

Motion: I move that the Richmond School Board authorizes the Superintendent to present for review and for approval two options of companies that can complete a third-party investigation of the June 6, 2023 School Mass Shooting by October 1, 2023 to investigate the following and have the findings by our second meeting in October:

- a. Report all findings to the School Board that include graduation day operations from set up, to break down, and to include process and procedures for entrance of all students and guests,
- b. To report to the School Board any findings that include written statements from RPS Division staff and HHS staff involved with the June 6 graduations preparations of all graduations on June 6,
- c. Include in the third-party review, the breakdown of our homebound process and procedures that directly impact grading

Rationale:

- 1) A school division or superintendent cannot police themselves when such tragedies such as a school shooting has occurred, and
- 2) The information provided to the school board by the Superintendent is questionable. The staff, families, students and our general public must trust that we can keep them safe and their children safe,
- 3) Asking for a third-party investigation does not question what we do, it questions how we do it within the realm of organization operations



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October 6, 2023

Via Email Only: tameekasmth@gmail.com

Ms. Tameeka Smith

Dear Ms. Smith,

On behalf of our team, I extend our deepest condolences on the loss of your son and husband on June 6, 2023. In sending this letter, we do not wish to impose upon your privacy or your grief journey.

As you may be aware, the Richmond School Board has hired our law firm to conduct a third-party investigation of certain circumstances surrounding the June 6, 2023 shooting following the high school graduation ceremonies. We write only to advise you that we welcome any input you would like to offer that could inform this investigation and report. If you have an interest in speaking with one of our team, our contact information is below. However, should you wish to have no involvement with this process, we understand, will respect your wishes, and will not initiate further contact with you or your family.

Again, we extend our condolences to you and your family.

Sincerely,

A handwritten signature in black ink that reads "Pamela O'Berry".

Pamela O'Berry
Counsel Retained by the Richmond School Board
To Conduct Third-Party Investigation

Contact Information: Kimberly Paulsrud, Paralegal
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Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text interpretations.

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00:00:00 - 00:00:13

Uh huh, MS Bay Chaplin. Uh Now the recordings begun.

00:00:13 - 00:00:20

My name again is Calvin Seltzer and I understand you have agreed that this, uh you can be recorded.

00:00:20 - 00:00:24

I have thank you for that very much.

00:00:24 - 00:00:34

Um I think, uh I think that you have already been told what the purpose of the interview is.

00:00:34 - 00:00:55

Uh our firm says, Anderson has been hired by the Richmond School Board to uh conduct a third party investigation around some of the circumstances related to the very sad and tragic shooting that happened at the high school graduation uh in June of this year at the al three of the.

00:00:55 - 00:01:04

Um and you've identified us as somebody who might have knowledge of some of those circumstances, which is why we've been asked to include you among the interviews.

00:01:04 - 00:01:11

Uh Yes. Had you been told about all that you understood this context?

00:01:11 - 00:01:17

Yeah. Um Why don't we jump in then?

00:01:17 - 00:01:24

Uh Would you please tell us your full name and tell us what your job is at RPS?

00:01:24 - 00:01:31

I am Candice Vini Chaplin and I am manager of college and career pathways.

00:01:31 - 00:01:41

One of my roles is to oversee uh the graduations for all RPS schools.

00:01:41 - 00:01:49

So I put together the project plan, uh pull together the key players in the different areas.

00:01:49 - 00:01:54

Um deal with the contract with the venue.

00:01:54 - 00:02:07

Those types of things. Got you. Um When you say that all the graduations is that graduations from elementary and middle school or just the high school, high school graduation?

00:02:07 - 00:02:17

Gotcha. I, my, my kids went to a bunch of elementary and middle school and preschool graduations.

00:02:17 - 00:02:21

Does the school system actually consider those graduations?

00:02:21 - 00:02:29

Are those just nice things to do? Um They're ceremonial and they are really good for students self-confidence and transition.

00:02:29 - 00:02:38

Um But they are not required like the legal requirement of a high school graduation because they're not truly the combination of K 12.

00:02:38 - 00:02:41

You know, it's about culminating the entire education experience.

00:02:41 - 00:02:46

Um How long have you been in this role?

00:02:46 - 00:03:08

Um I started in this role in this position in uh November of 2019 and the 2022 graduation was the first graduation that I was charged with doing.

00:03:08 - 00:03:13

So this past year was our second graduation as a team.

00:03:13 - 00:03:33

And uh so if you started in the role in November of 2019, then the pandemic began in March of 2020 is the reason that the first time you had to do it in 22 is because there weren't ordinary graduations in 2020 or 2021.

