

CSMeeting 08 26 2019

1

00:00:04,409 --> 00:00:06,880
- All right, we're gonna to
call this meeting to order.

2

00:00:06,880 --> 00:00:08,210
Decorum is present.

3

00:00:08,210 --> 00:00:12,220
We have our Interim
Principal designee here

4

00:00:12,220 --> 00:00:15,023
and our parent liaison,
thank you for being here.

5

00:00:15,931 --> 00:00:18,353
Board members are there any changes--

6

00:00:18,353 --> 00:00:22,103
(banging drowns out speaker)

7

00:00:23,490 --> 00:00:24,490
- I would like to take the

8

00:00:24,490 --> 00:00:28,107
policy change C53.0
grievances (faintly speaking).

9

00:00:33,600 --> 00:00:34,600
- Any other changes?

10

00:00:37,310 --> 00:00:40,577
- I would like to add
under "New Business",

11

00:00:42,230 --> 00:00:46,108
identifying someone at
Mason Classical Academy

12

00:00:46,108 --> 00:00:50,520

who'd help for the board with tracking all

13

00:00:50,520 --> 00:00:54,364
the things that we need to do
on the settlement agreement

14

00:00:54,364 --> 00:00:57,200
and other items to file

15

00:00:58,150 --> 00:01:00,930
perhaps with the State

16

00:01:00,930 --> 00:01:03,830
regarding or amending our application.

17

00:01:03,830 --> 00:01:04,663
All of that.

18

00:01:07,300 --> 00:01:08,133
- Thank you.

19

00:01:08,133 --> 00:01:09,050
I do have one item

20

00:01:09,050 --> 00:01:10,920
to add to "New Business", as well

21

00:01:10,920 --> 00:01:13,537
and that is an engagement
letter (murmurs).

22

00:01:18,470 --> 00:01:19,420
If there are no more changes,

23

00:01:19,420 --> 00:01:23,177
is there a motion to
approve with the changes?

24

00:01:23,177 --> 00:01:25,344
(mutters)

25

00:01:27,309 --> 00:01:29,250
All right, all those
in favor of the agenda,

26

00:01:29,250 --> 00:01:30,840
state so by saying "aye".

27

00:01:30,840 --> 00:01:31,673
- Aye.

28

00:01:31,673 --> 00:01:32,933
- Proposed passes unanimously.

29

00:01:34,190 --> 00:01:39,190
Consent agenda we have 80 minutes 8/15/19,

30

00:01:39,220 --> 00:01:41,450
are there any changes to those minutes?

31

00:01:42,526 --> 00:01:44,584
- (murmurs)

32

00:01:44,584 --> 00:01:46,875
- Is there a motion to approve?

33

00:01:46,875 --> 00:01:48,500
- Motion to approve minutes?

34

00:01:48,500 --> 00:01:49,790
(mutters)

35

00:01:49,790 --> 00:01:51,300
All right all those in
favor of the Consent Agenda,

36

00:01:51,300 --> 00:01:52,795
state so by saying "aye".

37

00:01:52,795 --> 00:01:53,850
- Aye.

38

00:01:53,850 --> 00:01:55,880
- Proposed passes unanimously.

39
00:01:55,880 --> 00:01:59,120
All right the first item
reports of the officers.

40
00:01:59,120 --> 00:02:01,157
Mr. Whitehead, could you just come up,

41
00:02:01,157 --> 00:02:02,730
and give the Board an update

42
00:02:02,730 --> 00:02:04,650
on our enrollment numbers please,

43
00:02:04,650 --> 00:02:07,410
before we begin the Principal interviews.

44
00:02:08,553 --> 00:02:09,386
- Thank you.

45
00:02:09,386 --> 00:02:11,448
Currently we are at 893.

46
00:02:11,448 --> 00:02:14,160
We have a few more that are processing.

47
00:02:14,160 --> 00:02:17,853
That number could be by the
end of the week in around 900.

48
00:02:18,690 --> 00:02:21,610
We are approximately 40-plus ahead

49
00:02:21,610 --> 00:02:23,733
of our enrollment last year.

50
00:02:24,960 --> 00:02:29,510
Our final enrollment was
around 855 last year roughly.

51

00:02:29,510 --> 00:02:31,473
So it's growing slowly in numbers.

52

00:02:32,643 --> 00:02:36,238
(faintly speaking)

53

00:02:36,238 --> 00:02:37,360
I don't know the final number,

54

00:02:37,360 --> 00:02:40,520
but if you want that toward
the end of the meeting

55

00:02:40,520 --> 00:02:41,395
I can provide that information.

56

00:02:41,395 --> 00:02:42,559
- Thank you.

57

00:02:42,559 --> 00:02:45,133
- Any other questions at this time?

58

00:02:45,133 --> 00:02:47,895
- No, thank you.
- All right.

59

00:02:47,895 --> 00:02:49,697
- All right, thank you Mr. Whitehead.

60

00:02:49,697 --> 00:02:53,090
The first Principal candidate
at today's special meeting

61

00:02:53,090 --> 00:02:55,390
we've got three guests here,

62

00:02:55,390 --> 00:02:57,963
so welcome to Mason Classical Academy.

63

00:02:59,260 --> 00:03:02,790
The first one we have Mr. John Astrum.

64

00:03:02,790 --> 00:03:05,190

So, if you wouldn't mind
coming up to the stage.

65

00:03:17,548 --> 00:03:18,556

- [Mr. Astrum] This is the hot seat?

66

00:03:18,556 --> 00:03:20,253

- This is the hot seat, welcome.

67

00:03:20,253 --> 00:03:22,170

- All right, thank you.

68

00:03:23,050 --> 00:03:25,000

- So the four members of the (murmurs),

69

00:03:26,630 --> 00:03:28,910

we would just kind of go
in order with questions.

70

00:03:28,910 --> 00:03:33,388

Like kind of go down the
row so essentially --

71

00:03:33,388 --> 00:03:36,138

(speaks faintly)

72

00:03:37,700 --> 00:03:40,200

we can start off the interview

73

00:03:41,360 --> 00:03:42,880

and then like I said, we'll go through

74

00:03:42,880 --> 00:03:46,295

and each individual Board
Member can ask questions

75

00:03:46,295 --> 00:03:48,290

and (speaks faintly).

76

00:03:48,290 --> 00:03:50,310
So what we'll do is just start off,

77

00:03:50,310 --> 00:03:52,610
just can you tell us a little bit

78

00:03:52,610 --> 00:03:55,480
about yourself and why
you applied to the job

79

00:03:55,480 --> 00:03:58,221
here at Mason Classical Academy?

80

00:03:58,221 --> 00:04:01,103
- Okay, I've been involved
in leading schools

81

00:04:02,100 --> 00:04:04,690
for about the last thirty years,

82

00:04:04,690 --> 00:04:08,480
and am always anxious
to find something new.

83

00:04:08,480 --> 00:04:11,140
My current school I have
five year contract with them

84

00:04:12,150 --> 00:04:14,400
and that is concluded at the end of July,

85

00:04:14,400 --> 00:04:17,320
and so I began looking
for another position.

86

00:04:17,320 --> 00:04:22,320
I have been checking various options out.

87

00:04:22,690 --> 00:04:25,050
I've been working primarily
in the independent

88

00:04:25,050 --> 00:04:29,140
school world although I have some training

89
00:04:29,140 --> 00:04:31,300
in public school environments,

90
00:04:31,300 --> 00:04:33,627
most of it has been in
with independent schools

91
00:04:33,627 --> 00:04:35,880
and a lot of it has been abroad.

92
00:04:35,880 --> 00:04:39,240
So I was head of a school
in Lugano, Switzerland

93
00:04:39,240 --> 00:04:41,070
for four years and I was head of a school

94
00:04:41,070 --> 00:04:43,333
in South Korea for five years.

95
00:04:44,310 --> 00:04:46,350
In addition to that
we've done some traveling

96
00:04:46,350 --> 00:04:49,790
and interacting with various
places around the world

97
00:04:49,790 --> 00:04:54,530
that's an interest of
ours as a family as well.

98
00:04:54,530 --> 00:04:59,530
So when I saw the announcement
of the opening here,

99
00:05:00,710 --> 00:05:02,730
I was very intrigued.

100

00:05:02,730 --> 00:05:04,440
As you may know independent schools

101
00:05:04,440 --> 00:05:07,730
are very aligned with the Classical model

102
00:05:07,730 --> 00:05:10,620
in terms of focusing on the Western world,

103
00:05:10,620 --> 00:05:15,080
focusing on understanding
a body of knowledge,

104
00:05:15,080 --> 00:05:17,360
and focusing on character development,

105
00:05:17,360 --> 00:05:19,560
development of virtues
and so forth and so on.

106
00:05:19,560 --> 00:05:23,440
And so when I saw your curriculum

107
00:05:23,440 --> 00:05:24,890
and you're mission statement

108
00:05:24,890 --> 00:05:26,247
I was very attracted to it I thought

109
00:05:26,247 --> 00:05:28,680
"Gosh that seems like a
really interesting place."

110
00:05:28,680 --> 00:05:32,713
And as I explored the school
learning of your recent history

111
00:05:32,713 --> 00:05:35,060
it's been just astounding to me.

112
00:05:35,060 --> 00:05:36,270
The growth of the school,

113

00:05:36,270 --> 00:05:38,530
the progress of achievement levels,

114

00:05:38,530 --> 00:05:40,770
the testing scores of your students,

115

00:05:40,770 --> 00:05:41,930
and development of your curriculum

116

00:05:41,930 --> 00:05:44,137
has been really outstanding so I thought,

117

00:05:44,137 --> 00:05:46,200
"Gosh I'd just like to
be there to find out

118

00:05:46,200 --> 00:05:48,700
what's going on and to
learn as much as I can

119

00:05:48,700 --> 00:05:49,533
about this school."

120

00:05:49,533 --> 00:05:52,760
So that's really what has motivated me

121

00:05:52,760 --> 00:05:54,113
to make this connection.

122

00:06:01,660 --> 00:06:04,053
- All right my first question is,

123

00:06:05,182 --> 00:06:08,630
I think it's a big question actually,

124

00:06:08,630 --> 00:06:10,290
please tell us about a time when you

125

00:06:10,290 --> 00:06:13,720
had to lead people through

a controversial change.

126

00:06:13,720 --> 00:06:15,729

How did you handle this situation

127

00:06:15,729 --> 00:06:16,960

and what would you do differently

128

00:06:16,960 --> 00:06:18,700

if you could do it over again?

129

00:06:18,700 --> 00:06:20,222

And if you need me to repeat the question

130

00:06:20,222 --> 00:06:21,639

just let me know.

131

00:06:22,836 --> 00:06:24,835

- Just have a think to figure out

132

00:06:24,835 --> 00:06:27,583

what would be appropriate.

133

00:06:29,630 --> 00:06:34,360

Yeah, in my previous
school which is located

134

00:06:34,360 --> 00:06:38,710

in Dover, New Hampshire we went through

135

00:06:38,710 --> 00:06:41,090

a process of increasing the number

136

00:06:41,090 --> 00:06:43,859

of Advanced Placement courses.

137

00:06:43,859 --> 00:06:45,540

So when I arrived they were

138

00:06:45,540 --> 00:06:48,200

they had Advance Placement in Calculus

139

00:06:48,200 --> 00:06:52,330

and they also had Advance
Placement English class.

140

00:06:52,330 --> 00:06:54,730

And it didn't take me long to recognize

141

00:06:54,730 --> 00:06:59,730

that the ability of the
students was quite high.

142

00:07:01,410 --> 00:07:04,830

They were motivated they
were well positioned

143

00:07:04,830 --> 00:07:08,270

to do more work and so I began talking

144

00:07:08,270 --> 00:07:11,090

to the faculty about increasing the number

145

00:07:11,090 --> 00:07:13,020

of Advanced Placement courses.

146

00:07:13,020 --> 00:07:16,690

I had been involved in teaching
Advance Placement myself.

147

00:07:16,690 --> 00:07:19,630

I had always taught a Physics class

148

00:07:19,630 --> 00:07:21,490

as part of my work simply because I love

149

00:07:21,490 --> 00:07:24,410

to be in the classroom and I have managed

150

00:07:24,410 --> 00:07:28,550

to include that in my
sort of work schedule

151

00:07:28,550 --> 00:07:29,510
on a regular basis,

152

00:07:29,510 --> 00:07:34,000
and so we began talking about that.

153

00:07:34,000 --> 00:07:36,520
And of course at any
school when you come in

154

00:07:36,520 --> 00:07:40,080
as a newcomer people are questioning why

155

00:07:40,080 --> 00:07:41,310
you should be changing everything

156

00:07:41,310 --> 00:07:42,460
that's working so well.

157

00:07:43,420 --> 00:07:47,870
And so managing that process of change

158

00:07:47,870 --> 00:07:49,553
was a challenge for me.

159

00:07:50,460 --> 00:07:53,130
But getting our faculty to understand

160

00:07:53,130 --> 00:07:55,920
the kids are able to do this work

161

00:07:55,920 --> 00:07:57,790
and it will put them in a better position

162

00:07:57,790 --> 00:07:59,170
for their college

163

00:08:01,040 --> 00:08:03,160
enrollment process

164

00:08:03,160 --> 00:08:06,550
and trying to familiarize them

165
00:08:06,550 --> 00:08:08,210
with the Advance Placement program

166
00:08:08,210 --> 00:08:12,270
as not being a program for a selected few

167
00:08:12,270 --> 00:08:15,330
but being a program that would be perfect

168
00:08:15,330 --> 00:08:17,220
for the majority of the students

169
00:08:17,220 --> 00:08:19,760
because of its rigor,

170
00:08:19,760 --> 00:08:22,560
because of the way the
curriculum is carefully laid out,

171
00:08:22,560 --> 00:08:25,440
and the external testing
which happens at the end.

172
00:08:25,440 --> 00:08:27,550
Are you familiar with the Advance Place --

173
00:08:27,550 --> 00:08:30,040
you have some Advanced Placement
courses at your school.

174
00:08:30,040 --> 00:08:33,210
So I'm attracted to it I just feel

175
00:08:33,210 --> 00:08:35,440
like those components are really

176
00:08:35,440 --> 00:08:40,020
what the public is seeking
and it puts the students

177

00:08:40,020 --> 00:08:42,000
in a good position to be accepted

178

00:08:42,000 --> 00:08:45,447
into a competitive college
if that's what they choose

179

00:08:45,447 --> 00:08:47,300
or if that's where they want to go.

180

00:08:47,300 --> 00:08:50,253
And so we talked about
it for about a year.

181

00:08:51,310 --> 00:08:52,660
In all those kinds of changes,

182

00:08:52,660 --> 00:08:55,120
you have a few people
who like the pioneers

183

00:08:55,120 --> 00:08:58,480
and they're like on board day one,

184

00:08:58,480 --> 00:09:01,360
and they are interested
in making those changes

185

00:09:01,360 --> 00:09:04,750
and so I identified a few
folks who were kind of

186

00:09:04,750 --> 00:09:07,218
in the program right away
and then there's always

187

00:09:07,218 --> 00:09:08,200
some who're in the middle.

188

00:09:08,200 --> 00:09:11,300
It's like well I don't

know if it's really for me

189

00:09:11,300 --> 00:09:12,690

I don't know if I'm ready for that change

190

00:09:12,690 --> 00:09:14,500

I don't know if the
students can do the work.

191

00:09:14,500 --> 00:09:15,380

All those kinds of things.

192

00:09:15,380 --> 00:09:18,880

So we worked with those teachers.

193

00:09:18,880 --> 00:09:22,300

And then there's always
the folks who say, "No no,

194

00:09:22,300 --> 00:09:24,210

this is not the right thing for me."

195

00:09:24,210 --> 00:09:26,640

My attitude was, "If they
aren't ready for this

196

00:09:26,640 --> 00:09:28,170

that's fine."

197

00:09:28,170 --> 00:09:30,650

We sort of leap and let
them let the evolution

198

00:09:30,650 --> 00:09:32,780

of this take place naturally.

199

00:09:32,780 --> 00:09:36,340

And so we just let those folks

200

00:09:37,550 --> 00:09:40,400

go at their own speed so to speak.

201
00:09:40,400 --> 00:09:42,010
But folks who were ready for this

202
00:09:42,010 --> 00:09:44,200
then we organized training for them

203
00:09:44,200 --> 00:09:47,960
and began to plan
Advance Placement courses

204
00:09:47,960 --> 00:09:50,297
and now I think we have 14
Advance Placement courses

205
00:09:50,297 --> 00:09:51,843
at the school today.

206
00:09:52,720 --> 00:09:56,770
And so we added Advance
Placement in Chemistry,

207
00:09:56,770 --> 00:09:58,900
Physics, Biology,

208
00:09:58,900 --> 00:10:01,133
2nd level of Calculus, Calculus BC,

209
00:10:03,710 --> 00:10:04,873
Music Theory,

210
00:10:07,150 --> 00:10:08,183
U.S. History,

211
00:10:09,770 --> 00:10:11,270
History of Mankind they call it

212
00:10:11,270 --> 00:10:12,700
it's a World History program

213
00:10:13,970 --> 00:10:14,803
What else?

214

00:10:14,803 --> 00:10:18,360

We added AP Spanish,

215

00:10:18,360 --> 00:10:19,253

AP French.

216

00:10:21,992 --> 00:10:26,010

I must be forgetting some but
it was a much wider change

217

00:10:26,010 --> 00:10:31,010

by the time it took place
and so we simply encouraged

218

00:10:32,060 --> 00:10:34,430

the teachers who were
ready to embrace this,

219

00:10:34,430 --> 00:10:36,510

give 'em the tools they need,

220

00:10:36,510 --> 00:10:39,270

provided training for them
and then the next year

221

00:10:39,270 --> 00:10:40,200

we offered it.

222

00:10:40,200 --> 00:10:41,620

And of course with all these things,

223

00:10:41,620 --> 00:10:43,833

if the students aren't signing up for it,

224

00:10:45,080 --> 00:10:47,340

you can't go forward with
it but we had a minimum

225

00:10:47,340 --> 00:10:49,250

of 10 students per class.

226

00:10:49,250 --> 00:10:51,300
If we met that minimum

227

00:10:51,300 --> 00:10:53,940
then the school supported those programs

228

00:10:53,940 --> 00:10:55,217
if there were less than
that then we'd say,

229

00:10:55,217 --> 00:10:56,910
"Well we'll do it another year

230

00:10:56,910 --> 00:10:59,530
or we'll wait until there's
more interest (murmurs)."

231

00:11:00,440 --> 00:11:05,440
And so I think the program
was fairly successful

232

00:11:05,510 --> 00:11:09,160
and I think the key was
to let it evolve naturally

233

00:11:09,160 --> 00:11:12,110
rather than top down you have to do this,

234

00:11:12,110 --> 00:11:14,737
we're going to this,
rather than say, "No."

235

00:11:16,072 --> 00:11:19,230
Working with these kids is very exciting

236

00:11:19,230 --> 00:11:22,800
and they are also making the choice

237

00:11:22,800 --> 00:11:25,440
to step up to a higher level of rigor

238

00:11:25,440 --> 00:11:30,400
and those two things
together really make it work.

239
00:11:30,400 --> 00:11:33,840
And as you can see I was
enthusiastic about it,

240
00:11:33,840 --> 00:11:35,744
and that enthusiasm,

241
00:11:35,744 --> 00:11:37,720
the fact that I was in the
classroom already teaching

242
00:11:37,720 --> 00:11:40,440
at an Advance Placement course also helped

243
00:11:40,440 --> 00:11:42,730
the teacher recognize that you know,

244
00:11:42,730 --> 00:11:47,490
it's important and it's sort
of the heart of what you do.

