

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  
(mutter)

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 (muttered).

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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