00:03:33 - 00:03:40

Um There was someone else in another team that was doing it at that point.

00:03:40 - 00:03:49

And I think that, you know, they just needed to see who was gonna be on first and I am I got tapped, got you.

00:03:49 - 00:03:54

And I, I was a high school uh principal before.

00:03:54 - 00:03:57

So where were you a high school principal?

00:03:57 - 00:04:03

Um I was principal of open high school and I was principal at Thomas Jefferson High School.

00:04:03 - 00:04:08

OK. Were, were those your positions before 2019?

00:04:08 - 00:04:14

Uh I was at open right before I took this position.

00:04:14 - 00:04:27

Um And then I was at TJ for about three years, like between 20 I think, 2011 and, or 2012 and 2015.

00:04:27 - 00:04:31

And then prior to that, I was at open as well.

00:04:31 - 00:04:37

So I was principal at Open two different times and I was a teacher at Open prior to becoming a principal.

00:04:37 - 00:04:46

Got you. So, and I've been in Richmond for 23 years in this, in with the school division the entire time.

00:04:46 - 00:05:04

Yes, got you. Um Before, before you took your current position, had you ever had to sort of coordinate and plan a graduation ceremony before as a high school principal.

00:05:04 - 00:05:09

Um you know, our role is to ensure that we have co-ordinated our own graduation.

00:05:09 - 00:05:13

And the central office role is just kind of looking at the bigger logistics.

00:05:13 - 00:05:29

But you know, you create your fill in the information for your graduation program, ensure that all your people have had practice, make sure that, you know, all of the things um are in place for that graduation.

00:05:29 - 00:05:34

All the other things like the venue happen centrally.

00:05:34 - 00:05:49

Gotcha. So, uh when did you learn that, uh you would be charged with coordinating the graduation ceremonies for RPS High schools in 2023?

00:05:49 - 00:06:09

I had been doing it since maybe January of 2022 was when I got the role to take on the 2022 graduation and then the 2023 graduation was just the following year.

00:06:09 - 00:06:13

So it was just rolling into the second year of a project plan.

00:06:13 - 00:06:23

So walk me through a little bit kind of the timeline of what's typically required for the planning of a graduation ceremony.

00:06:23 - 00:06:26

Like when do you start? What kinds of things do you need to do first?

00:06:26 - 00:06:29

What happens? Second, how does that work?

00:06:29 - 00:06:44

Uh So usually the first thing is setting uh the dates and securing a venue um in the case of the 2023 graduation.

00:06:44 - 00:06:59

Um Another person, um Jody Granger actually was the person who set up the contract with the Al trio with the dates um at the start of the 2022 2023 school year.

00:06:59 - 00:07:07

Um So she would have done that probably in August or September starting to do that.

00:07:07 - 00:07:19

Um But the contract itself uh kind of went back and forth and did not get signed till probably about February of 2023.

00:07:19 - 00:07:33

Um So getting that venue in place is one of the primary pieces uh working with the different groups of people who support graduation.

00:07:33 - 00:07:46

So uh gathering that group together um is another key component of it, developing the project plan, which with each of the different items that need to be done.

00:07:46 - 00:07:51

Um And when they need to be done and who is responsible for those things.

00:07:51 - 00:07:58

Um that is typically in place usually by January.

00:07:58 - 00:08:04

Um so that there's a, there's a month in advance um of the event.

00:08:04 - 00:08:28

Um And then uh meeting with that group and consistently completing those tasks and updating the project plan, making sure that all the documents and contracts and information are in one place so that they can easily be accessed so that we have a historical record um of what took place.

00:08:28 - 00:08:39

And that certainly is helpful to us as we, um, plan for the following year to be able to look back at the previous year, um to put things in place and make improvements.

00:08:39 - 00:08:48

I, and how, how long has rps been having graduations at the Altria Theater?

00:08:48 - 00:08:54

I couldn't really answer that uh prior to last year.

00:08:54 - 00:09:18

Yeah, prior to last year, the 2022 graduation was at the Diamonds because coming off of COVID, um you know, we were at the Diamond for the 2022 and the 2021 graduation and then the 2020 graduation had been online.

00:09:18 - 00:09:29

So I believe that the 2019 graduation was at the Altria for the comprehensive schools.

00:09:29 - 00:09:34

I was at a specialty school. We were at Virginia Union for our graduation.

00:09:34 - 00:09:43

I, I'm pretty sure, I, I don't actually remember that, to be honest with you, but I'm pretty sure we were for 2023.

00:09:43 - 00:09:46

Was it your intention that all of the high schools would be at the Altria?