245
00:11:47,490 --> 00:11:51,503
And so I was thrilled to see
that it worked out in the end.

246
00:11:52,409 --> 00:11:54,170
It took probably three years to have

247
00:11:54,170 --> 00:11:56,213
that come to fruition.

248
00:11:59,588 --> 00:12:01,921
- (mutters)

249
00:12:04,490 --> 00:12:08,320
- Can you tell me a
little bit about your view

250

00:12:08,320 --> 00:12:10,410
of discipline and how that interacts

251
00:12:10,410 --> 00:12:13,912
with the parents and how
you bring that together?

252
00:12:13,912 --> 00:12:15,083
In your experience.

253
00:12:17,590 --> 00:12:20,690
- Generally speaking in
schools I've worked in

254
00:12:20,690 --> 00:12:25,680
because this is a choice
the parents make to,

255
00:12:25,680 --> 00:12:29,440
in my case spend large amounts of money

256
00:12:29,440 --> 00:12:31,110
to make this happen

257
00:12:31,110 --> 00:12:35,400
the kids understand that
they're paying a premium

258
00:12:35,400 --> 00:12:39,227
for a certain kind of
education and 99% of them

259
00:12:39,227 --> 00:12:41,263
are on board right from day one.

260
00:12:42,660 --> 00:12:46,800
And so the idea of requiring
them to come to school

261
00:12:46,800 --> 00:12:49,150
is never really a part of their thought

262

00:12:49,150 --> 00:12:50,800
their thought was always, "How can I make

263
00:12:50,800 --> 00:12:52,360
this work for me,

264
00:12:52,360 --> 00:12:55,600
how can I take advantage and
leverage this situation."

265
00:12:55,600 --> 00:12:57,700
So discipline has not been a big part

266
00:12:57,700 --> 00:12:59,110
of my experience.

267
00:12:59,110 --> 00:13:02,670
On the other hand I feel that
if you don't have a school

268
00:13:02,670 --> 00:13:05,187
where you have parameters for the students

269
00:13:05,187 --> 00:13:07,640
and they understand what's expected

270
00:13:07,640 --> 00:13:10,820
they're trained in their
behavior that's appropriate

271
00:13:11,820 --> 00:13:14,090
it's not going to work either.

272
00:13:14,090 --> 00:13:16,870
And so depending on the situation

273
00:13:16,870 --> 00:13:18,450
the kids are coming from

274
00:13:18,450 --> 00:13:20,677
I think has to be very well laid out

275
00:13:20,677 --> 00:13:24,110
and I think looking at
your materials just briefly

276
00:13:24,110 --> 00:13:26,030
you've already done that.

277
00:13:26,030 --> 00:13:29,310
It's very clear to me
that you have standards

278
00:13:29,310 --> 00:13:31,070
and kids have to step up

279
00:13:31,070 --> 00:13:34,260
that's their job to step
up and meet those standards

280
00:13:34,260 --> 00:13:37,710
and as they do so they will
be meeting disciplinary

281
00:13:37,710 --> 00:13:41,490
behavior and procedures
that you have put in place.

282
00:13:41,490 --> 00:13:43,990
They have to be there and again

283
00:13:43,990 --> 00:13:47,830
in a good school they
sort of breed confidence

284
00:13:47,830 --> 00:13:51,220
that you can continue to
make those disciplinary

285
00:13:51,220 --> 00:13:54,640
standards take place and
obviously your test scores

286
00:13:54,640 --> 00:13:56,983

and the history of this
school has made it very clear

287

00:13:56,983 --> 00:13:59,250
that that's already happening.

288

00:13:59,250 --> 00:14:01,957
And so I'm very committed to that.

289

00:14:01,957 --> 00:14:04,410
I mean it has to happen
it's sort of a permission

290

00:14:04,410 --> 00:14:05,270
to play card.

291

00:14:05,270 --> 00:14:07,569
I mean if you're not doing
that you're not (murmurs)

292

00:14:07,569 --> 00:14:09,528
to be able to accomplish
anything else either.

293

00:14:09,528 --> 00:14:11,260
So it has to be a part of it

294

00:14:11,260 --> 00:14:15,210
but hopefully it's not the main focus.

295

00:14:15,210 --> 00:14:18,430
As you go forward your
focus becomes developing

296

00:14:18,430 --> 00:14:21,760
care for the kids and
developing their competencies

297

00:14:21,760 --> 00:14:23,430
so that they're able to move ahead

298

00:14:23,430 --> 00:14:25,883

and be successful in their lives.

299

00:14:30,710 --> 00:14:32,680

- Yeah, having worked
at that private schools

300

00:14:32,680 --> 00:14:35,460

and, you know, the foreign schools

301

00:14:35,460 --> 00:14:38,320

do they operate much like a private school

302

00:14:38,320 --> 00:14:40,954

where they had their own Board of Trustees

303

00:14:40,954 --> 00:14:41,787

and --

304

00:14:41,787 --> 00:14:42,727

- Yes.

305

00:14:42,727 --> 00:14:46,340

- Okay, you know, private
school with Board of Trustees,

306

00:14:46,340 --> 00:14:48,260

foreign schools with Boards of Trustees,

307

00:14:48,260 --> 00:14:49,860

what do you feel is --

308

00:14:49,860 --> 00:14:53,160

What makes an ideal relationship between

309

00:14:53,160 --> 00:14:57,080

the Board and the Head
of School or a Principal?

310

00:14:57,080 --> 00:15:00,810

- That's a key question and
such an important dynamic

311

00:15:00,810 --> 00:15:02,537
that we have to be aware of.

312

00:15:02,537 --> 00:15:04,287
The first thing I would say is that

313

00:15:05,720 --> 00:15:08,970
connecting with the Board
Chair and Head of School

314

00:15:08,970 --> 00:15:11,550
is the most key connection.

315

00:15:11,550 --> 00:15:14,080
And so in my experience I've always tried

316

00:15:14,080 --> 00:15:17,270
to meet at least once a week separately

317

00:15:17,270 --> 00:15:20,640
with the Board Chair to
talk over agenda items

318

00:15:20,640 --> 00:15:23,910
to give them an update, here's
what's happening in school,

319

00:15:23,910 --> 00:15:26,140
here's a difficult conversation I had

320

00:15:26,990 --> 00:15:30,890
so that there's an openness
and flow of information

321

00:15:30,890 --> 00:15:33,720
not sort of a withholding of information,

322

00:15:33,720 --> 00:15:34,720
trying to (murmurs),

323

00:15:35,730 --> 00:15:38,234

but really making the relationship

324

00:15:38,234 --> 00:15:40,390
a solid, strong relationship.

325

00:15:40,390 --> 00:15:43,030
And so that has been
a foundation for me so

326

00:15:44,273 --> 00:15:47,980
I've had, gosh, probably
10 different Board Chairs

327

00:15:47,980 --> 00:15:50,600
15 maybe during my time.

328

00:15:50,600 --> 00:15:54,370
In each case based on
different personalities

329

00:15:54,370 --> 00:15:56,030
we would meet for breakfast or lunch

330

00:15:56,030 --> 00:15:59,800
or in the office just take
this time to do an update

331

00:15:59,800 --> 00:16:01,117
and they could ask me questions also.

332

00:16:01,117 --> 00:16:04,270
"John I heard this happened,
can you tell me about

333

00:16:04,270 --> 00:16:05,541
that a little bit."

334

00:16:05,541 --> 00:16:07,702
(murmurs) Sometimes like
yeah, here's the background

335

00:16:07,702 --> 00:16:10,880

on that or, "Gosh I never
heard that (murmurs)

336
00:16:10,880 --> 00:16:13,040
to find out what's going on with that."

337
00:16:13,040 --> 00:16:16,340
But the relationship with the Board Chair

338
00:16:16,340 --> 00:16:18,220
and the Head of School
is very important one.

339
00:16:18,220 --> 00:16:21,440
I've been to several
conferences where they

340
00:16:21,440 --> 00:16:24,740
were designed for the Head of School

341
00:16:24,740 --> 00:16:27,450
and the Board Chair only
and you could only come

342
00:16:27,450 --> 00:16:30,180
if you had both members there.

343
00:16:30,180 --> 00:16:32,010
They spent two days talking about

344
00:16:32,010 --> 00:16:34,450
the importance of how to make that work

345
00:16:34,450 --> 00:16:35,283
and be successful.

346
00:16:35,283 --> 00:16:36,987
So that's a key element.

347
00:16:36,987 --> 00:16:39,980
And the second part
would be just connecting

348
00:16:39,980 --> 00:16:42,350
with the Board Members as well.

349
00:16:42,350 --> 00:16:44,910
In my experience, again,
it can be done many ways

350
00:16:44,910 --> 00:16:49,910
but I try to meet privately
with each Board Member

351
00:16:50,190 --> 00:16:51,930
at least once a year,

352
00:16:51,930 --> 00:16:53,697
thank them for their service,

353
00:16:53,697 --> 00:16:55,480
"Is there anything you
wanted to talk about

354
00:16:55,480 --> 00:16:56,970
that you aren't comfortable bringing up

355
00:16:56,970 --> 00:16:59,020
in the Board Meeting, are there any issues

356
00:16:59,020 --> 00:17:02,770
that I should be aware
of as the Head of School

357
00:17:02,770 --> 00:17:04,530
to make this work better."

358
00:17:04,530 --> 00:17:07,270
And that was also quite effective.

359
00:17:07,270 --> 00:17:09,530
In a small board you
can do that more often.

360

00:17:09,530 --> 00:17:14,530

My boards typically have
been from 12 to 25 members.

361

00:17:15,730 --> 00:17:18,080

And so you can't meet with
all of them all the time,

362

00:17:18,080 --> 00:17:20,630

but I try to make a connection with them

363

00:17:20,630 --> 00:17:24,840

so that they feel the
importance of their service.

364

00:17:24,840 --> 00:17:27,590

And as you know, Board Members typically

365

00:17:27,590 --> 00:17:29,640

are working behind the scenes,

366

00:17:29,640 --> 00:17:32,203

all the stuff nobody else
wants to do or can't do,

367

00:17:33,560 --> 00:17:35,160

but they also have to feel

368

00:17:35,160 --> 00:17:38,890

like they know kinda inside information,

369

00:17:38,890 --> 00:17:40,830

they're the first to know various issues

370

00:17:40,830 --> 00:17:43,590

that are facing in our schools.

371

00:17:43,590 --> 00:17:48,590

So seeing a relationship
as a two-way relationship

372

00:17:48,810 --> 00:17:50,263
valuing the relationship,

373
00:17:51,350 --> 00:17:54,330
I feel at least in my experience

374
00:17:54,330 --> 00:17:55,840
connecting with Board Members had been one

375
00:17:55,840 --> 00:17:56,983
of the most encouraging things for me.

376
00:17:56,983 --> 00:17:59,730
When I'm down and need encouragement

377
00:17:59,730 --> 00:18:02,180
I'll often connect with a Board Member

378
00:18:02,180 --> 00:18:03,470
and just spend time with them

379
00:18:03,470 --> 00:18:06,916
and they give me perspective
that I need (murmurs),

380
00:18:06,916 --> 00:18:09,790
to hear what's going on
about their perceiving

381
00:18:09,790 --> 00:18:11,877
the school, I don't know (murmurs).

382
00:18:12,873 --> 00:18:15,007
I could go for hours but -- (laughs)

383
00:18:18,409 --> 00:18:19,587
- Thank you Mr. Astrum.

384
00:18:19,587 --> 00:18:22,240
I have seen your resume that you mentioned

385

00:18:22,240 --> 00:18:27,239
forward thinking (murmurs)
and technology and learning.

386
00:18:27,239 --> 00:18:28,420
I wondered if you could just expand

387
00:18:28,420 --> 00:18:30,116
on your views on this (murmurs).

388
00:18:30,116 --> 00:18:31,467
- Yeah, yeah.

389
00:18:31,467 --> 00:18:35,950
Obviously in the last 15,
20 years we've gone through

390
00:18:36,800 --> 00:18:40,100
great change in terms of how we deliver

391
00:18:40,100 --> 00:18:42,370
the product, so to speak.

392
00:18:42,370 --> 00:18:44,990
And as a classroom
teacher I've gone through

393
00:18:44,990 --> 00:18:47,890
that same kind of change and one of the

394
00:18:47,890 --> 00:18:49,810
benefits for me is to actually

395
00:18:49,810 --> 00:18:53,630
be in the classroom and have
to do these various changes

396
00:18:53,630 --> 00:18:55,610
to get a sense for how it works.

397
00:18:55,610 --> 00:19:00,610
And so we're involved in

working with SmartBoards,

398

00:19:01,380 --> 00:19:05,160
we're involved in working
with offline things,

399

00:19:05,160 --> 00:19:08,050
that the kids in my Physics
class their assignments

400

00:19:08,050 --> 00:19:11,520
were always online at
night on something called

401

00:19:11,520 --> 00:19:14,040
WebAssign so that they
would have to go home,

402

00:19:14,040 --> 00:19:18,060
go online and they would
solve problems online,

403

00:19:18,060 --> 00:19:20,590
and then they would turn
the answer in right away,

404

00:19:20,590 --> 00:19:22,320
and they would know right away whether

405

00:19:22,320 --> 00:19:24,000
they got it right or wrong.

406

00:19:24,000 --> 00:19:26,550
And so they would have
five chances to answer

407

00:19:26,550 --> 00:19:29,360
the questions and what I
liked about that program

408

00:19:29,360 --> 00:19:34,360
was that my students all
had different numbers

409

00:19:35,200 --> 00:19:36,880
to the same problems.

410

00:19:36,880 --> 00:19:37,713
In other words they're given

411

00:19:37,713 --> 00:19:41,500
a Physics problem and they're
given a set of numbers

412

00:19:41,500 --> 00:19:44,740
to solve that problem
that are unique to them

413

00:19:44,740 --> 00:19:47,330
so they can't go to their
friends say, "Oh by the way

414

00:19:47,330 --> 00:19:49,687
what's the answer to number 13?"

415

00:19:49,687 --> 00:19:51,970
"Well my answer's gonna
be different than yours

416

00:19:51,970 --> 00:19:54,490
because it's a unique set of numbers

417

00:19:54,490 --> 00:19:56,000
that I have, I'm working with."

418

00:19:56,000 --> 00:19:59,460
And so those kinds of
technologies can really assist

419

00:19:59,460 --> 00:20:00,450
the teacher in the classroom.

420

00:20:00,450 --> 00:20:02,940
So we can spend a lot
of time solving problems

421
00:20:02,940 --> 00:20:04,837
because the kids had already done that,

422
00:20:04,837 --> 00:20:07,430
and they already know if
they had them right or wrong.

423
00:20:07,430 --> 00:20:09,540
The only thing we ever did in class was

424
00:20:09,540 --> 00:20:12,480
do you have problem,
were you unable to get

425
00:20:12,480 --> 00:20:14,680
the correct answer on that certain number.

426
00:20:14,680 --> 00:20:15,970
Let's talk about that problem.

427
00:20:15,970 --> 00:20:20,060
And so that technology
is there to assist us.

428
00:20:20,060 --> 00:20:23,700
My feeling however is
some cases teachers focus

429
00:20:23,700 --> 00:20:27,060
on the technology alone
rather than the content

430
00:20:27,996 --> 00:20:29,130
or the process,

431
00:20:29,130 --> 00:20:32,220
and so the technology should be used

432
00:20:32,220 --> 00:20:35,690
as a assistance as a tool just like

433
00:20:35,690 --> 00:20:40,100
we used to use chalk and slate boards

434
00:20:40,100 --> 00:20:43,120
as a tool to help us deliver the product.

435
00:20:43,120 --> 00:20:44,850
We have other tools now
and I think we should

436
00:20:44,850 --> 00:20:46,320
use them wisely.

437
00:20:46,320 --> 00:20:49,320
I'm not a fan of every
student having a device

438
00:20:49,320 --> 00:20:51,670
or requiring a device of every student,

439
00:20:51,670 --> 00:20:53,670
I know you have certain rules about how

440
00:20:53,670 --> 00:20:56,890
you use your devices
and the fact that this

441
00:20:56,890 --> 00:20:59,360
school is pretty clear
about what they expect

442
00:20:59,360 --> 00:21:01,940
and I think that's fully appropriate.

443
00:21:01,940 --> 00:21:04,850
However there are times in
my Physics class for instance

444
00:21:04,850 --> 00:21:07,750
where a student's had to use their devices

445

00:21:07,750 --> 00:21:10,800
to do certain timing and certain videos

446
00:21:10,800 --> 00:21:12,670
of experiments we were doing in class,

447
00:21:12,670 --> 00:21:15,093
and they were required
bring in at that time.

448
00:21:15,960 --> 00:21:19,540
So I'm just trying to say that technology

449
00:21:19,540 --> 00:21:21,850
is there as a tool for
us and we should learn

450
00:21:21,850 --> 00:21:23,063
to use it in that way.

451
00:21:25,825 --> 00:21:26,658
- You're welcome.

452
00:21:26,658 --> 00:21:29,643
- All right. I have a question about,

453
00:21:30,880 --> 00:21:32,297
please tell us about a time that you

454
00:21:32,297 --> 00:21:34,790
had to deliver an
evaluation to a staff member

455
00:21:34,790 --> 00:21:36,440
who was not meeting expectations.

456
00:21:37,790 --> 00:21:41,310
- Yeah, that's always one
of the challenging things

457
00:21:41,310 --> 00:21:43,363
that we do.

458
00:21:45,330 --> 00:21:47,890
I would go back to a school in New York

459
00:21:47,890 --> 00:21:50,100
where I was Athletic Director,

460
00:21:50,100 --> 00:21:55,100
and we had a basketball
coach who had a heart of gold

461
00:21:55,220 --> 00:21:58,613
but his results were not very strong.

462
00:22:01,925 --> 00:22:04,830
So we began having a conversation

463
00:22:04,830 --> 00:22:08,660
and at the end of the
conversation I indicated

464
00:22:08,660 --> 00:22:12,300
to him that we would take one more year

465
00:22:12,300 --> 00:22:15,670
to look at this and if
by the end of that year

466
00:22:15,670 --> 00:22:18,870
we hadn't achieved a certain
goal that we would agree

467
00:22:18,870 --> 00:22:21,810
that we would part ways
in terms of his role.

468
00:22:21,810 --> 00:22:24,490
And although that's difficult I think

469
00:22:24,490 --> 00:22:26,240
it's the only fair way to do it

470
00:22:26,240 --> 00:22:28,880
and so we worked through that.

471
00:22:28,880 --> 00:22:33,813
At the end of the year my
suspicion was confirmed

472
00:22:34,890 --> 00:22:38,720
he did not make the goals
that we had agreed upon

473
00:22:38,720 --> 00:22:42,210
and so we made a change in
the coaching situation there.

474
00:22:42,210 --> 00:22:45,770
I think that's the ideal way to do this.

475
00:22:45,770 --> 00:22:49,170
In many cases you hear
of precipitous changes

476
00:22:49,170 --> 00:22:53,010
where someone, I don't
know, isn't doing well

477
00:22:53,010 --> 00:22:55,330
all of the sudden they're
told that they are

478
00:22:55,330 --> 00:22:57,200
not being renewed for next year.

479
00:22:57,200 --> 00:23:00,980
Well I feel like it's more appropriate

480
00:23:00,980 --> 00:23:03,280
and ethical to give the person a chance

481
00:23:03,280 --> 00:23:04,610
to make those changes,

482
00:23:04,610 --> 00:23:06,480
making very clear what the issues are,

483
00:23:06,480 --> 00:23:09,620
and then hold them accountable to that.

