:55 - 15:09)

Uh, but I do think, um, it's, it is important to have that, that vehicle. So I, I wouldn't want to get rid of it right away. I, you know, I was in high school, I was on the school board.

(15:09 - 15:25)

I was ASB president. I was on the school board as a student rep. And most of the time stuff just happened, you know, but we did have an issue once where the, the, the school board was trying to get, there was a chance of eliminating the FFA program in the town that I was at.

(15:25 - 15:53)

And, um, and I was kind of vocal in that as a student rep, and it was a, it was an empowering experience to be able to talk about things about that and participate in that at 17 years old. Do you know what I mean? And it's, so I, I hope I'm just saying this because I want to, I

hope we can get some, uh, this can be a place where we can have student reps and they can participate in that sometimes it's good. Sometimes it's, you know, but that's, that's kind of the way it is.

(15:53 - 16:03)

You know, there's, those are hard decisions, but it doesn't have to be inappropriate. So, I mean, I would hope we can move forward. We have policies and framework in place to have a student rep.

(16:03 - 16:26)

Should we ever, should we want to turn it on? We, we, it's already there. So yeah. I think also within, in this, in our thought process here is that it's, it's difficult to hear some things that, and it sort of seems to be this way in our society to a certain degree, to a large degree, probably my opinion is that we're not allowed the way we currently are doing it.

(16:26 - 16:49)

We're not allowed to correct completely incorrect information, you know, type of thing. So, you know, I, I think that we're onto something with the ideas that you guys were talking about as far as something written, I agree with Jay, it's kind of a, it's kind of a tradition. So it's kind of hard to get away from those a little bit.

(16:49 - 17:13)

Um, but I also think we all, all want to think about too, this, that sometimes there, there's some, what I would consider, I would say very positive comments, but at the same time, don't have anything to do with, you know, don't get me wrong. I'd love to sit there and listen to these, you know, nice comments about our staff, about the board, about this and that. I mean, that's great, but it doesn't, it doesn't connect.

(17:13 - 18:04)

And so we need to realize that we're talking about that as well, not just about, you know, the, the personal attacks or things that are going on in other states, you know, we're talking about all of this too, you know, even, even the things that don't pertain to the whole, it's helping us make a better decision. And that's, and that's not on that framework then anyway, did that satisfy your, what your, well, I don't know that we've come up with a decision of what we want to do though. Uh, and I think we're going to need to come up with how we want to proceed because we, we all, and correct me if I'm wrong, we're all on the same page of what's being said 90% of the time is not appropriate for why we're meeting.

(18:04 - 18:12)

Yeah. And what, whatever we would do, we would need to update our policies right now. We have a spot in every regular board meeting for public comment.

(18:12 - 18:22)

It's 30 minutes long, three minutes a person when there's more than, than. 10 people assuming they would take three minutes. We do have a process, a procedure in there for drawing lots.

(18:22 - 18:40)

And I, the one time we might've needed that, I left my lottery bag at home, but I have a little bag with chits in it. We could pull out if it ever became an issue. Um, but whatever, whatever it says in there, we have to update it to whatever our new thinking about, uh, public comment would be nothing.

(18:41 - 19:19)

Well, the discussion is good and we're not taking action today anyway, but I think the discussion is good. And, and, and, and to summarize, do you want to summarize? Not necessarily, but what I would, I'm going to suggest to get us to more of a decision, which we know we can't today, but is to, you know, potentially, and this is where essentially the script came from when the three of us meet for agenda planning, maybe that's something, or maybe we do it a different time, but the, you know, the three of us, four of us can kind of work on that and have a, a draft document. And I think it would be important to include on the agenda so that people hear that, that we're looking at.

(19:19 - 19:29)

And this is, here's the purpose. This is why we're taking a look at blah, blah, blah. And we can come up with some different things that then at a board meeting, we could fine tune it.

(19:29 - 19:35)

That's my suggestion. So go ahead and summarize. So my summary is, no, that's good.

(19:35 - 19:42)

That's a good comment. I, I think, um, I think we all see the value in hearing from the public. I think that's important.

(19:42 - 19:53)

And, and this is the public school district. It is the community school district. And, and we, we, all of us in our roles have a responsibility to be responsive to the public.

(19:54 - 20:16)

I'll Jeff, your second question of the deep or the kind of wrap up was what do you want to accomplish in two years? I would love in two years, if, if this board was instrumental in bringing our community, our district together to support this district. And part of that is listening to what our public has to say. So when I'm listening to this conversation, I'm not hearing anyone say, let's shut the public out.

(20:17 - 20:34)

But, but what I am hearing, and I agree with is that civility, civil behavior and helping us it's public comment is about helping us be better. And, and we just, we need to be in a place where, um, it is civil students can be here and, and that we're not doing harm. We're doing good.

(20:35 - 20:47)

And that's going to come and look at like in a variety of different things, but, um, but that's gotta be the focus. All right. Any other topics before our closer thing?

(Transcribed by TurboScribe.ai - Go Unlimited to remove this watermark)