00:09:46 - 00:09:58

Yes. Comprehensive and specialty. Yeah, it seems efficient to have a whole long spot.

00:09:58 - 00:10:15

Um, when you coordinate the graduation, who's involved in that co ordination, who are you talking to um, safety and security, uh various other staff members.

00:10:15 - 00:10:20

Um Our instructional specialist for music helps to coordinate that.

00:10:20 - 00:10:35

Um uh We have a group of people who volunteer to help our office associates who will handle purchasing, um and the logistics with that and Hostessing with our board members.

00:10:35 - 00:10:57

Um, the folks at the Altria are part of it only when we're talking about and making sure that we're clear on the contract and when we need to go and do a walk through to, um, you know, understand the space and, and make sure that we are clear on what needs to happen we bring in the principles.

00:10:57 - 00:11:05

Um Once we are, are ready to do a walkthrough of the venue so that they can ask any questions that they may have.

00:11:05 - 00:11:11

Um I mean, it's a variety of people.

00:11:11 - 00:11:21

Um, our communications department, um, works with us with the programs and the tickets to make sure that they're on uh on brand.

00:11:21 - 00:11:31

Um And that those uh pieces are aligned with one another because we really like for them to be very similar um from school to school.

00:11:31 - 00:11:42

Got you. Um who at RPS has sort of the final say.

00:11:42 - 00:11:55

So in approving those plans, is it always you, is it sometimes other people I always involve um our chief academic officer.

00:11:55 - 00:12:04

Uh So the budget, for example, for the for graduation for June graduation comes from the principal directors.

00:12:04 - 00:12:18

So if there is a principal director like the year in 2022 it was J Austin Brown and, and Gaston Brown was the principal director at that time.

00:12:18 - 00:12:28

So I worked through him in 2022. Um and he of course would reach out to the chief academic officer and the superintendent.

00:12:28 - 00:12:33

Um So no decision is ever final until it's gone through those levels.

00:12:33 - 00:12:48

And then um in 2023 Solomon Jefferson um was acting as the interim profess uh principal director for high schools as well as the secondary chief academic officer interim.

00:12:48 - 00:12:52

Um So I would go through him um for 2023.

00:12:52 - 00:13:06

Got you um in terms of security at the alter theater, uh what kinds of considerations and planning were there for security?

00:13:06 - 00:13:17

Um That primarily I leave to our safety and security department, they work with um R and C was the contractor.

00:13:17 - 00:13:29

Um and they also connected with RPT and RFD and they worked with the Altria to make sure that they were aligned with the Altria's expectation.

00:13:29 - 00:13:35

Who, who heads up the safety and security?

00:13:35 - 00:13:42

Is it department or director? Um John Beasley was part of our meetings as well as Monica Beck.

00:13:42 - 00:13:49

Got you. And I think Brisa Corbin also participated.

00:13:49 - 00:13:58

I understand that Mr Beasley, he was brand new.

00:13:58 - 00:14:04

Yeah, he, I think he joined the day after on June 7th.

00:14:04 - 00:14:07

That is my understanding. So, no, that's not correct.

00:14:07 - 00:14:12

He was there before that. Well, no, I take that back.

00:14:12 - 00:14:25

Let me not even say that because I remember meeting with him, but it may have been as we were um redeveloping, recreating a plan after June 6th.

00:14:25 - 00:14:31

So you, you're probably correct. Ok, you shouldn't take my word for any of it.

00:14:31 - 00:14:56

I'm, I'm learning as I go. No, no, no, but I'm, you know, there's a lot of, there's a lot of wheels turning, you know, particularly at that time because we had to do a quick shift in order to take care of our other schools and um recover from a tragic situation for that.

00:14:56 - 00:14:59

So there could be things that are blurry in those days.

00:14:59 - 00:15:16

I just remember that there was at least some point that I connected with him and that had so it likely was right after the after the event on June 6th, you mentioned somebody named Miss Granger, JD Granger.

00:15:16 - 00:15:33

Yeah. Uh what does she do again? She's an office associate and she was the person who, um, initiated the contract with Altria at the beginning of last year, at the beginning of the last school year.

00:15:33 - 00:15:44

Yes. Ok. Um, did you have any discussion with anybody from the Richmond Police Department about security?

00:15:44 - 00:15:52

No, that happens through security, safe care and the care and safety department.

00:15:52 - 00:15:57

And that would have been not Mr Beasley.

00:15:57 - 00:16:15

But, um, m that. Yes. And, uh, did she tell, did she does in this context?

00:16:15 - 00:16:21

Does she report to you? We don't really consider it reporting to one another?