484
00:23:09,620 --> 00:23:11,850
An exception of course
would be a moral breach

485
00:23:11,850 --> 00:23:16,250
where a teacher is stepping
outside of moral values

486
00:23:16,250 --> 00:23:19,620
and expectations of
professionalism and so forth,

487
00:23:19,620 --> 00:23:20,990
and in some cases you have to make

488
00:23:20,990 --> 00:23:23,800
those changes right away
just to protect the students

489
00:23:23,800 --> 00:23:25,530
or the school what have you,

490
00:23:25,530 --> 00:23:27,820
and I've done that from
time to time as well.

491
00:23:29,921 --> 00:23:32,421
- (muttering)

492
00:23:33,560 --> 00:23:36,720
- Yeah, you may have seen
from previous Board meetings

493
00:23:36,720 --> 00:23:38,700
this summer that we're in the process

494

00:23:38,700 --> 00:23:42,420
of revamping our grievance process.

495

00:23:42,420 --> 00:23:43,253
Establishing a --
- I saw that yes.

496

00:23:43,253 --> 00:23:47,980
grievance committee and
outlining the whole process.

497

00:23:49,370 --> 00:23:51,920
You know, and I attended a private school

498

00:23:51,920 --> 00:23:53,950
in the Northeast and one of the

499

00:23:53,950 --> 00:23:57,010
whenever there was a
grievance or a discipline item

500

00:23:57,010 --> 00:23:59,950
or things of that nature
there was a process

501

00:23:59,950 --> 00:24:04,877
and it was but the entire
process did not involve

502

00:24:04,877 --> 00:24:06,259
the Head of School.

503

00:24:06,259 --> 00:24:07,092
- Uh huh.

504

00:24:07,092 --> 00:24:09,700
- And did you, what's your,

505

00:24:09,700 --> 00:24:12,270
let's say the Portsmen Christian Academy

506

00:24:12,270 --> 00:24:15,230
was that something similar where you had,

507

00:24:15,230 --> 00:24:17,570
if there was a grievance
or a discipline issue

508

00:24:17,570 --> 00:24:18,870
or something of that nature it went

509

00:24:18,870 --> 00:24:22,020
to a committee or went to another person

510

00:24:22,020 --> 00:24:24,330
in the school and you as Head of School

511

00:24:24,330 --> 00:24:27,100
necessarily didn't have
to deal with those issues.

512

00:24:27,100 --> 00:24:31,570
- Yeah, it depended a
little bit on who made

513

00:24:31,570 --> 00:24:32,553
the decision.

514

00:24:33,410 --> 00:24:35,720
In some cases the Board,
if the Board makes

515

00:24:35,720 --> 00:24:39,570
the decision then the grievance process

516

00:24:39,570 --> 00:24:42,780
would go to them and
they would deal with it.

517

00:24:42,780 --> 00:24:47,410
If it were a school-related issue where

518

00:24:47,410 --> 00:24:49,440

the Head of School made a decision

519

00:24:49,440 --> 00:24:53,920
then it was handled through
our Head of our HR person

520

00:24:53,920 --> 00:24:56,670
and she and I would meet
together and try to resolve it

521

00:24:56,670 --> 00:24:59,577
or meet together with the
person and try to resolve it.

522

00:24:59,577 --> 00:25:02,540
It wasn't as formalized as some places are

523

00:25:02,540 --> 00:25:04,330
in terms of grievance.

524

00:25:04,330 --> 00:25:06,958
And I know when there is a Teacher's Union

525

00:25:06,958 --> 00:25:09,544
they are very specific in
terms of how this takes place.

526

00:25:09,544 --> 00:25:12,030
Independent school is not
quite as formal as that,

527

00:25:12,030 --> 00:25:14,360
typically you have an HR person

528

00:25:14,360 --> 00:25:17,210
or you have an Assistant Head for Finance

529

00:25:17,210 --> 00:25:19,607
or something that they
(murmurs) through that.

530

00:25:21,180 --> 00:25:22,960

So I've done it both ways

531

00:25:22,960 --> 00:25:25,580
that is been involved in
some of these grievances

532

00:25:25,580 --> 00:25:30,205
in other cases the Board
takes care of the grievances.

533

00:25:30,205 --> 00:25:31,687
It's them.

534

00:25:31,687 --> 00:25:33,550
And I think it makes perfect sense

535

00:25:33,550 --> 00:25:36,433
to sort of handle it in a
way that's most appropriate.

536

00:25:43,670 --> 00:25:45,410
- Could you please tell
me what your view is

537

00:25:45,410 --> 00:25:46,833
of the achievement gap?

538

00:25:48,510 --> 00:25:50,410
- Can you be more specific about that?

539

00:25:52,603 --> 00:25:57,603
- I found that in education
today there's a lot of focus

540

00:25:59,410 --> 00:26:01,860
what people will refer to
as the achievement gap,

541

00:26:02,814 --> 00:26:04,740
and I know that Mason Classical Academy

542

00:26:04,740 --> 00:26:09,740

has an approach to teaching which sees

543

00:26:10,030 --> 00:26:13,647

all students equally in their ability

544

00:26:14,834 --> 00:26:15,834

and their --

545

00:26:20,350 --> 00:26:23,080

I'm wondering if you agree or disagree

546

00:26:23,080 --> 00:26:25,640

with their being an achievement gap,

547

00:26:25,640 --> 00:26:26,737

if so what you've done
in the past to (murmurs).

548

00:26:26,737 --> 00:26:30,272

- So are you talking
about a cultural or racial

549

00:26:30,272 --> 00:26:31,333

achievement gap?

550

00:26:32,370 --> 00:26:35,310

- Well the term is thrown around a lot,

551

00:26:36,438 --> 00:26:38,828

I'm just wondering if you
(murmurs) what that means.

552

00:26:38,828 --> 00:26:43,820

- Yeah I can, again in
general all students can learn

553

00:26:43,820 --> 00:26:47,277

all students are prepared to achieve

554

00:26:49,373 --> 00:26:51,480

at their normal level unless they have

555

00:26:51,480 --> 00:26:55,430
some kind of a disability and
they need extra assistance

556

00:26:55,430 --> 00:27:00,040
or support and most schools supply that

557

00:27:00,040 --> 00:27:02,260
to whatever extent that they can

558

00:27:02,260 --> 00:27:04,660
but aside from that all students should

559

00:27:07,050 --> 00:27:09,803
be expected to achieve at their potential.

560

00:27:10,900 --> 00:27:14,230
You know, I believe that
God has given each student

561

00:27:15,330 --> 00:27:18,570
potential to achieve and it's their job

562

00:27:18,570 --> 00:27:21,010
to work toward fulfilling that potential

563

00:27:22,170 --> 00:27:23,003
so that they can do the work

564

00:27:23,003 --> 00:27:24,623
that they were put on Earth to do,

565

00:27:24,623 --> 00:27:26,990
and that's to assist others,

566

00:27:26,990 --> 00:27:27,823
make it their place.

567

00:27:27,823 --> 00:27:32,117
So, yeah, I don't (murmurs)
applaud your school

568

00:27:35,490 --> 00:27:38,330
for approaching it that way here,

569

00:27:38,330 --> 00:27:40,130
obviously the test scores
are very clear about

570

00:27:40,130 --> 00:27:42,603
the fact you don't have this gap,

571

00:27:42,603 --> 00:27:44,320
that your students are all engaged

572

00:27:44,320 --> 00:27:46,003
and embracing the challenges.

573

00:27:49,200 --> 00:27:50,993
- Are there any questions Board Members?

574

00:27:53,990 --> 00:27:55,595
Thank you so much.

575

00:27:55,595 --> 00:27:56,660
- Thank you.

576

00:27:56,660 --> 00:27:57,493
- We appreciate it.

577

00:27:57,493 --> 00:27:59,201
- We appreciate you being
here today. Thank you.

578

00:28:03,490 --> 00:28:06,257
You're welcome to stay for the meeting.

579

00:28:10,831 --> 00:28:13,248
- Next up, Mr. Gelman please.

580

00:28:14,372 --> 00:28:15,705
To the hot seat.

581
00:28:28,385 --> 00:28:29,218
- Morning.

582
00:28:29,218 --> 00:28:30,794
- Good morning.

583
00:28:30,794 --> 00:28:32,660
- All right so we'll just
start off kind of the same

584
00:28:32,660 --> 00:28:35,110
when you just telling us a
little bit about yourself

585
00:28:35,110 --> 00:28:37,096
and why you applied to
the Principal position

586
00:28:37,096 --> 00:28:39,610
at Mason Classical Academy.

587
00:28:39,610 --> 00:28:41,610
- Well first of all thank you very much.

588
00:28:42,610 --> 00:28:44,980
Having had the opportunity to review

589
00:28:44,980 --> 00:28:47,590
the candidates I know that Mason

590
00:28:47,590 --> 00:28:51,340
has a enviable position to pick.

591
00:28:51,340 --> 00:28:55,220
I think all three candidates
are very very qualified.

592
00:28:55,220 --> 00:28:57,720
But one of the things
I'll tell you about myself

593

00:28:57,720 --> 00:29:01,250
is that I came to this
great country of ours

594

00:29:01,250 --> 00:29:02,120
when I was 10 years old.

595

00:29:02,120 --> 00:29:03,570
So I was born in a different country,

596

00:29:03,570 --> 00:29:08,570
I was born in Romania and
I believe I'm a product

597

00:29:08,710 --> 00:29:10,570
of what great education is.

598

00:29:10,570 --> 00:29:13,340
And when I first started out in Romania

599

00:29:13,340 --> 00:29:15,890
I was in the system very similar

600

00:29:15,890 --> 00:29:18,360
to Mason Classical because

601

00:29:18,360 --> 00:29:20,670
there were certain things we had to learn.

602

00:29:20,670 --> 00:29:23,100
We had to, you know, learn the facts,

603

00:29:23,100 --> 00:29:25,874
we had to memorize because we know

604

00:29:25,874 --> 00:29:26,730
there's certain things you need to do

605

00:29:26,730 --> 00:29:29,350
before you can go on and begin

606

00:29:29,350 --> 00:29:31,210
to the higher level of thinking.

607

00:29:31,210 --> 00:29:34,500
So when I first came to
this wonderful country

608

00:29:34,500 --> 00:29:37,700
of ours I grew up in Maryland

609

00:29:37,700 --> 00:29:40,290
and when I went to a public schools

610

00:29:40,290 --> 00:29:42,287
they started off pretty much as a

611

00:29:43,290 --> 00:29:46,100
learning the facts, making
sure that all the students are

612

00:29:46,100 --> 00:29:47,930
up to date that they know exactly

613

00:29:47,930 --> 00:29:50,960
what the facts are, you know, so that way

614

00:29:50,960 --> 00:29:52,563
when you got to the upper grades

615

00:29:52,563 --> 00:29:55,370
they are able to start
really thinking about

616

00:29:55,370 --> 00:29:56,970
how do I process this information,

617

00:29:56,970 --> 00:30:00,480
how am I able to really
truly express myself

618

00:30:00,480 --> 00:30:01,313

as a student.

619

00:30:02,480 --> 00:30:06,000

So, anyway, one of the
educational experiences

620

00:30:06,000 --> 00:30:08,840

I've had is I was a Math teacher

621

00:30:08,840 --> 00:30:11,520

and even when I taught Math

622

00:30:11,520 --> 00:30:13,540

that's truly what I was teaching out

623

00:30:13,540 --> 00:30:15,548

because I saw so many times along the way

624

00:30:15,548 --> 00:30:18,320

when I was teaching algebra for example.

625

00:30:18,320 --> 00:30:21,230

The students who weren't able to process

626

00:30:21,230 --> 00:30:23,180

like they were missing those basic facts.

627

00:30:23,180 --> 00:30:26,590

So I had to take time out and go back

628

00:30:26,590 --> 00:30:29,360

and review so that was one of the things

629

00:30:29,360 --> 00:30:32,310

I was able to do is
kind of run my classroom

630

00:30:32,310 --> 00:30:33,610

so that there were some students

631

00:30:33,610 --> 00:30:36,120

that were a little behind to make sure

632

00:30:36,120 --> 00:30:38,800
they were able to catch up with the facts

633

00:30:38,800 --> 00:30:40,610
but at the same time not keep

634

00:30:40,610 --> 00:30:41,683
those other students back
'cause I wanted to make sure

635

00:30:41,683 --> 00:30:44,640
that they are able to continue to succeed.

636

00:30:44,640 --> 00:30:49,150
So anyway I from there
I was a Dean of Students

637

00:30:50,310 --> 00:30:52,210
that was another great experience for me

638

00:30:52,210 --> 00:30:55,220
because at that point I
wasn't so much focused

639

00:30:55,220 --> 00:30:57,510
on the academics as a Dean of Student

640

00:30:57,510 --> 00:30:59,920
in Maryland you pretty much had to

641

00:30:59,920 --> 00:31:02,960
were in charge of the assemblies

642

00:31:02,960 --> 00:31:06,190
making sure that, you
know, teachers were there

643

00:31:06,190 --> 00:31:08,990
so it was a quasi-administrator

644
00:31:08,990 --> 00:31:11,173
but not so much focused on the academics.

645
00:31:12,025 --> 00:31:13,910
From there I continued and I became

646
00:31:13,910 --> 00:31:15,830
an Assistant Principal.

647
00:31:15,830 --> 00:31:17,680
And as an Assistant Principal we all know

648
00:31:17,680 --> 00:31:19,860
we follow the rules and follow

649
00:31:19,860 --> 00:31:23,780
what our Principal wants but
the different experiences

650
00:31:23,780 --> 00:31:26,890
I've had, I've worked with
Principals where they saw

651
00:31:26,890 --> 00:31:27,750
the potential in me.

652
00:31:27,750 --> 00:31:30,720
They saw all of the abilities that I had

653
00:31:30,720 --> 00:31:31,993
and I was able to do a lot more

654
00:31:31,993 --> 00:31:33,810
than just the Assistant Principal role.

655
00:31:33,810 --> 00:31:36,530
So I was actually in charge
of several departments

656
00:31:36,530 --> 00:31:38,223
in my Assistant Principal role,

657

00:31:39,100 --> 00:31:41,740
Math being one of them
and I pretty much ran

658

00:31:41,740 --> 00:31:44,233
those departments for
like as a Head of School.

659

00:31:45,100 --> 00:31:47,320
I was able to deliver
professional developments

660

00:31:47,320 --> 00:31:49,070
for teachers.

661

00:31:49,070 --> 00:31:51,890
I was working with them in the classroom.

662

00:31:51,890 --> 00:31:54,480
I even rolled up my sleeves
because I truly believe

663

00:31:54,480 --> 00:31:56,710
as an Administrator I always
wanted to go back into

664

00:31:56,710 --> 00:31:59,420
the classroom to make
sure that I kept intact

665

00:31:59,420 --> 00:32:01,070
with all of my teaching skills,

666

00:32:01,070 --> 00:32:03,000
connect with the students
that's so important

667

00:32:03,000 --> 00:32:05,237
to build those relationships
with the students

668

00:32:05,237 --> 00:32:07,110
and the teachers,

669
00:32:07,110 --> 00:32:09,290
and so pretty much I was able to do that

670
00:32:09,290 --> 00:32:10,930
and that was a great experience.

671
00:32:10,930 --> 00:32:13,570
At the same time I was a Master Scheduler

672
00:32:13,570 --> 00:32:17,510
and for those of us that
were in public education

673
00:32:17,510 --> 00:32:18,560
you know how important that is

674
00:32:18,560 --> 00:32:21,160
because I truly believe
that Master Schedule

675
00:32:21,160 --> 00:32:22,650
drives instruction.

676
00:32:22,650 --> 00:32:25,470
You had to make sure that
you filled in those classes

677
00:32:25,470 --> 00:32:29,540
to those Advanced classes
and all those other things

678
00:32:29,540 --> 00:32:31,610
that go on into building a schedule,

679
00:32:31,610 --> 00:32:33,360
you know which teachers.

680
00:32:33,360 --> 00:32:36,457
So all of those experiences

really served me well

681

00:32:36,457 --> 00:32:38,210
and I became Principal.

682

00:32:38,210 --> 00:32:41,760
And as a Principal I
served a different school

683

00:32:41,760 --> 00:32:45,313
I served at a school that
was really local for me.

684

00:32:46,400 --> 00:32:47,600
Up in Maryland it was different,

685

00:32:47,600 --> 00:32:50,460
it was not like the
schools were not graded

686

00:32:50,460 --> 00:32:52,573
on letter grades as
they are here in Florida

687

00:32:52,573 --> 00:32:55,390
but at the time it was schools whether

688

00:32:55,390 --> 00:32:58,530
they were making A.Y.P. had
a great year of progress.

689

00:32:58,530 --> 00:33:00,280
So one of the schools I worked at was not

690

00:33:00,280 --> 00:33:05,050
so when I got there I was
able to pretty much find out

691

00:33:05,050 --> 00:33:09,730
that some of the teachers
really were kinda there,

692

00:33:09,730 --> 00:33:12,160
they weren't really there
for the right reason.

693
00:33:12,160 --> 00:33:15,480
Some of the students were
not academically challenged

694
00:33:15,480 --> 00:33:18,860
so slowly in the four years I was there

695
00:33:18,860 --> 00:33:21,580
I was able to build up
the instructional program,

696
00:33:21,580 --> 00:33:24,050
the rigor in the process.

697
00:33:24,050 --> 00:33:27,940
When I got there there were
a total of five AP classes,

698
00:33:27,940 --> 00:33:30,670
by the time I left we increased it to 22.

699
00:33:30,670 --> 00:33:33,870
Now that doesn't always
tell you the whole story

700
00:33:33,870 --> 00:33:36,730
just says we have a lot of AP courses.

701
00:33:36,730 --> 00:33:40,050
I think the importance is
how well those students do

702
00:33:40,050 --> 00:33:41,570
in those AP courses.

703
00:33:41,570 --> 00:33:45,400
You know that nowadays
colleges don't always take

704

00:33:45,400 --> 00:33:49,260
those AP credits, if
you have a 5 sometimes

705

00:33:49,260 --> 00:33:50,370
they'll be willing to look at that

706

00:33:50,370 --> 00:33:53,540
and take that credit so
for me I was more focused

707

00:33:53,540 --> 00:33:55,243
on the rigor to make
sure that every student

708

00:33:55,243 --> 00:34:00,217
had the ability to increase their rigor

709

00:34:00,217 --> 00:34:02,490
and to perform at their potential.

710

00:34:02,490 --> 00:34:04,413
In order to do that had to make sure

711

00:34:04,413 --> 00:34:08,060
that we had a great teacher in classrooms.

712

00:34:08,060 --> 00:34:10,440
So I was able to kind of start over

713

00:34:10,440 --> 00:34:12,300
and I interviewed every single teacher

714

00:34:12,300 --> 00:34:13,833
to make sure that they
were really truly there

715

00:34:13,833 --> 00:34:15,460
for the right reasons.

716

00:34:15,460 --> 00:34:17,280

Some of the teachers
unfortunately were not

717
00:34:17,280 --> 00:34:20,100
so I had to make changes
and that's always difficult

718
00:34:21,100 --> 00:34:24,250
and so one of the things I
did was also I reached out

719
00:34:24,250 --> 00:34:25,590
to the parents because I thought that

720
00:34:25,590 --> 00:34:26,490
was very critical.

721
00:34:26,490 --> 00:34:29,030
What do the parents want, what
do you want your kids to do?

722
00:34:29,030 --> 00:34:30,990
What do you want the school to look like?

