



**Candidate Name: Hal Rounds**

**School Board District #: 3**

**FAYETTE COUNTY SCHOOL BOARD CANDIDATE QUESTIONS**

NOTE: Each of the questions offered below actually deserves answers that would fill volumes. Obviously, that is not appropriate for the purpose of this questionnaire. My answers are merely flags that hint at the topics and general posture of what I would like to address.

1. What are the top three (3) issues facing Fayette County Public Schools (FCPS)?
  - a. The “Consent Order” that originated from the 1965 Civil Rights litigation has limited the choices that actually need to be available to FCPS to address the problems. That is the looming, and therefore first, issue.
  - b. The culture of the system – all participants, from staff, faculty, students, and the community - needs to be reconstructed. I have observed some good work by teachers and others, and the “fix” should include preserving and building on these bright spots.
  - c. The content of the curricula delivered to the students are denying the students a fair chance to contribute and to enjoy their careers, social progress, and roles as citizens.
  
2. What are your thoughts on Civics being taught in FCPS?

FCPS curricula in Civics subjects are dominated by those standards being forced on schools across America by an academic culture that seems to resent and deprecate the good things about America. The peripheral “eddies” in the currents of our history and governing have displaced study of the “mainstream” that actually characterizes our nation. This has been done intentionally by factions that want our story hidden and lost.
  
3. Do you believe critical race theory and gender identity should be taught in schools? If so, why and in what grade(s)? If not, why not?
  - a. “Critical Race Theory” is a strategic body of indoctrination that turns diverse characteristics into class fragmentation that breeds social war between the factions. Teaching the elements that we can celebrate as rich diversity

should be taught, not the current syllabus that teaches destructive fragmentation that is poisoning the unity we need.

- b. “Gender Identity” is another distortion of what should actually be taught. The source of sexual differences must be taught in biological science courses, not as social indoctrination that denies natural law. This must show each student that every animal species inherits its natural characteristics by the joining of DNA from two parents, and this DNA sorts each offspring into one of two sexual classes, male or female. The genes identified as “XX” and “XY” are not merely markers useful for identification, but are genetic instructions dictating how the organism is biologically constructed. And, finally, the student must be taught, in his or her biology classes, that their sexual nature, not merely “identity,” is determined in this process that is universal to animal biology.
        - c. A level of increasing detail regarding these subjects is appropriate in various grades.
4. What is the correlation between school board funding and state ranking of public schools?
  - a. Sufficient funding is, of course essential. The size of each school’s budget should have a rational basis that relates to efficient management. The answer to each problem is not to just find an excuse for additional staff and funding. The Board must have knowledgeable financial skills and judgment.
  - b. Teachers need to be paid at a level that suffices for comfortable living, and the management of wages should be motivating.
  - c. State ranking will not actually arise from size of funding, but with how it is managed.
5. What can be done to slow down the exodus from FCPS to Arlington, Lakeland, and Collierville Schools?
  - a. School choice is important, but public schools need to be better choices in Fayette County.
  - b. Academics and resource management are important, but, in FCPS, discipline is a serious demotivator. It is my opinion that “restorative” justice has failed as a primary disciplinary policy, and firm consequential discipline policies are necessary. I do believe such will, properly and fairly administered, actually please all the students who have not been protected from those who have been tormenting them.
6. How do you define bad behavior and how should students be held accountable?
  - a. “Bad behavior” is a foundational social concept. Causing disruptions or harm to individuals, damage to facilities, and perceptible disrespect to faculty or peers should be appropriately disciplined, with temperance for the fact that these are children, and will exhibit normal trivial misbehaviors.
  - b. For discipline policy, See 5.b, above.

7. What policy solutions would you bring to the school board that would eliminate bad conduct both in the classroom and on the buses?
  - a. I am convinced that CRT is a factor in indoctrinating children that, because the society is “structurally” unfair, following the society’s rules is useless. This gives the excuse and motivation to misbehave. So, the CRT doctrine must be eliminated, but also we must teach that the benefits of the rules in our society, from our beginnings, have always been necessary.
  - b. Specifically regarding bus behaviors, when I spoke with one of the monitors who rides buses with the students, the current situation is often a discipline problem. The current measures of having monitors, live cameras, and segregation of students by age, have not solved the problems. It is my judgement that a large part of the problem is that the Consent Order has denied FCPS the freedom to design a school system that does not force students to spend ridiculous numbers of hours cooped up together, starting early in the day and going to late in the afternoon on their bus rides from and to home.
  - c. For those who reject these norms, see 5.b. above.
  
8. Do you have any additional comments as to why you feel you should be considered for this position.
  - a. My observations in School Board meetings over many months, and visits to schools, in classes and in making presentations, convince me that there is a lot to work with in FCPS, but a better focus on what is unnecessary and what is lacking can generate significant improvements.
  - b. The School Board, as I have watched, focuses on budgets, nominally on policy documentation, on staffing, occasionally on discipline and on facilities. I have not seen any real attention given to content of lessons, or on proper content of standards and materials, such as texts. My background is useful in addressing curriculum design. I have written and testified in the State Assembly regarding these issues.