00:16:21 - 00:16:26

We're working together towards the, towards a common goal.

00:16:26 - 00:16:31

I like lead and facilitate all of it, but I'm bringing together experts in different areas.

00:16:31 - 00:16:43

Um So, you know, her team is charged with making those connections, paying for that security and all of that.

00:16:43 - 00:16:48

Um and then letting us know what we can expect and what will happen.

00:16:48 - 00:16:53

How did she describe security planning to you?

00:16:53 - 00:17:09

I honestly do not remember. Did you have discussions about security planning with anybody in anticipation of the June?

00:17:09 - 00:17:43

We did? So, I mean, I can recall us talking about the magnetometers would be covered by R MC that we would have RPD and RFD available and on site that security would rps, uh security would be in the auditorium and would be the first line if anybody in the audience, any families had a question or concern.

00:17:43 - 00:17:52

And uh you know, from there, they, we would, you know, of course, move to RPT if, if needed.

00:17:52 - 00:17:59

Those are the key things that come to mind when I think about our discussions about security.

00:17:59 - 00:18:04

When you say RPS security. Are you talking about the CSA?

00:18:04 - 00:18:09

Um Yeah, I'm talking about our care and safety team.

00:18:09 - 00:18:25

Yes. Did you have anything? Uh But did you participate in, in decision making about how many C SAS or be or what their role would be?

00:18:25 - 00:18:34

No, I, I received a copy of a spreadsheet saying, who was going to be assigned to what got you.

00:18:34 - 00:18:47

Um In terms of the magnetometers, I just need to say that RMC was providing those, right?

00:18:47 - 00:18:57

Or actually, I don't know that they provided those, but they were there where those magnetometers were, they were the ones manning this.

00:18:57 - 00:19:05

And uh what was your understanding about where magnetometer would be?

00:19:05 - 00:19:14

Was there a discussion about that? Yeah. So the magnetometers were at the main door where the audience came in and at the student door where the students came in.

00:19:14 - 00:19:31

So the magnetometer where the students came in was right at that door, right at the steps, um where they would go down to the ballroom, there was not a magnetometer at the stage door where our board members go into their space.

00:19:31 - 00:19:43

The only board, only board members were allowed to go in there and I had a volunteer that was set to be at that door.

00:19:43 - 00:19:59

Um to know knowing who the board members were said that those were the only people who could come into that door that, and as far as, you know, were those just, were those the only three doors that could gain access to the building?

00:19:59 - 00:20:05

Yes. Uh, do you remember who the volunteer was?

00:20:05 - 00:20:08

Who was going to be present? To make sure only board members came in?

00:20:08 - 00:20:13

Um, I believe that we put Stephanie Ramsey there.

00:20:13 - 00:20:34

Uh, who's, who is she? II, I know she's a volunteer but how did you, she's the instructional specialist for health and pe and driver education at a particular school or for the division?

00:20:34 - 00:20:44

For the division? Got you. Uh So she was serving as a volunteer, meaning she wasn't being paid for that time, correct?

00:20:44 - 00:20:51

So, yeah, we put out a form asking for volunteers to do, to do those types of things.

00:20:51 - 00:20:58

Um And she volunteered to support. Got you.

00:20:58 - 00:21:07

Um have you since spoken with her or talked to her to see if anybody came through that side door other than school board members?

00:21:07 - 00:21:13

No. Have you heard that anybody did other than school war memory?

00:21:13 - 00:21:23

No. Um Do you know who provided the magnetometer?

00:21:23 - 00:21:32

I don't, I don't know whether R MC provided them or they were already there at the Altria or whether they were rps?

00:21:32 - 00:21:47

Ok. Um Were you uh oh, hang on one second, I'm taking little notes while we talk so that I don't interrupt you.

00:21:47 - 00:22:22

People find that annoying. Um OK. Uh The uh had you been provided any sort of threat assessment or risk assessment before the graduation, a bullet point list that said, look of the things that could go wrong here are, here are the top 10 things we were.

00:22:22 - 00:22:29

I, I'm speculating about whether or not such a document or plan could exist or what form it would take.

00:22:29 - 00:22:32

But you take my meaning. Was there anything like that?

00:22:32 - 00:22:36

Yeah. Yeah. You know, as a, as a principal, I've seen threat assessment.

00:22:36 - 00:22:47

So I know I know what you're talking about, but no, there was nothing that I'm aware of, um, in the form of a threat assessment that I am aware of.

00:22:47 - 00:23:00

So I um, in the planning for graduation, was there just, was there discussion about possible threats or risks to things that could go wrong with graduation?