723
00:34:30,990 --> 00:34:33,860
What do you want for us
to accomplish together?

724
00:34:33,860 --> 00:34:36,427
So through that, through
the four years I was there,

725
00:34:36,427 --> 00:34:40,990
the school pretty much began
to perform at higher level

726
00:34:40,990 --> 00:34:45,130
and at the same time I got a
lot of parental involvement.

727
00:34:45,130 --> 00:34:47,097
When I first got there
there were very few people

728

00:34:47,097 --> 00:34:51,830
who came to the P.T.A.
meetings then in throughout

729

00:34:51,830 --> 00:34:54,720
the time I was able to increase (murmurs).

730

00:34:54,720 --> 00:34:57,020
'Cause at the end it's truly I believe

731

00:34:57,020 --> 00:34:58,447
in that open communication to make sure

732

00:34:58,447 --> 00:35:00,720
the parents are aware
of everything that we do

733

00:35:00,720 --> 00:35:03,623
at the school and that they
have an important as well.

734

00:35:04,900 --> 00:35:09,100
And so from there I came to Naples,

735

00:35:09,100 --> 00:35:11,900
my wife and I always vacationed
here it was a great place,

736

00:35:11,900 --> 00:35:14,447
and I worked for Collier
County Public Schools

737

00:35:14,447 --> 00:35:18,840
for four years and in
that time I was working

738

00:35:18,840 --> 00:35:21,130
as a Coordinator for (mutter)

739

00:35:21,130 --> 00:35:25,140
so that kind of was a

two-fold about timing.

740

00:35:25,140 --> 00:35:28,540

What I did was I was working
with the local colleges

741

00:35:28,540 --> 00:35:30,220

to recruit teachers.

742

00:35:30,220 --> 00:35:32,490

We all know there's a
teacher shortage out there

743

00:35:32,490 --> 00:35:34,590

and it's getting harder
because less and less

744

00:35:34,590 --> 00:35:36,540

teachers are going into the profession.

745

00:35:36,540 --> 00:35:39,340

So I was constantly working

746

00:35:39,340 --> 00:35:43,682

with Florida Golf Course
University, F.S.W.

747

00:35:43,682 --> 00:35:44,515

and we (mutters).

748

00:35:45,650 --> 00:35:48,973

And so that was very good
and also at the same time

749

00:35:48,973 --> 00:35:50,970

I was also working with
Principals to make sure

750

00:35:50,970 --> 00:35:52,830

that they had their school staff

751

00:35:52,830 --> 00:35:54,470

and they had it staffed appropriately with

752

00:35:54,470 --> 00:35:57,090

Certified teacher in the classroom.

753

00:35:57,090 --> 00:36:00,050

If it wasn't a Certified
teacher then I was working

754

00:36:00,050 --> 00:36:01,730

with them to see in the --

755

00:36:01,730 --> 00:36:03,290

as we know they have three years

756

00:36:03,290 --> 00:36:05,010

and from the time when
they enter the classroom

757

00:36:05,010 --> 00:36:07,740

to go ahead and get all those
certification requirements,

758

00:36:07,740 --> 00:36:08,920

so it was great.

759

00:36:08,920 --> 00:36:10,133

I was also working with Principals

760

00:36:10,133 --> 00:36:12,940

I was working on a team
where we actually went in

761

00:36:12,940 --> 00:36:14,500

and we did Principal observations,

762

00:36:14,500 --> 00:36:17,010

we looked at the school,
we offered suggestions

763

00:36:17,010 --> 00:36:21,750

and how to improve the school

and so that was a great role.

764

00:36:21,750 --> 00:36:26,750

From there I worked in with as a Director

765

00:36:26,960 --> 00:36:29,400

in Lee County schools and with that

766

00:36:29,400 --> 00:36:31,550

I was a Director of
School Transformations.

767

00:36:31,550 --> 00:36:34,540

So in that role I pretty much worked

768

00:36:34,540 --> 00:36:36,810

with one of the high schools that was

769

00:36:36,810 --> 00:36:39,053

a failing high school
and we had to make sure

770

00:36:39,053 --> 00:36:41,455

that we were able to turn
around the high school

771

00:36:41,455 --> 00:36:43,730

and so that way they would not,

772

00:36:43,730 --> 00:36:45,530

sort of, get taken out by the State.

773

00:36:46,450 --> 00:36:48,300

I also worked with some elementary schools

774

00:36:48,300 --> 00:36:50,220

and that was another fabulous opportunity

775

00:36:50,220 --> 00:36:53,353

because I was able to
look at the instruction,

776
00:36:54,260 --> 00:36:56,660
work with principals work with teachers

777
00:36:56,660 --> 00:36:58,940
work with professional
learning communities of

778
00:36:58,940 --> 00:37:01,387
the teachers and seeing
how we can increase

779
00:37:01,387 --> 00:37:03,010
the rigor for these students.

780
00:37:03,010 --> 00:37:05,180
The students are ready
we just have to make sure

781
00:37:05,180 --> 00:37:06,520
that there's that rigor there

782
00:37:06,520 --> 00:37:09,493
and then if there's a
few steps along the way

783
00:37:09,493 --> 00:37:11,620
that maybe they're not quite ready,

784
00:37:11,620 --> 00:37:13,120
how do we back-map the curriculum

785
00:37:13,120 --> 00:37:16,697
so that way we can scaffold to make sure

786
00:37:16,697 --> 00:37:18,150
they can catch up quicker.

787
00:37:18,150 --> 00:37:20,090
That's a great position because again

788
00:37:20,090 --> 00:37:22,268

I had the opportunity to go into schools,

789

00:37:22,268 --> 00:37:23,667

work with schools, work with teachers,

790

00:37:23,667 --> 00:37:25,028

work with principals.

791

00:37:25,028 --> 00:37:29,260

And all of the same time

I'm an Adjunct Professor

792

00:37:29,260 --> 00:37:32,241

at Florida Golf Course

University where I do teach

793

00:37:32,241 --> 00:37:34,806

in the Education Department and I teach

794

00:37:34,806 --> 00:37:36,890

future teachers.

795

00:37:36,890 --> 00:37:40,880

And that's again an awesome

position because one

796

00:37:40,880 --> 00:37:43,450

of the things I do is I work with students

797

00:37:43,450 --> 00:37:44,976

that identify that they want to get into

798

00:37:44,976 --> 00:37:46,354

the teaching profession,

799

00:37:46,354 --> 00:37:47,780

and it's great 'cause I mentioned earlier

800

00:37:47,780 --> 00:37:48,730

there's a teacher shortage.

801

00:37:48,730 --> 00:37:52,250
We want to make sure that we
get those students interested

802
00:37:52,250 --> 00:37:54,070
and that they are able to go ahead

803
00:37:54,070 --> 00:37:56,130
and step into a classroom.

804
00:37:56,130 --> 00:38:00,790
The reason I really was
drawn to Mason Classical

805
00:38:00,790 --> 00:38:02,630
is because I truly believe that,

806
00:38:02,630 --> 00:38:05,790
and I've seen it sometimes
in the public education,

807
00:38:05,790 --> 00:38:08,580
students don't always get
that Western Philosophy

808
00:38:08,580 --> 00:38:11,430
exposure and they don't
have the opportunity

809
00:38:11,430 --> 00:38:15,640
to get that different perspective

810
00:38:15,640 --> 00:38:19,170
and I know Mason, as the
previous candidate said,

811
00:38:19,170 --> 00:38:22,240
there's a lot of great things
that are happening at Mason,

812
00:38:22,240 --> 00:38:26,090
the curriculum, the school performance,

813
00:38:26,090 --> 00:38:28,610
so obviously there's a
lot of great things here.

814
00:38:28,610 --> 00:38:30,650
But with anything great
we just want to make sure

815
00:38:30,650 --> 00:38:32,380
how do we get you into that next level?

816
00:38:32,380 --> 00:38:35,290
And we want to make sure
that we have great staff,

817
00:38:35,290 --> 00:38:37,780
great teachers because I
truly believe that in order

818
00:38:37,780 --> 00:38:39,720
for the smart students to do really well

819
00:38:39,720 --> 00:38:42,690
you have to have a great
individual in the classroom,

820
00:38:42,690 --> 00:38:45,630
and how do we help them
develop their skills

821
00:38:45,630 --> 00:38:47,450
because a lot of times
we tend to forget about

822
00:38:47,450 --> 00:38:50,116
the teachers and, you know,
we just kind of leave them

823
00:38:50,116 --> 00:38:51,410
on their own but they're not,

824
00:38:51,410 --> 00:38:53,360

even myself I need
professional development.

825
00:38:53,360 --> 00:38:55,780
So all of our teachers need to make sure

826
00:38:55,780 --> 00:38:57,350
that they get that
professional development

827
00:38:57,350 --> 00:38:59,180
they need to make sure that
they have the opportunity

828
00:38:59,180 --> 00:39:00,500
to plan together.

829
00:39:00,500 --> 00:39:03,499
So if all those great
things are happening here,

830
00:39:03,499 --> 00:39:05,777
but I think there's some things
that I know I could work on

831
00:39:05,777 --> 00:39:09,413
and to help Mason Classical
even get to the next level.

832
00:39:11,732 --> 00:39:12,732
- Thank you.

833
00:39:13,870 --> 00:39:17,730
My next question is more
of a scenario situation.

834
00:39:17,730 --> 00:39:18,563
- Okay.

835
00:39:18,563 --> 00:39:21,240
- Say you get an email or a phone call

836

00:39:21,240 --> 00:39:24,660
from a parent and they are expressing

837
00:39:24,660 --> 00:39:27,730
some complaints or criticisms about their

838
00:39:27,730 --> 00:39:28,963
child's teacher.

839
00:39:29,920 --> 00:39:32,987
How would you handle this situation?

840
00:39:34,100 --> 00:39:36,950
- Okay so I've encountered that before.

841
00:39:36,950 --> 00:39:38,853
So the first thing I would do,

842
00:39:38,853 --> 00:39:42,150
I would listen because as a parent myself

843
00:39:42,150 --> 00:39:44,080
I know how that is and I wanna make sure

844
00:39:44,080 --> 00:39:47,450
that I'm listening to
the parent's concerns.

845
00:39:47,450 --> 00:39:48,820
Obviously I would jot down,

846
00:39:48,820 --> 00:39:51,810
then I would invite them to
come in because sometimes

847
00:39:51,810 --> 00:39:54,020
when we're speaking in person
it's a little different

848
00:39:54,020 --> 00:39:55,620
than on the phone.

849
00:39:55,620 --> 00:39:58,040
So I would invite them in
and make an appointment

850
00:39:58,040 --> 00:40:01,000
and when they would come
in I would again listen

851
00:40:01,000 --> 00:40:02,650
and take copious notes.

852
00:40:02,650 --> 00:40:04,080
What is it? What's going on?

853
00:40:04,080 --> 00:40:07,849
What's, you know, write down
the facts as much as possible.

854
00:40:07,849 --> 00:40:11,690
Is it something that occurred
in the classroom, outside?

855
00:40:11,690 --> 00:40:13,940
What are the circumstances.

856
00:40:13,940 --> 00:40:16,707
Then I would speak with
the parent and say,

857
00:40:16,707 --> 00:40:19,190
"Thank you for bringing
this to my attention,

858
00:40:19,190 --> 00:40:23,350
I'm gonna need 48, 72
hours to really look into

859
00:40:23,350 --> 00:40:26,180
these concerns that you brought."

860
00:40:26,180 --> 00:40:28,447
And thank 'em and make

sure that I would tell them

861
00:40:28,447 --> 00:40:29,507
that I would get back to them.

862
00:40:29,507 --> 00:40:32,350
And at that point then I
would have the opportunity,

863
00:40:32,350 --> 00:40:35,100
I would go in and maybe
observe the classroom

864
00:40:35,100 --> 00:40:39,060
where the child is at and see if there,

865
00:40:39,060 --> 00:40:40,560
if I see any of those merits

866
00:40:41,619 --> 00:40:43,690
that were brought along
with the complaints.

867
00:40:43,690 --> 00:40:45,530
Then of course I would
have that opportunity

868
00:40:45,530 --> 00:40:48,920
to talk with the teacher
bring those concerns

869
00:40:48,920 --> 00:40:52,130
to the teacher and obviously
get the teacher's perspective.

870
00:40:52,130 --> 00:40:55,780
You know, did that happen? Did that occur?

871
00:40:55,780 --> 00:40:58,523
And then also make sure that we also

872
00:40:58,523 --> 00:41:00,904

have the opportunity talk to the student,

873

00:41:00,904 --> 00:41:02,970
and I wanna make sure
that really the student

874

00:41:02,970 --> 00:41:07,120
really is in the process
and that his or her views

875

00:41:07,120 --> 00:41:09,420
are looked upon as well.

876

00:41:09,420 --> 00:41:13,860
So once I have all of that
information then again

877

00:41:13,860 --> 00:41:15,970
I would take the next steps.

878

00:41:15,970 --> 00:41:20,970
So if there is some truth
to any of the concerns

879

00:41:21,010 --> 00:41:23,530
the parents brought to myself,

880

00:41:23,530 --> 00:41:25,560
I would have this
conversations with the teacher

881

00:41:25,560 --> 00:41:27,380
and I would say, "Hey what are some ways

882

00:41:27,380 --> 00:41:30,070
that we can make sure that
we can not have this again."

883

00:41:30,070 --> 00:41:32,660
Make sure that we right the situation,

884

00:41:32,660 --> 00:41:34,440

make sure that we have
the opportunity again

885

00:41:34,440 --> 00:41:36,290
to speak with the student and make sure

886

00:41:36,290 --> 00:41:38,380
that let 'em know that this situation

887

00:41:38,380 --> 00:41:40,480
we're handling it and it's being handled

888

00:41:40,480 --> 00:41:42,273
and if there's any other
concerns just to make sure

889

00:41:42,273 --> 00:41:45,010
that the student also has
their, there's a process

890

00:41:45,010 --> 00:41:47,230
that the student, you know,
brings up to the teacher

891

00:41:47,230 --> 00:41:50,680
or to make sure there's some
kind of process along the way.

892

00:41:50,680 --> 00:41:52,980
Then of course I would
get back to the parent,

893

00:41:53,910 --> 00:41:56,127
I would give the parent a
call and ask them again,

894

00:41:56,127 --> 00:41:58,590
"Please come in so that
way I can give you all of

895

00:41:58,590 --> 00:41:59,423
the information."

896

00:41:59,423 --> 00:42:02,800

They came in I would review,
kind of let them know what,

897

00:42:02,800 --> 00:42:04,920

if there was truth to that.

898

00:42:04,920 --> 00:42:06,170

If there was I would let 'em know,

899

00:42:06,170 --> 00:42:08,620

if it wasn't anything
again I would go back

900

00:42:08,620 --> 00:42:10,310

and say that, "Part of this investigation

901

00:42:10,310 --> 00:42:13,100

I did not feel that some
of the information you gave

902

00:42:13,100 --> 00:42:16,600

was accurate because
here's what I found out."

903

00:42:16,600 --> 00:42:18,520

So whatever the case is make sure I give

904

00:42:18,520 --> 00:42:19,353

that information with that parent,

905

00:42:19,353 --> 00:42:21,248

have that one on one conversation,

906

00:42:21,248 --> 00:42:25,053

and then, you know, whether
they accept it or not,

907

00:42:26,100 --> 00:42:28,230

I know it's tough because sometimes

908

00:42:28,230 --> 00:42:31,270
we all want our child to be successful

909
00:42:31,270 --> 00:42:33,733
and so I would continue to make sure that

910
00:42:33,733 --> 00:42:37,290
that open communication
stays with the parent.

911
00:42:37,290 --> 00:42:39,300
I would make sure that
the teacher also is aware

912
00:42:39,300 --> 00:42:40,383
and as much as possible make sure

913
00:42:40,383 --> 00:42:42,980
that they have open
communication with the parent,

914
00:42:42,980 --> 00:42:46,320
so if they do see that
there is some opportunities

915
00:42:46,320 --> 00:42:48,560
for that child to continue to grow

916
00:42:48,560 --> 00:42:50,870
that the teacher goes ahead and provides

917
00:42:50,870 --> 00:42:52,910
that information with the parent.

918
00:42:54,603 --> 00:42:55,603
- Thank you.

919
00:43:00,807 --> 00:43:03,500
- Gonna ask a couple
questions at the same time,

920
00:43:03,500 --> 00:43:04,333

feel are the same thing.

- Okay.

921

00:43:04,333 --> 00:43:06,080

- I see the one time you were Principal

922

00:43:06,080 --> 00:43:11,080

it looks like 2005-2006,
you know, can you us about

923

00:43:12,180 --> 00:43:14,073

what the cause of transfer?

924

00:43:15,380 --> 00:43:17,700

What caused you to move on that quickly,

925

00:43:17,700 --> 00:43:20,100

and are you currently employed

926

00:43:20,100 --> 00:43:22,104

as the Director in your current job

927

00:43:22,104 --> 00:43:23,970

that you've been in for the past year

928

00:43:23,970 --> 00:43:28,250

and if yes, how would
that put your transition

929

00:43:28,250 --> 00:43:29,710

to our school (mutters)?

930

00:43:31,790 --> 00:43:36,790

- Okay so, 2005 2006 when we,

931

00:43:37,120 --> 00:43:39,660

our principal was in the school district,

932

00:43:39,660 --> 00:43:42,620

we operated at the discretion
of the Superintendent.

933
00:43:42,620 --> 00:43:45,890
So I was told to go to that school

934
00:43:45,890 --> 00:43:48,700
because the school there were some things

935
00:43:48,700 --> 00:43:53,700
not operating appropriately
so that was my assignment.

936
00:43:54,190 --> 00:43:57,900
So I got there and I
had to make sure again

937
00:43:57,900 --> 00:44:00,533
take my time look to
see what was going on.

938
00:44:00,533 --> 00:44:03,357
This school was operating at a deficit,

939
00:44:03,357 --> 00:44:06,510
\$100,000.00 actually or more.

940
00:44:06,510 --> 00:44:09,070
There were certain processes
that were not followed

941
00:44:09,070 --> 00:44:11,253
along with the regular
checks and balances,

942
00:44:12,140 --> 00:44:17,140
again some of the curriculum
wasn't as rigorous

943
00:44:17,470 --> 00:44:18,850
that it needed to be.

944
00:44:18,850 --> 00:44:21,610
So part of my goal was to make sure I got

945

00:44:21,610 --> 00:44:25,630
that school up and running
in a quick amount of time.

946

00:44:25,630 --> 00:44:29,710
So again I was working with the staff,

947

00:44:29,710 --> 00:44:31,090
working with the parents and students

948

00:44:31,090 --> 00:44:35,440
to make sure that all of
those issues are addressed.

949

00:44:35,440 --> 00:44:37,950
And then from there, again, my assignment

950

00:44:37,950 --> 00:44:40,490
working with the
Superintendent at the time

951

00:44:40,490 --> 00:44:44,650
was to become a Coordinator
and oversee other programs

952

00:44:44,650 --> 00:44:47,820
that included some schools that once again

953

00:44:47,820 --> 00:44:50,470
there were some processes
and things that were missing.

954

00:44:50,470 --> 00:44:55,010
So that was that transition because again,

955

00:44:55,010 --> 00:44:57,210
I'm working under the direction
of the Superintendent,

956

00:44:57,210 --> 00:45:01,363
so when I transitioned over
to that Coordinator program

957

00:45:01,363 --> 00:45:03,960
as you can see from the resume
there were several schools

958

00:45:03,960 --> 00:45:06,360
that I was working with again,

959

00:45:06,360 --> 00:45:10,090
making sure that the rigor was there,

960

00:45:10,090 --> 00:45:12,830
the academics, the
financial, all those things

961

00:45:12,830 --> 00:45:15,640
were being looked at and approved.