00:23:00 - 00:23:14

No, you know, if there had been, you know, a weather related problem or, uh, you know, traffic issues, I mean, there's, there's all kinds of things that can go wrong in a big event, right?

00:23:14 - 00:23:41

Short of this kind of thing. Well, you know, we know that if there's like a weather related event or anything like that, we have our communications department team members that are there and

they would immediately deploy to our various communication forms like text messaging and um, you know, putting things on our website to inform families and schools.

00:23:41 - 00:23:60

Got you. I had there in, in your time at rps that you're aware of had there been other situations, uh, involving a, a student or a family member or somebody else bringing a gun to an event to a school.

00:23:60 - 00:24:11

Uh, I wasn't involved in it and don't know what the, don't really know what the situation was.

00:24:11 - 00:24:21

But I understand that a few years ago there might have been a situation involving Thomas Jefferson high School, I think.

00:24:21 - 00:24:37

And again, I don't know, I don't know, this, this is just from, like, stories probably that people have said, I think that it was a, a person who tried to bring a gun into the, the theater but was stopped before they got there or that said that they were going to bring a gun.

00:24:37 - 00:24:42

And so they canceled the graduation, but I wasn't involved in that.

00:24:42 - 00:24:56

So all of that's rumor on my part a, as you were working through the planning for the 2023 graduation, uh, was the possibility of gun violence, is that on your radar screen?

00:24:56 - 00:25:04

No. Yeah. I mean, it's hard, it's hard to imagine.

00:25:04 - 00:25:08

It's hard to imagine something as horrific as that.

00:25:08 - 00:25:27

Uh, yeah. And to be perfectly honest with you at the end of the graduation, there was just this feeling of excitement and people were happy and it had gone well, and that, for what happened to have happened was horrific.

00:25:27 - 00:25:38

Ah, I can only imagine. Uh, and I will tell you that part of why I appreciate you taking time to speak.

00:25:38 - 00:25:47

With me is because I can only imagine how difficult it is to have to kind of relive that experience uh talking to a stranger about it.

00:25:47 - 00:25:57

So I don't really have an explanation or a way to make that any better than it is, but that's fine.

00:25:57 - 00:26:25

Yeah. Um the uh was there to your knowledge any indication from the folks at Huguenot or anywhere else that there were particular students or families about whom there might be a safety or uh other concern, you know, uh be on the lookout for these folks have had issues in the past, that kind of thing.

00:26:25 - 00:26:52

No. Um I was looking through my notes with um Hugh and I, when we were talking about run a show and the only thing that came up in that was about a student with a disability who needed to have, you know, some special uh support but nothing about be aware of, you know, any problem.

00:26:52 - 00:27:11

Uh Are you aware of any kind of uh centralized clearing house or source of information about students or families that might have had some either history of violence or propensity to, to have gotten in trouble or, or whatever?

00:27:11 - 00:27:25

I mean, I I'm not sure how to describe it but a place where you could go to say, look, uh this is just these are folks to be aware of and it's not my wheelhouse.

00:27:25 - 00:27:31

Um So, no, not really. I mean, even as a principal, I was at a specialty school.

00:27:31 - 00:27:34

So, you know, I wasn't for a long time.

00:27:34 - 00:27:41

I was at a specialty school so I wasn't likely to have a student that would be on any kind of clearing house like that.

00:27:41 - 00:27:44

If there is one thing I'm not, if there is one I'm asking.

00:27:44 - 00:28:02

Yeah. Yeah. Um, and I, I think the way I phrased the question earlier was whether or not you heard anything from the folks at Huguenot but uh about particular families or students or whatever uh about whom there might be some concern.

00:28:02 - 00:28:04

Uh But I should make the question broader.

00:28:04 - 00:28:06

Did you hear anything about that from any source?

00:28:06 - 00:28:20

Huguenot or otherwise? No. Um So uh were you, were you present at the Ultra Theater that day?

00:28:20 - 00:28:27

Yes, for the Huguenot graduation itself. Yes.

00:28:27 - 00:28:31

Tell me about how your day went kind of starting from when you arrived at the school.

00:28:31 - 00:28:43

I mean, at the theater. Um and you should take your time and I don't want any less comfortable than I know, obviously.

00:28:43 - 00:28:49

Yeah. So Richmond community was the first graduation that day.

00:28:49 - 00:28:57

Huguenot was the second and Thomas Jefferson was the third or what would have been the third.

00:28:57 - 00:29:04

So um we arrived in advance of the Richmond Community high school graduation.

00:29:04 - 00:29:11

I believe it started at 10. So we would have gotten there probably by 88 15.

00:29:11 - 00:29:18

Um Just making sure to, you know, what we do for the specialty school.