962

00:45:15,640 --> 00:45:17,550
The second part of your questions is,

963

00:45:17,550 --> 00:45:21,520
currently I am not working for
the District of the County,

964

00:45:21,520 --> 00:45:23,080
that was a one year position

965

00:45:23,080 --> 00:45:27,490
and so because Lee County their schools

966

00:45:27,490 --> 00:45:30,760
actually above exited, the B.A. status,

967

00:45:30,760 --> 00:45:33,630
so for the first time in
quite a number of years,

968

00:45:33,630 --> 00:45:36,637
Lee County schools does not
have any failing schools

969

00:45:36,637 --> 00:45:40,620
so I know there was going to
be some kind of reorganization,

970

00:45:40,620 --> 00:45:42,700
so I just decided to continue working

971

00:45:42,700 --> 00:45:45,140
for Florida Gulf Course University

972

00:45:45,140 --> 00:45:47,150
and at the same time I noticed a door

973

00:45:47,150 --> 00:45:51,020
was opening here at Mason and I think,

974

00:45:51,020 --> 00:45:53,690
I kinda believe in
certain things falling in

975

00:45:53,690 --> 00:45:56,990
the right place so that really
what attracted me, again,

976

00:45:56,990 --> 00:45:58,060
to work for Mason.

977

00:45:58,060 --> 00:46:00,330
So currently I'm an Adjunct Professor

978

00:46:00,330 --> 00:46:02,410
at Florida Golf Course University.

979

00:46:08,340 --> 00:46:10,540
- Again, listed in your
P.A. Accomplishments

980

00:46:11,888 --> 00:46:15,430
you mentioned at the advance,

981

00:46:15,430 --> 00:46:17,903

advancing academic
achievement for all students

982

00:46:17,903 --> 00:46:21,930
with a focus on the specific
needs of minority students

983

00:46:21,930 --> 00:46:23,840
in order to reduce the achievement gap.

984

00:46:23,840 --> 00:46:25,790
Could you tell me what the specific needs

985

00:46:25,790 --> 00:46:27,800
of minority students are?

986

00:46:27,800 --> 00:46:32,800
- So working both in Lee County and also,

987

00:46:32,840 --> 00:46:35,120
well there are minority
students everywhere.

988

00:46:35,120 --> 00:46:38,720
So sometimes I kinda refer
to myself sometimes minority

989

00:46:38,720 --> 00:46:40,740
'cause you know, Native
Americans are really

990

00:46:40,740 --> 00:46:42,380
the only people that are true Americans

991

00:46:42,380 --> 00:46:44,923
so even though I'm an
American I was naturalized.

992

00:46:46,380 --> 00:46:48,523
There's sometimes
misconceptions when it comes to

993

00:46:48,523 --> 00:46:51,710
that academic, that achievement gap.

994
00:46:51,710 --> 00:46:54,210
So one of the things is
that I always looked at

995
00:46:54,210 --> 00:46:57,140
to make sure that every student has the,

996
00:46:57,140 --> 00:46:58,800
a level playing field.

997
00:46:58,800 --> 00:47:01,680
Whether it's anything from materials,

998
00:47:01,680 --> 00:47:04,238
making sure that every kids
comes to school prepared

999
00:47:04,238 --> 00:47:09,238
with the necessary materials,
textbooks and everything.

1000
00:47:09,410 --> 00:47:11,450
You know do they have the opportunity

1001
00:47:11,450 --> 00:47:13,960
to have a great breakfast,

1002
00:47:13,960 --> 00:47:16,873
we all know the research
shows that you have to have

1003
00:47:16,873 --> 00:47:19,773
a good breakfast good meals
just to get the brain engaged.

1004
00:47:21,233 --> 00:47:25,840
And then also sometimes
whether up North or here,

1005

00:47:25,840 --> 00:47:27,500
we want to make sure that every student

1006
00:47:27,500 --> 00:47:31,600
has the opportunity to
partake in those highly,

1007
00:47:31,600 --> 00:47:33,750
in the A.P. and rigorous courses.

1008
00:47:33,750 --> 00:47:36,290
And so sometimes one of
the things that I noticed

1009
00:47:36,290 --> 00:47:38,050
is that some of the minority
students were omitted.

1010
00:47:38,050 --> 00:47:40,840
And there's a lot of reasons
that we can go through

1011
00:47:40,840 --> 00:47:43,800
and look at that but so we wanted --

1012
00:47:43,800 --> 00:47:45,480
One of the things that I did in any

1013
00:47:45,480 --> 00:47:47,700
of the schools I was at is first of all

1014
00:47:47,700 --> 00:47:48,840
there was an open door policy

1015
00:47:48,840 --> 00:47:52,700
as far as one of the things
to get into A.P.s because

1016
00:47:52,700 --> 00:47:56,930
a lot a times there
were so many roadblocks

1017

00:47:56,930 --> 00:47:58,220
that were put that some students,

1018
00:47:58,220 --> 00:48:00,230
not only minority but all the students,

1019
00:48:00,230 --> 00:48:02,470
were not able to quite get there.

1020
00:48:02,470 --> 00:48:06,540
So once you open that up
then everyone has again

1021
00:48:06,540 --> 00:48:08,810
as I mentioned a level playing field.

1022
00:48:08,810 --> 00:48:11,650
So at that particular time
is we started looking at

1023
00:48:11,650 --> 00:48:13,440
what can we do for those
students that maybe

1024
00:48:13,440 --> 00:48:15,000
they're not quite ready.

1025
00:48:15,000 --> 00:48:18,290
What are some scaffolding
that we can put in place

1026
00:48:18,290 --> 00:48:22,190
to make sure that they
are able to function

1027
00:48:22,190 --> 00:48:24,303
and be just as successful.

1028
00:48:25,680 --> 00:48:28,100
One of the questions earlier
to the previous candidate

1029

00:48:28,100 --> 00:48:30,470
was as far as the technology,

1030
00:48:30,470 --> 00:48:33,110
there's certain programs
(banging drowns out speaker)

1031
00:48:33,110 --> 00:48:36,370
and so forth that if the
students don't have access to

1032
00:48:36,370 --> 00:48:38,790
they're not going to be able
to catch up and get those.

1033
00:48:38,790 --> 00:48:41,210
So one of the things I did
is was able to purchase

1034
00:48:41,210 --> 00:48:43,317
some of those programs and
provide to those students

1035
00:48:43,317 --> 00:48:46,070
who were not quite there so that way

1036
00:48:46,070 --> 00:48:48,320
they had the opportunity
to practice at home.

1037
00:48:48,320 --> 00:48:50,630
So that way if they practiced at home

1038
00:48:50,630 --> 00:48:52,510
they would sort of catch up on them skills

1039
00:48:52,510 --> 00:48:54,340
and they would get that much quicker

1040
00:48:54,340 --> 00:48:57,010
in transition into the
classroom and be there

1041

00:48:57,010 --> 00:48:58,520
with the rest of the class.

1042

00:48:58,520 --> 00:49:03,520
So for me I believe that
every student can achieve,

1043

00:49:03,770 --> 00:49:07,990
but it's up to us the school
leader, the principal,

1044

00:49:07,990 --> 00:49:10,780
the parents working
together to make sure that

1045

00:49:10,780 --> 00:49:12,840
that student is able to come to school

1046

00:49:12,840 --> 00:49:15,890
and function and have
a level playing field

1047

00:49:15,890 --> 00:49:18,443
so that way they're able to be successful.

1048

00:49:23,060 --> 00:49:25,840
- Yeah you mentioned that
one of the great things about

1049

00:49:25,840 --> 00:49:29,250
a school being a great school is having

1050

00:49:29,250 --> 00:49:33,780
a fantastic individual in the classroom.

1051

00:49:33,780 --> 00:49:35,200
- Sure.

1052

00:49:35,200 --> 00:49:39,967
- So and you Professor at
F.G.C.W. on you know Education

1053
00:49:42,674 --> 00:49:44,390
the students who want to become teachers.

1054
00:49:44,390 --> 00:49:47,790
Do you feel when you're
out there let's say

1055
00:49:47,790 --> 00:49:50,020
recruiting for new teacher position

1056
00:49:50,020 --> 00:49:52,870
or filling a vacant teacher position

1057
00:49:52,870 --> 00:49:57,870
that evaluating someone
who's in a teacher's college

1058
00:49:59,030 --> 00:50:03,440
or teacher's program is just as valuable

1059
00:50:03,440 --> 00:50:07,522
as perhaps looking at a graduate in

1060
00:50:07,522 --> 00:50:09,200
the subject matter.

1061
00:50:09,200 --> 00:50:11,780
So you know, they were a History major,

1062
00:50:11,780 --> 00:50:14,490
they were a Math major you know,

1063
00:50:14,490 --> 00:50:17,130
and working with them to
kind of maybe coach them up

1064
00:50:17,130 --> 00:50:19,390
on the teaching methods

1065
00:50:19,390 --> 00:50:22,370
and also at the same

time looking at the ones

1066

00:50:22,370 --> 00:50:23,470
that come from teacher's college

1067

00:50:23,470 --> 00:50:26,530
and coaching them up on
in the subject matter.

1068

00:50:26,530 --> 00:50:28,677
So do you see those candidates

1069

00:50:28,677 --> 00:50:30,730
as being equal candidates essentially?

1070

00:50:30,730 --> 00:50:32,380
- I'm glad you talked about that.

1071

00:50:33,220 --> 00:50:34,843
As we know one of the
things I mentioned earlier

1072

00:50:34,843 --> 00:50:36,570
there's a teacher shortage out there.

1073

00:50:36,570 --> 00:50:39,850
So one of the things I
did while I was working

1074

00:50:39,850 --> 00:50:44,410
with Collier is that I
started going into doing

1075

00:50:44,410 --> 00:50:48,363
the recruiting process in
both F.G.C.U. and F.S.W.

1076

00:50:48,363 --> 00:50:51,370
into the non-traditional teacher courses.

1077

00:50:51,370 --> 00:50:56,370
So for example we have

students that believe it or not

1078

00:50:56,638 --> 00:50:57,673
there's art teachers,

1079

00:50:57,673 --> 00:50:59,840
like there's a shortage of art teachers.

1080

00:50:59,840 --> 00:51:02,880
So I would into the Art classes

1081

00:51:02,880 --> 00:51:05,850
and I would talk with the students

1082

00:51:05,850 --> 00:51:09,980
and they never even thought
about maybe even teaching art.

1083

00:51:09,980 --> 00:51:13,930
I went into some of the Biology classes

1084

00:51:13,930 --> 00:51:18,267
and some of the students there
one of the questions I say,

1085

00:51:18,267 --> 00:51:21,590
"Raise your hand if you
graduate when you graduate

1086

00:51:21,590 --> 00:51:23,277
you have a job."

1087

00:51:23,277 --> 00:51:24,433
And some of them, not sure
what they're gonna do.

1088

00:51:24,433 --> 00:51:26,510
"Did you ever think about teaching?"

1089

00:51:26,510 --> 00:51:29,790
And once I started talking
about the great things

1090

00:51:29,790 --> 00:51:33,810
that they themselves can
accomplish as a teacher,

1091

00:51:33,810 --> 00:51:36,360
I think I started changing the mindset.

1092

00:51:36,360 --> 00:51:38,140
And then you're right.

1093

00:51:38,140 --> 00:51:39,850
What is it that we need to do?

1094

00:51:39,850 --> 00:51:43,970
So for example, if a Art teacher graduates

1095

00:51:43,970 --> 00:51:46,370
they still have some things
that they need to accomplish

1096

00:51:46,370 --> 00:51:48,730
some courses and some
tests they need to do.

1097

00:51:48,730 --> 00:51:51,370
But they're that much
closer than let's say

1098

00:51:51,370 --> 00:51:53,820
I was going to go into an art classroom.

1099

00:51:53,820 --> 00:51:56,361
And since I have no idea
about Art, you know,

1100

00:51:56,361 --> 00:51:59,400
I it would take a lot longer
for me to get up to par.

1101

00:51:59,400 --> 00:52:02,540
So that is, what you

mentioned is very crucial

1102

00:52:02,540 --> 00:52:06,880
that we do need to talk with students

1103

00:52:06,880 --> 00:52:08,210
and even individuals.

1104

00:52:08,210 --> 00:52:10,610
One of things in Collier
I recruited a gentleman

1105

00:52:12,370 --> 00:52:16,100
who was an engineer and he
was actually thinking about

1106

00:52:16,100 --> 00:52:18,430
he wanted to do something different.

1107

00:52:18,430 --> 00:52:21,140
And when he applied he
didn't know what he could do

1108

00:52:21,140 --> 00:52:22,120
with that engineering degree

1109

00:52:22,120 --> 00:52:25,370
and boy, some things that he could do,

1110

00:52:25,370 --> 00:52:28,860
he ended up actually teaching math

1111

00:52:28,860 --> 00:52:31,280
and high level math for Collier County

1112

00:52:31,280 --> 00:52:34,210
because all of the courses that he took

1113

00:52:34,210 --> 00:52:37,426
he pretty much was ready
he just needed to pass

1114
00:52:37,426 --> 00:52:39,110
the Teacher Exam.

1115
00:52:39,110 --> 00:52:42,270
So that is critical.

1116
00:52:42,270 --> 00:52:44,170
We need to continue to work

1117
00:52:44,170 --> 00:52:46,400
with those colleges and universities,

1118
00:52:46,400 --> 00:52:47,740
but outside of those students

1119
00:52:47,740 --> 00:52:51,340
that are just in that
trajectory to become teachers

1120
00:52:51,340 --> 00:52:53,920
because that's were I
truly believe we can get

1121
00:52:53,920 --> 00:52:57,010
the next wave of teachers
and a lot of people

1122
00:52:57,010 --> 00:53:00,460
don't think about
teaching and when I go in

1123
00:53:00,460 --> 00:53:02,520
and I talk to 'em about
positive connection

1124
00:53:02,520 --> 00:53:04,700
they have with students, you know,

1125
00:53:04,700 --> 00:53:07,197
all of the things that
go with them (mutters)

1126

00:53:07,197 --> 00:53:10,170
are positive because of
the teaching profession,

1127

00:53:10,170 --> 00:53:11,180
we change a lot of minds.

1128

00:53:11,180 --> 00:53:12,580
So I think that you just picked up

1129

00:53:12,580 --> 00:53:17,040
that was very critical and
the relationship I have built

1130

00:53:17,040 --> 00:53:20,800
over the years with
colleges such as F.G.C.U.

1131

00:53:20,800 --> 00:53:22,740
I think that would lend
me well in this position

1132

00:53:22,740 --> 00:53:25,160
because I know a lot of times people

1133

00:53:25,160 --> 00:53:27,110
don't always think about
going outside of teaching,

1134

00:53:27,110 --> 00:53:29,207
like a charter school or
an independent school,

1135

00:53:29,207 --> 00:53:33,240
and I think relying on those experiences

1136

00:53:33,240 --> 00:53:36,210
and relationships I built
I believe I can go ahead

1137

00:53:36,210 --> 00:53:38,990
and improve so more

students can (mutters).

1138

00:53:44,992 --> 00:53:45,893

- Any further questions?

1139

00:53:50,537 --> 00:53:54,330

- Can you tell us your
thoughts on cell phones

1140

00:53:54,330 --> 00:53:56,105

and cell phones in school and in class

1141

00:53:56,105 --> 00:53:57,855

and things like that?

1142

00:53:59,463 --> 00:54:02,620

- Earlier, again, the
previous candidate (mutters)

1143

00:54:02,620 --> 00:54:03,820

technology and learning,

1144

00:54:05,630 --> 00:54:06,897

I have some mixed feelings on that,

1145

00:54:06,897 --> 00:54:11,897

but first we can't be totally oblivious

1146

00:54:12,580 --> 00:54:15,683

that our students are
not going to do this.

1147

00:54:15,683 --> 00:54:18,347

So I do think there's an
appropriate time to do that

1148

00:54:18,347 --> 00:54:21,080

and definitely not
appropriate time to do that.

1149

00:54:23,460 --> 00:54:26,920

If we have more technology

in the classroom,

1150

00:54:26,920 --> 00:54:30,067
such as (mutters),
SmartBoards and all that,

1151

00:54:30,067 --> 00:54:33,080
and get the students
and the teachers to use

1152

00:54:33,080 --> 00:54:34,760
that in a classroom I think that's how

1153

00:54:34,760 --> 00:54:36,210
we're gonna cut down on this.

1154

00:54:37,150 --> 00:54:41,353
At the same time I do believe
there's appropriate ways

1155

00:54:41,353 --> 00:54:43,670
that the teacher can engage the students

1156

00:54:43,670 --> 00:54:46,420
and allow them to use those cell phones,

1157

00:54:46,420 --> 00:54:51,420
or computers or whatever other devices

1158

00:54:51,780 --> 00:54:54,809
because I think it can
enhance the curriculum.

1159

00:54:54,809 --> 00:54:56,270
It's very easy for us again,

1160

00:54:56,270 --> 00:54:59,719
teaching Ancient
Civilizations for example,

1161

00:54:59,719 --> 00:55:02,557
so the teacher might ask the question,

1162
00:55:02,557 --> 00:55:05,530
"In Mesopotamia, find out three things..."

1163
00:55:05,530 --> 00:55:07,510
Well I think the students if they are able

1164
00:55:07,510 --> 00:55:10,560
to use the device and do some research

1165
00:55:10,560 --> 00:55:12,180
and come up, I think that to me is

1166
00:55:12,180 --> 00:55:13,830
an appropriate use of technology.

1167
00:55:15,400 --> 00:55:18,020
I've also, one of the things
I've worked with teachers

1168
00:55:18,020 --> 00:55:20,400
is for example I'm sure
if you know Kahoots.

1169
00:55:20,400 --> 00:55:22,189
I'm sure that probably some of you,

1170
00:55:22,189 --> 00:55:27,189
it's a program that I've
given some professional

1171
00:55:27,820 --> 00:55:30,590
development where the
teachers can develop lessons

1172
00:55:30,590 --> 00:55:34,290
and they use their Kahoot
as a game so whether

1173
00:55:34,290 --> 00:55:36,410
it's a format where they can do

1174

00:55:36,410 --> 00:55:39,440
as a Jeopardy Game so but
it's really curriculum

1175

00:55:39,440 --> 00:55:43,477
because they are asking
academic questions.

1176

00:55:43,477 --> 00:55:47,570
The students use their cell
phone to actually call in

1177

00:55:47,570 --> 00:55:50,620
and do the right answer so that to me

1178

00:55:50,620 --> 00:55:52,410
is an appropriate use of technology,

1179

00:55:52,410 --> 00:55:55,410
an appropriate use of the students using

1180

00:55:55,410 --> 00:55:57,370
their cell phones.

1181

00:55:57,370 --> 00:56:01,520
But at the same time I
believe that they need

1182

00:56:01,520 --> 00:56:03,950
to be put away outta sight outta mind

1183

00:56:03,950 --> 00:56:06,040
unless of course the teacher is going

1184

00:56:06,040 --> 00:56:09,110
to be able to use that for
instructional purposes.

1185

00:56:09,110 --> 00:56:11,830
And we notice as I do with my kids is

1186

00:56:11,830 --> 00:56:14,220
we still wanna be connected
so the first thing

1187
00:56:14,220 --> 00:56:16,427
that I always ask them to
do is at the end of the day,

1188
00:56:16,427 --> 00:56:17,610
"Hey how was your day?"

1189
00:56:17,610 --> 00:56:18,477
Text it.

1190
00:56:18,477 --> 00:56:20,890
So that way I know, you know
I'm still feel connected

1191
00:56:20,890 --> 00:56:22,670
but they know better not to have

1192
00:56:22,670 --> 00:56:24,430
that cell phone turned on during school.

1193
00:56:24,430 --> 00:56:28,080
So we can't totally push it away,

1194
00:56:28,080 --> 00:56:29,910
I think we need to embrace it ,

1195
00:56:29,910 --> 00:56:32,117
and if we talk to the students

1196
00:56:32,117 --> 00:56:35,517
and make it part of our Code of Conduct

1197
00:56:35,517 --> 00:56:38,400
and discipline and let 'em know,

1198
00:56:38,400 --> 00:56:40,430
and make sure they are aware of when

1199

00:56:40,430 --> 00:56:42,238
and when not to use that.

1200

00:56:42,238 --> 00:56:44,336
I think if we can only build up

1201

00:56:44,336 --> 00:56:46,126
the good relations even more

1202

00:56:46,126 --> 00:56:47,347
because the students will know,

1203

00:56:47,347 --> 00:56:49,070
"Hey I'm allowed to view and use this

1204

00:56:49,070 --> 00:56:51,220
at certain times. I'm
allowed to use the phone,

1205

00:56:51,220 --> 00:56:52,710
but then other times not."

1206

00:56:52,710 --> 00:56:55,727
So I think there's a
good balance (mutters).

1207

00:57:01,650 --> 00:57:04,410
- All right, well thank
you for your time today.

1208

00:57:04,410 --> 00:57:06,224
- Thank you I appreciate it.

1209

00:57:06,224 --> 00:57:07,313
Thank you very much for having me.

1210

00:57:07,313 --> 00:57:11,980
- (background noise drowns out speaker)

1211

00:57:18,801 --> 00:57:22,051
- Mr. Whitehead can we turn off the air

1212
00:57:22,963 --> 00:57:26,099
for a few minutes, this is good for us.

1213
00:57:26,099 --> 00:57:27,182
I'm freezing.

1214
00:57:29,689 --> 00:57:32,171
- Hi.
- Nice to meet you.

1215
00:57:32,171 --> 00:57:35,044
- Hi, nice to meet you.
- Hi.

1216
00:57:35,044 --> 00:57:36,544
- Nice to see you.

1217
00:57:44,955 --> 00:57:45,788
- Thank you. (laughs)

1218
00:57:45,788 --> 00:57:48,038
(laughter)

1219
00:57:53,200 --> 00:57:54,073
- All right.

1220
00:57:56,920 --> 00:57:59,550
All right so please tell us about yourself

1221
00:57:59,550 --> 00:58:01,080
and why you applied for the position

1222
00:58:01,080 --> 00:58:02,443
at Mason Classical Academy.

1223
00:58:03,360 --> 00:58:06,070
- Absolutely, good morning
my name is Pamela Vickaryous.

1224
00:58:06,070 --> 00:58:09,260

I wanna start by saying congratulations

1225

00:58:09,260 --> 00:58:11,475
to the Mason Classical
Academy Board of Directors

1226

00:58:11,475 --> 00:58:15,440
and President for a successful
year with your students.

1227

00:58:15,440 --> 00:58:17,840
It's exciting to be in your building today

1228

00:58:17,840 --> 00:58:19,883
and I'm grateful for this opportunity.

1229

00:58:20,850 --> 00:58:24,240
As I mentioned my name's
Pam and I'm currently

1230

00:58:24,240 --> 00:58:29,240
in my tenth year as a
County, with public schools,

1231

00:58:29,420 --> 00:58:30,813
as a public school Principal.

1232

00:58:32,110 --> 00:58:35,340
And I currently work
at the District Office

1233

00:58:35,340 --> 00:58:37,920
in Curriculum and I really see myself

1234

00:58:37,920 --> 00:58:40,470
as an Instructional Leader
so we'll start with that.

1235

00:58:40,470 --> 00:58:42,680
But just a little bit of
background in case anyone here

1236

00:58:42,680 --> 00:58:43,950
doesn't really know me,

1237

00:58:43,950 --> 00:58:46,040
I'm a Collier County resident,

1238

00:58:46,040 --> 00:58:47,850
I'm a native Floridian,

1239

00:58:47,850 --> 00:58:50,430
I've been married to my
husband, Charles, for 20 years,

1240

00:58:50,430 --> 00:58:52,160
and we have three daughters,

1241

00:58:52,160 --> 00:58:55,000
one who starts college this morning.

1242

00:58:55,000 --> 00:58:56,850
She's in the front row in her class

1243

00:58:56,850 --> 00:59:00,170
and she sent us a picture
so we did something right.

1244

00:59:00,170 --> 00:59:02,870
But that's the dream
I have for every child

1245

00:59:02,870 --> 00:59:05,790
in this building and
every child everywhere.

1246

00:59:05,790 --> 00:59:08,830
I'm the first in my family
to graduate from college,

1247

00:59:08,830 --> 00:59:12,003
and I've been an educator
in Florida for 24 years.

1248

00:59:12,890 --> 00:59:16,640
So I've been in three
counties, Collier, Leon

1249
00:59:16,640 --> 00:59:18,210
and Broward counties.

1250
00:59:18,210 --> 00:59:20,890
I've been a Teacher
and Instructional Coach

1251
00:59:20,890 --> 00:59:23,940
a State of Florida Department of Education

1252
00:59:23,940 --> 00:59:27,960
Regional Coordinator for
Collier, Lee, Charlotte

1253
00:59:27,960 --> 00:59:29,490
and Sarasota counties.

1254
00:59:29,490 --> 00:59:32,350
I trained teachers on literacy

1255
00:59:33,220 --> 00:59:36,550
under Jeb Bush's Reading First Initiative.

1256
00:59:36,550 --> 00:59:40,380
I've been an Administrator
in this county since 2009

1257
00:59:40,380 --> 00:59:43,240
beginning as an Assistant
Principal of Curriculum

1258
00:59:43,240 --> 00:59:46,550
and Instruction at the elementary level,

1259
00:59:46,550 --> 00:59:50,930
and moved my way into the
secondary level as a Principal,

1260

00:59:50,930 --> 00:59:53,173
where I was a Principal for four years.

1261
00:59:54,360 --> 00:59:58,110
My entire career has only
been in title-one schools,

1262
00:59:58,110 --> 01:00:01,860
talk about challenging I love a challenge,

1263
01:00:01,860 --> 01:00:03,960
I love things that are hard.

1264
01:00:03,960 --> 01:00:08,960
And I definitely see my passion for kids,

1265
01:00:09,050 --> 01:00:11,690
every kid and every kid can learn.

1266
01:00:11,690 --> 01:00:14,820
And every kid can learn no
matter where they come from.

1267
01:00:14,820 --> 01:00:18,380
So I believe the school
setting is what makes it equal

1268
01:00:19,220 --> 01:00:21,100
no matter the challenges from home.

1269
01:00:21,100 --> 01:00:23,430
So and I do recognize and understand

1270
01:00:23,430 --> 01:00:25,780
there are challenges from home.

1271
01:00:25,780 --> 01:00:28,560
I have been both at the
elementary and secondary

1272
01:00:28,560 --> 01:00:30,140
levels as I have mentioned,

1273

01:00:30,140 --> 01:00:32,810

I have been highly
effective in my ratings from

1274

01:00:32,810 --> 01:00:37,110

the School Superintendent for
all of my years as Principal,

1275

01:00:37,110 --> 01:00:39,680

with a perfect student growth score

1276

01:00:39,680 --> 01:00:42,913

of 33 out of 33 for student achievement.

1277

01:00:44,100 --> 01:00:47,180

I'm a Nationally Certified
National Institute of School

1278

01:00:47,180 --> 01:00:50,770

Leader (mutter) I took that course

1279

01:00:50,770 --> 01:00:53,240

with four other principals
here in Collier County,

1280

01:00:53,240 --> 01:00:56,290

as I was nominated by the
Superintendent to take

1281

01:00:56,290 --> 01:01:00,050

that course over 16 months and continue

1282

01:01:00,050 --> 01:01:01,750

my own professional learning and growth

1283

01:01:01,750 --> 01:01:03,660

which is very important to me.

1284

01:01:03,660 --> 01:01:06,830

I've been responsible
for a very large budget,

1285

01:01:06,830 --> 01:01:09,210
an operating budget of
over 8 million dollars

1286

01:01:10,720 --> 01:01:15,720
as a School Principal and
federal title-one monies as well.

1287

01:01:16,810 --> 01:01:21,810
So I'm very keen on paperwork,
compliance, inventory,

1288

01:01:24,400 --> 01:01:28,730
being accountable, 100% for this budget

1289

01:01:28,730 --> 01:01:29,873
and how it's spent.

1290

01:01:31,433 --> 01:01:34,710
I do follow policies,
procedures, processes

1291

01:01:34,710 --> 01:01:36,840
and I think it's very important that those

1292

01:01:36,840 --> 01:01:39,320
are in place and the structure is there.

1293

01:01:39,320 --> 01:01:42,460
So working closely with
you all as the Board,

1294

01:01:42,460 --> 01:01:44,730
I would look to our
policies and procedures

1295

01:01:44,730 --> 01:01:47,910
and also help generate whatever's needed

1296

01:01:47,910 --> 01:01:51,730
as we grow and revamp

things along the way.

1297

01:01:51,730 --> 01:01:53,430

I've also in the last year worked

1298

01:01:53,430 --> 01:01:55,630

at the YMCA of South Collier.

1299

01:01:55,630 --> 01:02:00,410

The YMCA's a great,
contract work is a great

1300

01:02:02,330 --> 01:02:06,130

proponent of youth and
really people of all ages

1301

01:02:06,130 --> 01:02:10,640

healthy living, youth development,
social responsibility,

1302

01:02:10,640 --> 01:02:14,620

and I've written their grants
and reported their grants.

1303

01:02:14,620 --> 01:02:18,650

I've received over \$600,000.00 in grants

1304

01:02:18,650 --> 01:02:21,270

that I've written for the last year,

1305

01:02:21,270 --> 01:02:23,460

made relationships and stewardship

1306

01:02:23,460 --> 01:02:27,310

with many donors here in our
area and in our community,

1307

01:02:27,310 --> 01:02:30,640

and I've also brought in really a total

1308

01:02:30,640 --> 01:02:35,210

of \$1.1 million dollars for

the YMCA of South Collier

1309

01:02:35,210 --> 01:02:37,260
through \$600,000.00 through grants

1310

01:02:38,252 --> 01:02:39,780
and the remaining through individual

1311

01:02:39,780 --> 01:02:40,790
and corporate donors.

1312

01:02:40,790 --> 01:02:44,910
So I'm very laser-focused
on what are the needs,

1313

01:02:44,910 --> 01:02:48,240
and what money goes to
support the after-school

1314

01:02:48,240 --> 01:02:51,500
and summer programs for
the Everglades City School,

1315

01:02:51,500 --> 01:02:54,120
Manatee Schools, Parks High

1316

01:02:54,120 --> 01:02:56,990
as well as the vicinity
(murmurs) the area.

1317

01:02:56,990 --> 01:03:00,160
So that is also a passion as I worked

1318

01:03:00,160 --> 01:03:03,490
a very long time in these thankful schools

1319

01:03:03,490 --> 01:03:05,423
and I absolutely love the kids.

1320

01:03:06,330 --> 01:03:09,570
I've had been a really busy year

1321

01:03:09,570 --> 01:03:12,683
and I've absolutely love
the work I've been doing.

1322

01:03:13,910 --> 01:03:17,133
So with that, that's just
a little bit about me.

1323

01:03:18,900 --> 01:03:20,450
- Thank you.

1324

01:03:20,450 --> 01:03:22,610
All right so my question
to you is what has been

1325

01:03:22,610 --> 01:03:24,970
the most challenging
situation you've faced

1326

01:03:24,970 --> 01:03:27,740
as a school leader or professional
and what did you learn

1327

01:03:27,740 --> 01:03:28,790
from that experience?

1328

01:03:30,380 --> 01:03:34,840
- So, you know, I'm very
inspired by the students

1329

01:03:34,840 --> 01:03:38,210
and families that seek the education that

1330

01:03:38,210 --> 01:03:40,350
Mason Classical Academy offers.

1331

01:03:40,350 --> 01:03:42,580
I think it's really important to highlight

1332

01:03:42,580 --> 01:03:45,500
the traditional classical education

1333

01:03:45,500 --> 01:03:48,300
and the structured
classroom because I know

1334

01:03:49,220 --> 01:03:53,470
every child needs that to thrive.

1335

01:03:53,470 --> 01:03:56,060
There can be no room for errors.

1336

01:03:56,060 --> 01:03:58,230
So I think one of the
challenging things for me

1337

01:03:58,230 --> 01:04:01,760
is when the Superintendent
of Schools asked me

1338

01:04:01,760 --> 01:04:05,123
to be the Principal of
Manatee Middle School,

1339

01:04:06,570 --> 01:04:07,950
you know that was a real challenge

1340

01:04:07,950 --> 01:04:10,760
because I was asked to go down and fix,

1341

01:04:10,760 --> 01:04:12,810
the word was "fix" the school.

1342

01:04:12,810 --> 01:04:14,890
And the school was teetering on a D,

1343

01:04:14,890 --> 01:04:17,670
really in the corrective action area.

1344

01:04:17,670 --> 01:04:21,593
Very low Language Arts
performance achievement scores.

1345

01:04:24,530 --> 01:04:26,210
You talk about the score, you talk about

1346
01:04:26,210 --> 01:04:27,283
the achievement gap.

1347
01:04:28,150 --> 01:04:29,710
The achievement gap exists,

1348
01:04:29,710 --> 01:04:32,820
it exists from their home life,

1349
01:04:32,820 --> 01:04:36,330
from maybe they're new to the country,

1350
01:04:36,330 --> 01:04:39,090
maybe they are from a single parent,

1351
01:04:39,090 --> 01:04:40,940
maybe they're homeless,

1352
01:04:40,940 --> 01:04:42,590
maybe they don't speak English.

1353
01:04:42,590 --> 01:04:44,890
So there's something to be said for that,

1354
01:04:44,890 --> 01:04:46,110
that's a huge challenge.

1355
01:04:46,110 --> 01:04:49,630
So I walked into a school
with 95% of the kids

1356
01:04:49,630 --> 01:04:52,000
on free reduced lunch,

1357
01:04:52,000 --> 01:04:53,577
85% of them went home to schools

1358
01:04:53,577 --> 01:04:55,973

that did not speak English,

1359

01:04:56,810 --> 01:04:59,633
over 20% were students with disabilities,

1360

01:05:01,320 --> 01:05:04,240
and it was over 1000 kids.

1361

01:05:04,240 --> 01:05:07,650
So let's schedule that let's
make this work for each kid,

1362

01:05:07,650 --> 01:05:09,040
and let's be successful.

1363

01:05:09,040 --> 01:05:13,030
So I'm walking in to fix
a school on the verge

1364

01:05:13,030 --> 01:05:15,360
of corrective action so my methods

1365

01:05:15,360 --> 01:05:20,260
are to really look at
what it is as the problem.

1366

01:05:20,260 --> 01:05:24,830
I seek input from parents,
families, community members,

1367

01:05:24,830 --> 01:05:26,673
school advisory councils,

1368

01:05:28,090 --> 01:05:31,940
and we realized it's all about

1369

01:05:31,940 --> 01:05:35,230
person in front of the
students on a daily basis.

1370

01:05:35,230 --> 01:05:37,560
They are actually the decision maker

1371
01:05:37,560 --> 01:05:40,480
when it comes to success or not success.

1372
01:05:40,480 --> 01:05:44,000
So my focus was on teacher development,

1373
01:05:44,000 --> 01:05:47,080
so the challenge is sometimes people

1374
01:05:47,080 --> 01:05:48,433
don't want to develop.

1375
01:05:49,910 --> 01:05:53,470
But there's a fine line with that because

1376
01:05:55,440 --> 01:05:58,640
as I sit here and as I hear
about teacher recruitment,

1377
01:05:58,640 --> 01:06:01,020
Mr. Willkomm you asked that question,

1378
01:06:01,020 --> 01:06:03,590
I could probably name you
about a hundred people

1379
01:06:03,590 --> 01:06:06,810
that would come here,
quickly (laughs) to teach

1380
01:06:06,810 --> 01:06:09,580
because they told me they
would follow me anywhere.

1381
01:06:09,580 --> 01:06:11,870
So I really believe it
has to do with the person

1382
01:06:11,870 --> 01:06:13,880
in front of the students,

1383
01:06:13,880 --> 01:06:15,570
I think it's the right thing for parents

1384
01:06:15,570 --> 01:06:16,665
to have a solid expert who's teaching

1385
01:06:16,665 --> 01:06:21,090
their child's mastery and
that's really what I focus on

1386
01:06:21,090 --> 01:06:23,420
as a Principal to be
that Instructional Leader

1387
01:06:23,420 --> 01:06:26,620
to make sure we were
doing everything we needed

1388
01:06:26,620 --> 01:06:27,638
for the needs of the students so

1389
01:06:27,638 --> 01:06:31,230
the professional learning is key,

1390
01:06:31,230 --> 01:06:32,630
it is for me as a leader,

1391
01:06:32,630 --> 01:06:34,350
it is for us as a Board,

1392
01:06:34,350 --> 01:06:36,510
it is for our teachers,

1393
01:06:36,510 --> 01:06:39,290
and just really looking at
the instructional approach.

1394
01:06:39,290 --> 01:06:43,100
So in my days of working
with the State of Florida

1395

01:06:43,100 --> 01:06:46,020
we relied on explicit instruction.

1396
01:06:46,020 --> 01:06:48,550
Explicit instruction is exactly that.

1397
01:06:49,700 --> 01:06:53,380
Teachers teach, students learn.

1398
01:06:53,380 --> 01:06:55,480
I wrote in my cover letter to you all

1399
01:06:55,480 --> 01:07:00,480
that I revisited my 1995
Philosophy of Education paper

1400
01:07:00,500 --> 01:07:04,018
that I wrote in college
and it surprised me.

1401
01:07:04,018 --> 01:07:05,220
I would have brought it for you today

1402
01:07:05,220 --> 01:07:08,050
but I didn't know if I
could give you all anything.

1403
01:07:08,050 --> 01:07:12,313
But what surprised me is,
actually it didn't surprise me.

1404
01:07:13,180 --> 01:07:15,950
I expected as brand new teacher

1405
01:07:15,950 --> 01:07:18,290
and I went to an Elementary Ed degree

1406
01:07:18,290 --> 01:07:19,580
and a Masters of Educational

1407
01:07:19,580 --> 01:07:21,670
Leadership from Florida State University.

1408

01:07:21,670 --> 01:07:24,290

I went to school to be a teacher.

1409

01:07:24,290 --> 01:07:27,020

I dreamed of rows,

1410

01:07:27,020 --> 01:07:30,167

I dreamed of teachers being the teacher

1411

01:07:30,167 --> 01:07:34,050

and teaching that with
the expert knowledge

1412

01:07:34,050 --> 01:07:36,233

and that's how I operated
when in my class.

1413

01:07:38,780 --> 01:07:42,260

We've seen curve balls and
changes through education

1414

01:07:42,260 --> 01:07:43,950

because we're looking for engagement?

1415

01:07:43,950 --> 01:07:47,110

No, the engagement has
to come from the child,

1416

01:07:47,110 --> 01:07:49,350

the child's gotta want to work hard,

1417

01:07:49,350 --> 01:07:52,110

nobody gets anywhere in
life without working hard,

1418

01:07:52,110 --> 01:07:53,320

and performing.