00:29:18 - 00:29:25

Um You know, is maybe slightly different than for the other schools because they have a smaller graduating class.

00:29:25 - 00:29:39

So we would have roped off the area between where the graduates be and the students and the guests would be a little bit differently than we do with the larger graduation when you say we arrived.

00:29:39 - 00:29:48

Who's we? Oh my God. So uh Naivasha Bullock would have been there.

00:29:48 - 00:29:58

She's my office associate, Nicole Fleming, um who is the office associate for principal directors and myself.

00:29:58 - 00:30:19

Uh the communications team arrived earlier early, they would have been setting up the camera um and working with the Atria with anything to do with sound uh because they uh would, would be setting up the camera for a live stream of the graduation.

00:30:19 - 00:30:35

Um So we would have been the first one there with, you know, the Altria team would have been there as well, their stage manager people, um the their employees that help to support events.

00:30:35 - 00:30:49

Um So, like I said, you know, one of the first things that I would have been doing would have been um roping off the area for Richmond community for between the graduates and the audience.

00:30:49 - 00:31:00

Um making sure that our programs were there putting programs down on the seats for students and on the stage for stage participants.

00:31:00 - 00:31:17

Um we would have gone into the Hostessing rooms to make sure that everything was set up for the board members and leadership who were gonna be there in and out during the day, um, supporting graduations.

00:31:17 - 00:31:35

Um, I would have gone down to the ballroom where students, uh, come in, um, just to make sure that their sponsors were ok, didn't need anything and that they were set.

00:31:35 - 00:31:39

Um, and then closer to the actual graduation.

00:31:39 - 00:31:56

Um, you know, I would have given everybody instructions that you are coming up from down and our board members are coming down from the upstairs Hostessing room and that you're meeting in the middle to process um into the space for graduation.

00:31:56 - 00:32:24

Um Once graduation started, I probably, for the most part, I would have been in the auditorium um observing the graduation, uh maybe coming out uh to make sure that everything was straight for the next thing that needed the next graduation set up that the office associates were working with in terms of processing that space for the leadership in the board.

00:32:24 - 00:32:33

Um So those are the general things that that would have been taking place.

00:32:33 - 00:32:40

I'm trying to remember what time the Huguenot graduation began.

00:32:40 - 00:32:51

I wanna say it was four. I wanna say it was four because I think that TJ was maybe at seven.

00:32:51 - 00:33:11

Um Yeah, it was at four. So the same kind of thing would have been going on prior to that graduation that was going on prior to the Richmond Community graduation, making sure that the programs are down, making sure that the sponsors had what they needed downstairs.

00:33:11 - 00:33:25

In the ballroom, checking in with them to make sure that they have their kids in the order that they need them to be in to process out checking in with the hostess station to make sure that the board is ok and that they know when to come down.

00:33:25 - 00:33:31

Um Those are the key pieces that I would be doing in that time frame.

00:33:31 - 00:33:37

Um And then the graduation would take place at the end of the graduation.

00:33:37 - 00:33:39

And I didn't mention this with return community.

00:33:39 - 00:33:46

But at the end of the graduation, I try to, I'm really focused on making sure that the board and the leadership know where to go and know where they need to be.

00:33:46 - 00:34:06

Um So at the end of all of the, of, of the Huguenot graduation, um I remember going down to the front doors uh to uh make sure that the board knew, hey, you know, we can go ahead and go up, you know, we're done.

00:34:06 - 00:34:19

I really wanted them to just process up so that they could take a breather before the next event, but they were enjoying the receiving line where the students were.

00:34:19 - 00:34:26

And so I was like, ok, um I'll, I'll give them like 10 minutes, 15 minutes and they'll come back down.

00:34:26 - 00:34:28

So they were doing the receiving line thing.

00:34:28 - 00:34:44

Um And I went up to the hostess room um to wait that 10 or 15 minutes before I went down to try to rescue them from that space because you know how events like that are people then see, you know, a board member or the superintendent.

00:34:44 - 00:34:55

You know, and I'm trying to not make them, let them get caught up in a conversation that maybe they didn't want to get caught up in, in that time and make sure that they again take a breather between graduations.

00:34:55 - 00:35:08

Um, so I was upstairs in that hostess room, uh, when the gunfire began with that room over that room, the windows oversee that corner where it took place.

00:35:08 - 00:35:12

So tell me what happened when you heard the gunfire.

00:35:12 - 00:35:28

Um I immediately went downstairs to see where the board were and all of that.

00:35:28 - 00:35:36

Um I'm in the space. I mean, that part is really difficult to recall.