1419

01:07:53,320 --> 01:07:55,270

So that's on the student

1420
01:07:55,270 --> 01:07:57,087
and really believe as a parent myself,

1421
01:07:57,087 --> 01:08:00,910
that's on me to make sure
my child has those virtues.

1422
01:08:00,910 --> 01:08:02,757
So, you know, we really looked at

1423
01:08:02,757 --> 01:08:04,300
the instructional approach,

1424
01:08:04,300 --> 01:08:07,300
teachers had to teach and we did it.

1425
01:08:07,300 --> 01:08:10,230
Teachers did it they
stepped up to the plate,

1426
01:08:10,230 --> 01:08:12,260
the school moved the very next year

1427
01:08:12,260 --> 01:08:15,910
to a high-level B and so on and so forth.

1428
01:08:15,910 --> 01:08:19,030
So the school now sits
at 2 points from an A,

1429
01:08:19,030 --> 01:08:22,120
when I left there in 2018.

1430
01:08:22,120 --> 01:08:25,220
I would like to highlight
that the school jumped

1431
01:08:25,220 --> 01:08:30,220
to 19 in the State for Math
out of 565 middle schools

1432

01:08:30,940 --> 01:08:32,880
because of Math achievement.

1433
01:08:32,880 --> 01:08:34,810
The school also for many years,

1434
01:08:34,810 --> 01:08:36,340
three year I was there,

1435
01:08:36,340 --> 01:08:39,570
had 100% passing rate like Mason

1436
01:08:39,570 --> 01:08:41,680
in the (mutter) one area.

1437
01:08:41,680 --> 01:08:44,770
So that is because great teachers

1438
01:08:44,770 --> 01:08:46,170
are in front of kids,

1439
01:08:46,170 --> 01:08:48,270
that is because I am in the classrooms

1440
01:08:48,270 --> 01:08:49,550
with the teachers,

1441
01:08:49,550 --> 01:08:50,960
that is because the kids know

1442
01:08:50,960 --> 01:08:52,780
I'm going to be checking on them,

1443
01:08:52,780 --> 01:08:54,260
that is because the parents know

1444
01:08:54,260 --> 01:08:55,860
I'm going to be talking to them.

1445
01:08:55,860 --> 01:08:58,742
That whole system that whole approach

1446

01:08:58,742 --> 01:09:01,300

turned that school around.

1447

01:09:01,300 --> 01:09:02,133

I was fearless

1448

01:09:03,850 --> 01:09:07,630

and I was speaking truth to power

1449

01:09:07,630 --> 01:09:09,500

because I can't do this in my school

1450

01:09:09,500 --> 01:09:11,600

because kids are coming with deficits

1451

01:09:11,600 --> 01:09:13,570

we need to do X, Y and Z.

1452

01:09:13,570 --> 01:09:16,147

And I was not afraid to blaze that trail,

1453

01:09:16,147 --> 01:09:18,343

and the results are very very clear.

1454

01:09:19,997 --> 01:09:20,830

- Thank you.

1455

01:09:20,830 --> 01:09:22,247

- You're welcome.

1456

01:09:26,670 --> 01:09:28,720

- I'll ask the same
question I asked earlier

1457

01:09:28,720 --> 01:09:30,277

what's your opinion on cell phones

1458

01:09:30,277 --> 01:09:33,694

in the school and let's leave it at that.

1459

01:09:35,988 --> 01:09:39,380

- Cell phones need to be put away.

1460

01:09:39,380 --> 01:09:41,209

- That's good, now I
actually want another.

1461

01:09:41,209 --> 01:09:42,320

What's your opinion on discipline

1462

01:09:42,320 --> 01:09:45,410

and how you deal with the dynamic between

1463

01:09:45,410 --> 01:09:48,403

the students and teachers and the parents?

1464

01:09:52,640 --> 01:09:54,720

- There's an amazing team here at Mason.

1465

01:09:54,720 --> 01:09:56,970

It starts with the classroom teachers,

1466

01:09:56,970 --> 01:10:00,570

it starts with our Assistant
Principal, Mr. Whitehead,

1467

01:10:00,570 --> 01:10:02,220

and the entire Leadership team.

1468

01:10:02,220 --> 01:10:04,560

So this is a team effort the discipline.

1469

01:10:04,560 --> 01:10:06,530

First and foremost we
have high expectations

1470

01:10:06,530 --> 01:10:07,370

for learning.

1471

01:10:07,370 --> 01:10:11,920

It's clear the day a parent

chooses to send their child here

1472

01:10:11,920 --> 01:10:16,760
they know and they agree
with the type of education

1473

01:10:16,760 --> 01:10:21,760
and the structure that their
child will be here to learn.

1474

01:10:22,490 --> 01:10:25,883
My number one goal has always
been to protect class time.

1475

01:10:27,500 --> 01:10:30,760
Bottom line, there's only so
many minutes in a class period

1476

01:10:30,760 --> 01:10:33,070
and especially for our
high school students

1477

01:10:33,070 --> 01:10:38,070
who're getting into the AP
classes and every second counts

1478

01:10:38,930 --> 01:10:42,500
and the students know that
their time is valuable.

1479

01:10:42,500 --> 01:10:45,180
So I would support the discipline

1480

01:10:45,180 --> 01:10:47,010
that is being done in the school

1481

01:10:47,010 --> 01:10:50,090
by our Assistant Principal
who from what I understand

1482

01:10:50,090 --> 01:10:52,943
is directly responsible
for the discipline,

1483
01:10:53,900 --> 01:10:55,660
but I would protect class time,

1484
01:10:55,660 --> 01:10:58,340
I would make sure our
rules are very clear,

1485
01:10:58,340 --> 01:11:01,350
and that everyone must
be willing to work hard.

1486
01:11:01,350 --> 01:11:03,600
And those are, you know,
we have virtues here

1487
01:11:04,453 --> 01:11:07,370
and the conditions exist for learning.

1488
01:11:07,370 --> 01:11:09,037
It's a great learning environment

1489
01:11:09,037 --> 01:11:12,160
and it's been working
because you see the results

1490
01:11:12,160 --> 01:11:15,040
in your academic progress.

1491
01:11:15,040 --> 01:11:17,133
I also believe in consistency,

1492
01:11:17,990 --> 01:11:20,100
what you do with one you do with all,

1493
01:11:20,100 --> 01:11:21,410
and so that's really important

1494
01:11:21,410 --> 01:11:22,733
and it's only fair.

1495

01:11:23,880 --> 01:11:25,280
But this is an opportunity

1496
01:11:25,280 --> 01:11:27,460
it's always an opportunity to learn,

1497
01:11:27,460 --> 01:11:28,643
these are children.

1498
01:11:30,300 --> 01:11:32,670
We are all human we are not perfect,

1499
01:11:32,670 --> 01:11:35,390
so I really believe that I know,

1500
01:11:35,390 --> 01:11:37,580
I believe that the team
would take the approach

1501
01:11:37,580 --> 01:11:40,640
that's necessary instance by instance.

1502
01:11:40,640 --> 01:11:43,120
You deal with each issue as it arises,

1503
01:11:43,120 --> 01:11:44,190
but I also would defer,

1504
01:11:44,190 --> 01:11:47,830
I wouldn't put myself
in charge of discipline

1505
01:11:47,830 --> 01:11:49,550
but I can if should I need to,

1506
01:11:49,550 --> 01:11:51,200
because I've done it
at the elementary level

1507
01:11:51,200 --> 01:11:52,650
and the secondary level.

1508

01:11:52,650 --> 01:11:55,800

But I really would rely on
my team to continue what

1509

01:11:55,800 --> 01:11:59,220

they've been doing and they
have this place currently.

1510

01:11:59,220 --> 01:12:03,090

But I would be that person
if a parent needs me

1511

01:12:03,090 --> 01:12:04,890

I would be right there,

1512

01:12:04,890 --> 01:12:07,090

so I would be approachable and available.

1513

01:12:07,090 --> 01:12:09,840

But discipline is the key
that's what education's

1514

01:12:09,840 --> 01:12:11,210

all about.

1515

01:12:11,210 --> 01:12:12,560

I said to my daughter this morning

1516

01:12:12,560 --> 01:12:14,217

when she went to her class,

1517

01:12:14,217 --> 01:12:16,745

"Front row honey." and guess what I got.

1518

01:12:16,745 --> 01:12:17,578

- Yeah.

1519

01:12:17,578 --> 01:12:19,220

- A front row thumbs up from her.

1520

01:12:19,220 --> 01:12:20,290

So, you know, I have those expectations

1521

01:12:20,290 --> 01:12:22,820

and I think every parent
that drops their child

1522

01:12:22,820 --> 01:12:25,617

or off in the morning has that same,

1523

01:12:25,617 --> 01:12:28,200

"Do your best. Work hard."

1524

01:12:28,200 --> 01:12:29,860

And I think that's a value that I believe

1525

01:12:29,860 --> 01:12:33,563

and share with the families, so thank you.

1526

01:12:44,040 --> 01:12:47,890

- Could you give us your experience

1527

01:12:47,890 --> 01:12:52,890

or your give me a synopsis
of why Classical education

1528

01:12:52,970 --> 01:12:54,682

is important today?

1529

01:12:54,682 --> 01:12:59,349

And the elementary education (mutters).

1530

01:13:02,010 --> 01:13:05,210

- What I see in the
public school education

1531

01:13:05,210 --> 01:13:06,720

is a detour.

1532

01:13:06,720 --> 01:13:08,673

A detour from mastery.

1533

01:13:09,970 --> 01:13:14,490
I've seen fillers in the classroom,

1534
01:13:14,490 --> 01:13:19,440
I've seen technology being
misused in the classroom,

1535
01:13:21,715 --> 01:13:26,660
I've seen students not
performing to their potential,

1536
01:13:26,660 --> 01:13:29,920
or to the level of
expectation of the teacher,

1537
01:13:29,920 --> 01:13:33,830
and it all goes back to the single person

1538
01:13:33,830 --> 01:13:37,480
in the room who makes a
decision every single day

1539
01:13:37,480 --> 01:13:39,880
about the type of
instruction and the methods

1540
01:13:39,880 --> 01:13:41,283
they use as the teacher.

1541
01:13:42,130 --> 01:13:45,620
So I see a traditional classical education

1542
01:13:45,620 --> 01:13:48,950
as the opportunity,

1543
01:13:48,950 --> 01:13:52,390
the opportunity for students to learn

1544
01:13:52,390 --> 01:13:54,193
and maximize their learning.

1545
01:13:57,390 --> 01:14:00,140

You know and I am a Principal

1546

01:14:00,140 --> 01:14:02,220
in Collier County Schools,

1547

01:14:02,220 --> 01:14:03,940
I've followed directives you know,

1548

01:14:03,940 --> 01:14:06,890
kids facing lots of different directions,

1549

01:14:06,890 --> 01:14:09,020
I kinda wanna paint the visual for you.

1550

01:14:09,020 --> 01:14:11,250
Students facing lots of
different directions,

1551

01:14:11,250 --> 01:14:13,030
maybe their back is to the teacher,

1552

01:14:13,030 --> 01:14:15,450
they're not front square and center,

1553

01:14:15,450 --> 01:14:18,693
it's not a scholarly
environment it's more playful,

1554

01:14:20,450 --> 01:14:24,380
it's not teacher-led

1555

01:14:24,380 --> 01:14:26,870
it's let's try to figure this out

1556

01:14:26,870 --> 01:14:30,220
as kids nine year old kids ourselves,

1557

01:14:30,220 --> 01:14:34,710
and that can leave a big gap for children.

1558

01:14:34,710 --> 01:14:38,640

So the traditional classical education,

1559

01:14:38,640 --> 01:14:40,790

is the teacher is the
expert in the classroom,

1560

01:14:40,790 --> 01:14:45,010

on the stage as you all say
in your on your website,

1561

01:14:45,010 --> 01:14:47,720

but very importantly.

1562

01:14:47,720 --> 01:14:50,500

And the person that has the knowledge,

1563

01:14:50,500 --> 01:14:52,990

and the students are thirsty and hungry

1564

01:14:52,990 --> 01:14:57,450

for this knowledge because
really we're turning

1565

01:14:57,450 --> 01:15:00,510

and the subjects are all
interrelated as well,

1566

01:15:00,510 --> 01:15:02,740

and our students are becoming thinkers.

1567

01:15:02,740 --> 01:15:06,270

So this opportunity to become thinkers

1568

01:15:06,270 --> 01:15:09,920

and to use the knowledge,
the history and the expertise

1569

01:15:09,920 --> 01:15:13,290

to back up their language.

1570

01:15:13,290 --> 01:15:17,710

It's all about a

language-centered curriculum

1571

01:15:17,710 --> 01:15:19,460

where our students are
reading they're writing

1572

01:15:19,460 --> 01:15:21,210

they're listening they're speaking.

1573

01:15:22,130 --> 01:15:24,600

What's more powerful than your own voice?

1574

01:15:24,600 --> 01:15:27,900

And if you don't have the
elements to back up what

1575

01:15:27,900 --> 01:15:31,550

you're saying then it's
not a good argument, right?

1576

01:15:31,550 --> 01:15:33,030

It's not solid.

1577

01:15:33,030 --> 01:15:36,350

So I think those are
skills in this day and age

1578

01:15:36,350 --> 01:15:37,850

that our children must learn.

1579

01:15:37,850 --> 01:15:40,910

They must learn to think for themselves,

1580

01:15:40,910 --> 01:15:44,890

to seek what's true and right and good,

1581

01:15:44,890 --> 01:15:47,450

they must look to see the beauty,

1582

01:15:47,450 --> 01:15:50,820

but they can also listen
and perceive other ideas

1583

01:15:50,820 --> 01:15:55,330
from other students and
listen to perspectives.

1584

01:15:55,330 --> 01:15:57,220
I think that's valuable in the classroom

1585

01:15:57,220 --> 01:16:00,260
I think it's that language
that is at the center

1586

01:16:00,260 --> 01:16:02,523
of a classical education.

1587

01:16:03,740 --> 01:16:05,293
Thank you, I hope that answers.

1588

01:16:09,390 --> 01:16:10,890
- Your time at Manatee Middle,

1589

01:16:11,880 --> 01:16:15,500
I assume you guys had a SAC
a School Advisory Committee,

1590

01:16:15,500 --> 01:16:18,770
what do you feel makes a successful

1591

01:16:18,770 --> 01:16:21,800
School Advisory Committee
or a relationship

1592

01:16:21,800 --> 01:16:23,303
with parents in general?

1593

01:16:25,860 --> 01:16:30,860
- At first, School Advisory
Committee is essential

1594

01:16:32,040 --> 01:16:35,170
to the guidance and
oversight of the school

1595

01:16:35,170 --> 01:16:40,170
and I was very very lucky to
have large group of parents.

1596

01:16:41,240 --> 01:16:43,370
Prior to me being there
they were not involved

1597

01:16:43,370 --> 01:16:45,960
but once I was able to look for them

1598

01:16:45,960 --> 01:16:49,930
recruit them we had a
large parent demographic

1599

01:16:49,930 --> 01:16:52,310
on our School Advisory Council.

1600

01:16:52,310 --> 01:16:57,000
We had community members
who cared a great deal,

1601

01:16:57,000 --> 01:16:58,720
community members that
had their own children

1602

01:16:58,720 --> 01:17:02,330
that went to other
schools in the community,

1603

01:17:02,330 --> 01:17:05,123
but they worked in that
area and wanted to be there,

1604

01:17:06,230 --> 01:17:09,260
and consistently gave their time

1605

01:17:09,260 --> 01:17:11,330
year after year after year.

1606

01:17:11,330 --> 01:17:12,620

That's one thing that's really important

1607

01:17:12,620 --> 01:17:14,930

is that you have a School Advisory Council

1608

01:17:14,930 --> 01:17:18,230

that has been there and can grow and learn

1609

01:17:19,110 --> 01:17:22,130

as the school grows and improves.

1610

01:17:22,130 --> 01:17:23,720

Also the parents,

1611

01:17:23,720 --> 01:17:25,890

I mentioned that the
parents, the community,

1612

01:17:25,890 --> 01:17:28,890

I had teachers on the
School Advisory Council

1613

01:17:28,890 --> 01:17:30,850

and students.

1614

01:17:30,850 --> 01:17:32,910

And as a Principal I was there

1615

01:17:32,910 --> 01:17:35,780

and also my Assistant
Principals would show,

1616

01:17:35,780 --> 01:17:39,110

also teacher leaders anyone
on my team who wanted

1617

01:17:39,110 --> 01:17:43,140

to take on some new role or get involved

1618

01:17:43,140 --> 01:17:44,980

with the school this
was the place to do it.

1619
01:17:44,980 --> 01:17:48,570
So it's sort of that 30,000 foot view

1620
01:17:48,570 --> 01:17:50,760
of what's happening in the school

1621
01:17:50,760 --> 01:17:54,900
but it's also the kind
of legislative branch

1622
01:17:54,900 --> 01:17:58,440
of the school to make
decisions about expenditures,

1623
01:17:58,440 --> 01:18:02,690
special title-one funding
and any other matter,

1624
01:18:02,690 --> 01:18:04,920
events things that the
school's going to put on.

1625
01:18:04,920 --> 01:18:08,420
So I would imagine that
would be the Board here

1626
01:18:08,420 --> 01:18:11,890
but the School Advisory
Council it's important

1627
01:18:11,890 --> 01:18:13,270
that we take a minutes,

1628
01:18:13,270 --> 01:18:16,010
it's important that we
document who's present,

1629
01:18:16,010 --> 01:18:18,450
the votes and placed all of that.

1630
01:18:18,450 --> 01:18:20,210

I'm very familiar with that process

1631

01:18:21,470 --> 01:18:23,220
and I did have a big,

1632

01:18:23,220 --> 01:18:25,110
we had to bring extra
tables because we had

1633

01:18:25,110 --> 01:18:27,830
so many people show up
and who would've thought.

1634

01:18:27,830 --> 01:18:29,760
And translators we had translators as well

1635

01:18:29,760 --> 01:18:31,760
because some of our parents
didn't speak English,

1636

01:18:31,760 --> 01:18:34,080
but we had a great turn out

1637

01:18:34,080 --> 01:18:36,740
and as a result the school
had never had a P.T.O.

1638

01:18:37,630 --> 01:18:40,040
And my first year we had a P.T.O.

1639

01:18:40,040 --> 01:18:41,900
And great things happen for kids

1640

01:18:41,900 --> 01:18:44,720
when you get lots of parent
who really care involved.

1641

01:18:44,720 --> 01:18:47,860
So I know that that's
happening here at Mason

1642

01:18:47,860 --> 01:18:49,230

and it's all about kids first

1643

01:18:49,230 --> 01:18:52,250
so that's really the School
Advisory Council's mission

1644

01:18:52,250 --> 01:18:55,380
kids first and what do we
need to do to make it better

1645

01:18:55,380 --> 01:18:56,213
for them.

1646

01:19:03,370 --> 01:19:04,680
- Make sure we don't
have any more questions.

1647

01:19:04,680 --> 01:19:07,042
It looks like we've covered a lot,

1648

01:19:07,042 --> 01:19:07,875
thank you very much.

1649

01:19:07,875 --> 01:19:08,708
- Thank you, my pleasure.

1650

01:19:08,708 --> 01:19:09,541
- Thank you.