00:35:36 - 00:35:38

I think I've tried to block it out.

00:35:38 - 00:35:50

Um I went down to where I'd left the board checking on them.

00:35:50 - 00:36:04

Um, in the space. I know that um, there were people that were uh other, other staff members who were at graduation, whether they were volunteers or not.

00:36:04 - 00:36:07

Um, doing things that we know how to do.

00:36:07 - 00:36:28

Like, uh, you know, pulling people in like if, if there's a lockdown situation, you pull people into a safe space, you know, so they were, I, you know, I went to the stage and saw that, you know, our music instructional specialist was with people, you know, trying to keep them calm within that space.

00:36:28 - 00:36:39

Um I wasn't by the time I got down to where the board were, there were, there weren't really people running around in the lobby area.

00:36:39 - 00:36:48

People had pretty much, you know, either come in or were out and were right finding safe spaces.

00:36:48 - 00:36:55

Um So there was, it was just really kind of going to the different locations.

00:36:55 - 00:37:16

I went down to the basement at one point, you know, there were people down there with other, with teachers with, you know, other RPS staff members, again, school employees are familiar with a lockdown drill and the kind of things that you should do to be safe in a situation.

00:37:16 - 00:37:18

And so they were doing things like that.

00:37:18 - 00:37:30

Um, you know, I spent some time, um, they were, I spent some time back in that hostess space.

00:37:30 - 00:37:46

Uh, if somebody came in and asked for water, like we would get them, we had water and things like that, that we had had for the board that we were deploying out to people in case they needed that, that those were the types of things that were going.

00:37:46 - 00:37:58

Uh, the room you were in, you said overlooked the, the area on the street where the shooting happened.

00:37:58 - 00:38:00

Did you see any of the shooting happen?

00:38:00 - 00:38:08

No. Uh Did you look out the window after you heard the shots to see what was going on outside?

00:38:08 - 00:38:19

I did. Um And you know what I saw was people running in different directions, my instructional specialist for school counseling was in the space with me.

00:38:19 - 00:38:35

Um And she's the one because I remember when I first heard the shots, I was on the couch in that area and I thought that it was fireworks because it had been a great event and people were happy and they were celebrating.

00:38:35 - 00:38:41

Um And it was her that alerted me to the fact that it was they were gunshot.

00:38:41 - 00:39:06

And so I wanna go back one because I actually think I went to the backstage area first before I went to down where the board members were, which might be another reason why it wasn't super crowd, it wasn't crowded in that space by the time I was in that space checking one thing.

00:39:06 - 00:39:18

Ok. Um Before this incident, did you, had you ever heard of Shawn Jackson?

00:39:18 - 00:39:55

No, you didn't know him to be a student of any particular uh circumstance that would have been drawn to your attention for whatever reason I would have seen his name um on our um, so there's a thing called locally awarded verified credits and if a student doesn't earn a passing um sol score, then the school can apply for that student to have a locally awarded verified credit.

00:39:55 - 00:40:03

It was after the fact that I realized that his name was one of the names on that locally awarded verified credit list.

00:40:03 - 00:40:09

So I would have seen his name there to approve that credit for the student.

00:40:09 - 00:40:14

But other than that, there would be no reason why.

00:40:14 - 00:40:28

And, you know, there's, there are lots of names on that, on that list, so it wouldn't have stood out in any way and nobody had mentioned his name to you in connection with anything associated with.

00:40:28 - 00:40:35

No. Um, how about a Laurie Pollard?

00:40:35 - 00:40:44

No. Um, do you in your role at rps?

00:40:44 - 00:40:46

Do you have anything to do with homebound education?

00:40:46 - 00:40:54

No. Who's eligible? What the graduation requirements are for Home bound or anything like that?

00:40:54 - 00:41:02

No, no, anything to do with students graduate meeting their graduation requirement.

00:41:02 - 00:41:11

The process is that the school has to confirm that the student had the students had completed um their requirement.

00:41:11 - 00:41:20

So, you know, school counselors go through the credits and what is required for each of the students.

00:41:20 - 00:41:26

Um And they confirm that with their principal who certifies that to the superintendent?

00:41:26 - 00:42:07

Ok. Um ok. Um As you reflect on the day, as you think about the circumstances that that arrange, um is there information that could have been made available to you or things that could have been done in your estimation that might have if not stopped this from happening, mitigated the risk of it happening.

00:42:07 - 00:42:22

I'm not looking to the cast dispersion. No, no, no, no, I'm I'm not, I'm thinking about it in terms of, you know, like we had our first graduation meeting for this year coming up today.