1651

01:19:11,256 --> 01:19:13,206
- I know Mr. (murmurs) you're here 'til

1652

01:19:14,420 --> 01:19:16,540
not very long so I was gonna ask you

1653

01:19:16,540 --> 01:19:19,690
if you wouldn't mind staying
since you have to fly out

1654

01:19:19,690 --> 01:19:21,791
after the meeting that way we can give you

1655

01:19:21,791 --> 01:19:24,374
a tour walking around here, so.

1656

01:19:25,851 --> 01:19:29,500
Okay again thank you to all
the Principal candidates

1657

01:19:29,500 --> 01:19:31,023
who came here today.

1658

01:19:31,867 --> 01:19:35,070
I know it's a little different
situation interviewing

1659

01:19:35,070 --> 01:19:36,520
in an open meeting like this

1660

01:19:36,520 --> 01:19:38,070
but you all did a fabulous job

1661

01:19:38,070 --> 01:19:40,253
and thank you for being here.

1662

01:19:41,140 --> 01:19:44,060
We are going to go on to the next item

1663

01:19:44,060 --> 01:19:46,860
which is the, Mr. Bolduc's item regarding

1664

01:19:46,860 --> 01:19:50,240
a settlement agreement and
changes to the application.

1665

01:19:50,240 --> 01:19:51,073
Oh (muttering).

1666

01:19:56,637 --> 01:19:57,470
- Are there comments?

1667

01:19:57,470 --> 01:19:59,980
- Yeah, I think there weren't

any turned in (mutters).

1668

01:20:00,843 --> 01:20:01,676

Okay.

1669

01:20:02,810 --> 01:20:05,273

All right, so I'm handing
this over to Mr. Bolduc.

1670

01:20:06,490 --> 01:20:11,450

- Sure, yeah as reviewing
the settlement agreement,

1671

01:20:11,450 --> 01:20:14,610

and you know, we talked about
it the last Board Meeting

1672

01:20:14,610 --> 01:20:17,240

possibly engaging
another person to help us

1673

01:20:17,240 --> 01:20:19,930

with amending our Charter Contract

1674

01:20:19,930 --> 01:20:23,100

and various other items that we need to

1675

01:20:23,100 --> 01:20:26,800

have documented over the next few months.

1676

01:20:26,800 --> 01:20:28,763

I just feel there's a lot of,

1677

01:20:29,820 --> 01:20:33,320

there's a major timeline where there are

1678

01:20:33,320 --> 01:20:36,540

a number of items that
need to be completed

1679

01:20:36,540 --> 01:20:38,060

by a specific time.

1680
01:20:38,060 --> 01:20:41,300
And I feel we need someone here at Mason,

1681
01:20:41,300 --> 01:20:45,063
to be essentially take ownership of that,

1682
01:20:46,750 --> 01:20:50,170
help us the Board achieve that,

1683
01:20:50,170 --> 01:20:52,670
that timeline and getting
everything completed

1684
01:20:52,670 --> 01:20:54,323
when they need to be completed.

1685
01:20:56,810 --> 01:20:58,097
- I would agree with that and just to give

1686
01:20:58,097 --> 01:20:59,513
the Board Members an update,

1687
01:21:00,800 --> 01:21:05,500
I was engaging with Jody Ferry to assist

1688
01:21:05,500 --> 01:21:08,080
the school with amending the application.

1689
01:21:08,080 --> 01:21:10,620
Due to unforeseen
circumstances Judy is unable

1690
01:21:10,620 --> 01:21:13,063
to assist us so I think
this is very timely,

1691
01:21:14,410 --> 01:21:15,740
regarding the settlement agreement

1692
01:21:15,740 --> 01:21:17,133

and amending the application.

1693

01:21:18,380 --> 01:21:21,790
I fully support that so I
don't know if that's someth --

1694

01:21:21,790 --> 01:21:23,510
I would be willing to have you work

1695

01:21:23,510 --> 01:21:25,790
with Mr. Hall and all
the other Board Members,

1696

01:21:25,790 --> 01:21:27,290
of Mr. Hall and Mr. Whitehead,

1697

01:21:28,150 --> 01:21:31,790
on working with somebody from staff

1698

01:21:31,790 --> 01:21:32,850
to take this on.

1699

01:21:32,850 --> 01:21:36,730
This is a really time
sensitive critical matter

1700

01:21:36,730 --> 01:21:38,000
that needs to be addressed

1701

01:21:38,000 --> 01:21:39,340
so I don't know if any
of the Board Members

1702

01:21:39,340 --> 01:21:40,840
have comments related to that.

1703

01:21:43,650 --> 01:21:45,622
- No I definitely agree with you.

1704

01:21:45,622 --> 01:21:48,120
Stay on top of this.

1705

01:21:48,120 --> 01:21:50,930

- Is there consensus
to have Mr. Bolduc work

1706

01:21:50,930 --> 01:21:54,933

with Mr. Whitehead on this going forward?

1707

01:21:58,313 --> 01:22:00,828

- (mutters) work with Mr.
Whitehead on finding somebody

1708

01:22:00,828 --> 01:22:02,013

who can take this on.

1709

01:22:03,090 --> 01:22:04,930

- Is it, are you
comfortable with doing that?

1710

01:22:04,930 --> 01:22:05,996

- Yeah absolutely.

1711

01:22:05,996 --> 01:22:07,170

- All right, 'cause you brought it up so.

1712

01:22:07,170 --> 01:22:10,900

Okay I appreciate that so
you two can communicate

1713

01:22:10,900 --> 01:22:11,733

on that one.

1714

01:22:12,890 --> 01:22:16,683

All right if there are
no other things on that

1715

01:22:16,683 --> 01:22:21,303

I brought this copies for everybody.

1716

01:22:22,170 --> 01:22:25,550

This is an engagement this was brought up

1717

01:22:25,550 --> 01:22:30,030
by Mr. Bolduc in a
previous meeting discussing

1718
01:22:30,030 --> 01:22:35,030
our legal concerns
talking about Mr. Arnold

1719
01:22:36,360 --> 01:22:38,190
staying essentially in his lane

1720
01:22:38,190 --> 01:22:42,790
as our nuts and bolts
of the Charter issues.

1721
01:22:42,790 --> 01:22:46,280
We have Pullman's Law
Firm currently working on

1722
01:22:46,280 --> 01:22:50,350
the counter report to the Fishbane Report,

1723
01:22:50,350 --> 01:22:53,240
in fact he's finishing up interviews

1724
01:22:53,240 --> 01:22:57,050
in the next week or so and then hopefully

1725
01:22:57,050 --> 01:22:59,120
we can get that report done.

1726
01:22:59,120 --> 01:23:02,830
I had asked Mr. Pullman
last week to get back to me

1727
01:23:02,830 --> 01:23:07,830
on pursuing legal action base
as more information comes out.

1728
01:23:09,450 --> 01:23:11,350
I think right now they are so focused

1729

01:23:11,350 --> 01:23:14,083
on the counter report.

1730
01:23:15,793 --> 01:23:18,290
I sought out somebody
outside of Collier County

1731
01:23:18,290 --> 01:23:20,490
that has no ties to this town

1732
01:23:20,490 --> 01:23:23,683
or to the political interests here,

1733
01:23:25,250 --> 01:23:29,300
so I am bringing forward
this engagement letter

1734
01:23:29,300 --> 01:23:32,580
with Stearns and Weaver
and would ask the Board

1735
01:23:34,590 --> 01:23:39,590
to make a motion to move
forward with engaging them

1736
01:23:42,140 --> 01:23:45,660
to protect M.C.A.

1737
01:23:45,660 --> 01:23:49,460
- Yeah I mean I'm, yes as I mentioned

1738
01:23:49,460 --> 01:23:50,745
at the previous Board Meeting you know,

1739
01:23:50,745 --> 01:23:52,580
I think we need to define the roles

1740
01:23:52,580 --> 01:23:54,890
of our legal counsel nuts and bolts one.

1741
01:23:54,890 --> 01:23:59,580
Pullman working on the, county, our report

1742

01:23:59,580 --> 01:24:03,473
and then engaging another
attorney to be our advocate.

1743

01:24:04,407 --> 01:24:06,360
You know as more
information comes forward,

1744

01:24:06,360 --> 01:24:10,170
I think we perhaps need to have someone

1745

01:24:10,170 --> 01:24:15,170
who's gonna be our advocate and defend us

1746

01:24:15,420 --> 01:24:20,100
in a number of ways to get to the truth.

1747

01:24:20,100 --> 01:24:25,020
So I feel that I would
like to make a motion

1748

01:24:25,020 --> 01:24:28,460
to engage Stearns and Weaver to become

1749

01:24:28,460 --> 01:24:31,263
our legal counsel in more
of the advocate role.

1750

01:24:32,970 --> 01:24:33,803
- Is there a second?

1751

01:24:33,803 --> 01:24:34,870
- I second.

1752

01:24:34,870 --> 01:24:36,520
- Okay. Discussion Board Members.

1753

01:24:41,810 --> 01:24:46,080
Just to comment further this gentleman

1754

01:24:46,080 --> 01:24:51,080
with Stearns and Weaver has
significant experience set uh,

1755

01:24:51,490 --> 01:24:55,760
especially on his resume
going after governments,

1756

01:24:55,760 --> 01:25:00,120
corrupt governments and I
think he's got what it takes

1757

01:25:00,120 --> 01:25:04,073
and is willing to be our advocate.

1758

01:25:05,090 --> 01:25:09,280
So if there's any other questions,

1759

01:25:09,280 --> 01:25:13,050
discussion, I'll call for vote.

1760

01:25:13,050 --> 01:25:15,550
All those in favor of
engaging Stearns and Weaver

1761

01:25:15,550 --> 01:25:16,860
state so by saying, "Aye."

1762

01:25:16,860 --> 01:25:17,910
- Aye.

1763

01:25:17,910 --> 01:25:19,643
- Proposed passes unanimously.

1764

01:25:22,057 --> 01:25:23,070
All right.

1765

01:25:23,070 --> 01:25:28,037
Now we're on to policy
update C53.0, Miss Miller.

1766

01:25:30,384 --> 01:25:31,470

- (murmurs) I appreciate all the hard work

1767

01:25:31,470 --> 01:25:33,370
that you put into (murmurs) Mr. Arnold

1768

01:25:36,050 --> 01:25:38,146
of the grievance policy.

1769

01:25:38,146 --> 01:25:40,153
I've mentioned in a previous board meeting

1770

01:25:40,153 --> 01:25:42,710
that I do still think that it's important

1771

01:25:42,710 --> 01:25:46,270
for us to preserve part of the spirit of

1772

01:25:46,270 --> 01:25:49,150
the original grievance
policy which included

1773

01:25:49,150 --> 01:25:53,960
the first step being the
parent engaging (murmurs)

1774

01:25:53,960 --> 01:25:57,580
with the teacher if it were an event

1775

01:25:57,580 --> 01:26:01,900
or they an issue that
arose from the classroom

1776

01:26:01,900 --> 01:26:03,630
and so I'd like for us
to just look at that

1777

01:26:03,630 --> 01:26:06,928
one last time, make sure that, if we feel

1778

01:26:06,928 --> 01:26:10,590
that it's important enough
to be the first step

1779

01:26:10,590 --> 01:26:11,763
that that be included.

1780

01:26:14,023 --> 01:26:15,300
- (murmurs)

1781

01:26:15,300 --> 01:26:16,133
- No you go ahead.

1782

01:26:16,133 --> 01:26:19,640
- Yeah I agree with that
so I think essentially

1783

01:26:19,640 --> 01:26:22,570
in amending this policy
that language stays,

1784

01:26:22,570 --> 01:26:25,180
the rest of it is gone,

1785

01:26:25,180 --> 01:26:27,070
and then the new stuff
that we've been working on

1786

01:26:27,070 --> 01:26:28,020
is added to it.

1787

01:26:28,020 --> 01:26:28,853
That's what your concern (murmurs).

1788

01:26:28,853 --> 01:26:31,150
- Oh I thought it was a replacement.

1789

01:26:31,150 --> 01:26:34,420
- So no, it will 'cause you we can,

1790

01:26:34,420 --> 01:26:37,630
we're basically getting rid
of the rest of the policy

1791

01:26:37,630 --> 01:26:40,080
keeping with that language
here (murmurs) remains

1792
01:26:42,340 --> 01:26:44,700
'cause it is still policy 53.0

1793
01:26:44,700 --> 01:26:47,040
but then with all of these new additions

1794
01:26:47,040 --> 01:26:49,070
that we've been working
on the last two meetings

1795
01:26:49,070 --> 01:26:51,570
so that would just keep that in place,

1796
01:26:51,570 --> 01:26:52,780
what you're suggesting.

1797
01:26:52,780 --> 01:26:57,780
- Well but in Mr. Bolduc's
comment it states (murmurs)

1798
01:26:58,894 --> 01:27:01,237
and I think it's not
clear now on what step one

1799
01:27:01,237 --> 01:27:04,987
(banging drowns out speaker)

1800
01:27:08,102 --> 01:27:08,935
- Okay.

1801
01:27:11,269 --> 01:27:15,350
- Sure. And I'll, this
is the current policy

1802
01:27:15,350 --> 01:27:17,220
that I believe I've highlighted

1803
01:27:17,220 --> 01:27:19,123

what you would like to keep.

1804

01:27:19,123 --> 01:27:21,456

- (murmurs)

1805

01:27:22,841 --> 01:27:26,130

- Well I just did this yesterday.

1806

01:27:26,130 --> 01:27:27,042

- Oh good, okay.

1807

01:27:27,042 --> 01:27:29,363

- I printed it off myself and so,

1808

01:27:35,617 --> 01:27:38,140

you know highlighted keeping the teacher

1809

01:27:38,140 --> 01:27:39,710

as the first step.

1810

01:27:39,710 --> 01:27:42,970

So essentially taking
the what I put together

1811

01:27:42,970 --> 01:27:47,040

and then amending it so
the first step is not

1812

01:27:47,040 --> 01:27:48,410

the Assistant Principal conference,

1813

01:27:48,410 --> 01:27:50,430

the first step is trying to work it out

1814

01:27:50,430 --> 01:27:51,263

with the teacher.

1815

01:27:51,263 --> 01:27:53,737

- So then that would
become step two. Right?

1816

01:27:54,930 --> 01:27:57,340
And then this would become step three.

1817
01:27:57,340 --> 01:27:59,340
Okay and this would become step four.

1818
01:27:59,340 --> 01:28:01,940
So it's basically keeping that as step one

1819
01:28:01,940 --> 01:28:03,060
and the shifting 'em down.

1820
01:28:03,060 --> 01:28:04,217
- Right.
- Okay.

1821
01:28:04,217 --> 01:28:05,050
- Right.

1822
01:28:05,050 --> 01:28:07,000
- Okay that's fine.

1823
01:28:07,000 --> 01:28:12,000
- Is there a motion to
approve the policy changes?

1824
01:28:14,791 --> 01:28:17,086
- I'll move to approve.

1825
01:28:17,086 --> 01:28:20,264
- Any other discussion on that?

1826
01:28:20,264 --> 01:28:21,097
- No.

1827
01:28:21,097 --> 01:28:22,880
- Okay. All those in favor of

1828
01:28:22,880 --> 01:28:26,546
the amended grievance procedures
state so by saying, "Aye."

1829

01:28:26,546 --> 01:28:27,440

- Aye.

1830

01:28:27,440 --> 01:28:29,720

- Proposed passes unanimously.

1831

01:28:29,720 --> 01:28:32,370

All right we're on to Board comments.

1832

01:28:32,370 --> 01:28:34,473

Board Members, do we comments?

1833

01:28:38,217 --> 01:28:40,550

(muttering)

1834

01:28:41,400 --> 01:28:42,677

- I would just like to thank all

1835

01:28:42,677 --> 01:28:46,181

the Principal candidates
for coming out today.

1836

01:28:46,181 --> 01:28:48,340

Very impressive all three of you,

1837

01:28:48,340 --> 01:28:50,310

very impressive backgrounds,

1838

01:28:50,310 --> 01:28:53,160

very impressive discussion with us,

1839

01:28:53,160 --> 01:28:55,708

so I certainly appreciate it.

1840

01:28:55,708 --> 01:28:56,541

Thank you.

1841

01:28:58,417 --> 01:29:00,530

- I would like to say the same thing.

1842

01:29:00,530 --> 01:29:02,690
It is, I've been through live interviews,

1843
01:29:02,690 --> 01:29:05,210
it is definitely a different format

1844
01:29:05,210 --> 01:29:07,380
and we're having to do it in
an open public environment

1845
01:29:10,537 --> 01:29:11,930
and Kelly I don't know
if you can elaborate

1846
01:29:11,930 --> 01:29:13,863
a little bit since we're not really able

1847
01:29:13,863 --> 01:29:14,730
to discuss this outside,

1848
01:29:14,730 --> 01:29:18,120
how we plan on proceeding
and how this would,

1849
01:29:18,120 --> 01:29:20,950
this whole process would
go through the hiring.

1850
01:29:20,950 --> 01:29:23,230
Like is it discussed between us

1851
01:29:23,230 --> 01:29:25,427
at the public forum like this,

1852
01:29:25,427 --> 01:29:29,800
and I'm assuming so, how
we would go about this?

1853
01:29:29,800 --> 01:29:33,710
- So a recommendation I
have is to have some of our

1854

01:29:33,710 --> 01:29:37,040
like our Academic Deans follow up,

1855
01:29:37,040 --> 01:29:40,690
with a follow up call or a
meeting with them in person,

1856
01:29:40,690 --> 01:29:42,580
I know in your case you'll be out of town,

1857
01:29:42,580 --> 01:29:43,607
so it'll probably be on the phone,

1858
01:29:43,607 --> 01:29:45,640
but we'll do a tour today.

1859
01:29:45,640 --> 01:29:47,590
But I would say have the Academic Deans

1860
01:29:49,186 --> 01:29:51,930
and perhaps another staff
kind of on that team,

1861
01:29:51,930 --> 01:29:56,930
Mr. Whitehead, Mrs. Smith
to meet with them separately

1862
01:29:57,190 --> 01:30:00,570
and provide the Board some feedback to us

1863
01:30:00,570 --> 01:30:03,590
and then we can discuss
in another meeting.

1864
01:30:03,590 --> 01:30:06,890
Does that sound good for everybody?

1865
01:30:06,890 --> 01:30:10,050
And along those lines there
are some other candidates

1866
01:30:10,050 --> 01:30:13,003

in the Google Drive in
that Governance folder,

1867

01:30:13,880 --> 01:30:16,010
so I just want to put
this on the record too,

1868

01:30:16,010 --> 01:30:19,060
that if you guys can review those

1869

01:30:19,060 --> 01:30:24,060
and email me which candidate
you would like to see,

1870

01:30:25,365 --> 01:30:27,650
to be interviewed if any,

1871

01:30:27,650 --> 01:30:30,581
but there are still a few more in there.

1872

01:30:30,581 --> 01:30:32,713
So if you could do that email me

1873

01:30:32,713 --> 01:30:34,880
and then I can schedule those.

1874

01:30:34,880 --> 01:30:36,508
Did you have any other comments?

1875

01:30:36,508 --> 01:30:37,750
- No that's it.

1876

01:30:37,750 --> 01:30:40,800
- That was all I had
was just to ask you all

1877

01:30:40,800 --> 01:30:43,040
to provide names on the drive

1878

01:30:43,040 --> 01:30:44,390
that you would like to see.

1879
01:30:45,570 --> 01:30:46,530
You good?

1880
01:30:46,530 --> 01:30:49,040
All right if there's nothing else

1881
01:30:49,040 --> 01:30:50,180
this meeting is adjourned.

1882
01:30:50,180 --> 01:30:51,013
Thank you.
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