00:42:22 - 00:42:52

Um And you know, we were talking about feedback about the graduation and, and all of that, um I think it might be a, I think it would definitely be a good thing if um the principal directors, uh the or the principal director worked with each school for them to identify any concerns that they have prior to the graduation.

00:42:52 - 00:43:03

Um And then they work with safety and security and, and, you know, resources like that to try to mitigate that.

00:43:03 - 00:43:10

I will tell you that it, I can imagine that it was a hard decision.

00:43:10 - 00:43:16

Um You know, like thinking about being a principal and the decisions that you make.

00:43:16 - 00:43:21

And you know, of course, nobody, not everybody is gonna be happy with any decision that you make.

00:43:21 - 00:43:24

Um you know, somebody's always gonna be upset.

00:43:24 - 00:43:34

And so, you know, recently I was thinking about that young man and, you know, I know that the question about him being homebound has always been something that, that seems to come up.

00:43:34 - 00:44:06

If the school had decided that he couldn't walk for graduation, that would have been an issue, the school deciding that he could walk for graduation, it was an issue doing one thing would have led to another thing not happening, but it still wouldn't have mitigated still there being a problem because nobody would have known that this could have been the horrible outcome from that.

00:44:06 - 00:44:21

So if you had known, if you could know in advance that those were your two choices, you would make the easy choice but you don't know that I, I'm trying to put words in your mouth but I gather you don't know what the two choices are.

00:44:21 - 00:44:25

That's what makes it hard. Yeah, exactly.

00:44:25 - 00:44:29

So, it's just one of those, it's just one of those things.

00:44:29 - 00:45:04

But, yeah, I think that, you know, for future improvement, um, having our principal director lead conversations with, um, our school principals on, you know, any concerns that they may have including safety, our care and safety team and um well, including our care and safety team and what whoever else needs to be involved in that with that would be a good future improvement for us as we head into this year's graduation season.

00:45:04 - 00:45:19

Um I think I know what the principal director is but uh well, the the principal director is the person who is the uh the director in charge of principals.

00:45:19 - 00:45:25

So we have a secondary uh rather a high school principal director who's in charge of all the high schools.

00:45:25 - 00:45:29

So he is the boss of the principals in high schools.

00:45:29 - 00:45:34

Um Then there's a middle school one and then there are two elementary school ones because there are so many elementary schools.

00:45:34 - 00:46:11

Ok. Um Anything that we haven't discussed that strikes you as important uh as it relates to the planning of the graduation uh the execution of the plan um for what we planned, everything was going as it needed to.

00:46:11 - 00:46:14

We were on a good clip with our second graduation.

00:46:14 - 00:46:21

Um, I couldn't have predicted what took place.

00:46:21 - 00:46:38

Yeah. Ok. Uh, I think you've received emails from folks in my office, uh, in connection with getting this interview scheduled.

00:46:38 - 00:46:43

Um, it happens, it happens a lot actually.

00:46:43 - 00:46:59

But we have a conversation, uh, people share what they know in the, in the moment and then as they reflect on the conversation after it's over, they're like, oh, jeez, I wish I'd emphasize this or I forgot to mention that uh it happens a lot, right.

00:46:59 - 00:47:02

It just doesn't mean anybody's doing anything wrong.

00:47:02 - 00:47:03

It's just how I think our brains work.

00:47:03 - 00:47:09

Um I am sure that I will think of questions that I didn't pose to you after we're done.

00:47:09 - 00:47:11

So I may well have some follow up for you.

00:47:11 - 00:47:24

But if there's something that you like to follow up with me about, please just reply to the email and we'll schedule a time that's convenient for you to kind of fill in any gaps or, or supplement or whatever it is you want to do.

00:47:24 - 00:47:32

Um uh, our charge is to be comprehensive and uh and, and thoughtful.

00:47:32 - 00:47:37

So we're trying to do that much appreciated.

00:47:37 - 00:47:49

Thank you again for taking time again. I, I am very sorry that uh we are asking so many folks to, to have to relive such a painful, a difficult time.

00:47:49 - 00:47:57

Hm. Thank you. Thank you. Have a good afternoon.

00:47:57 - 00:47:58

You too. Take care. Bye bye.

ALTRIA THEATER
USE LICENSE AGREEMENT

between

ASM,
a Pennsylvania general partnership
(“Operator”)

Richmond Public Schools
(“Licensee”)

February 2, 2023

Tuesday, June 6, 2023-Thursday, June 8, 2023

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EXHIBIT A -List of Authorized Areas; Event Date and Time; and Purpose

EXHIBIT B - Estimated Expenses

EXHIBIT C - Letter of waiver for catering

USE LICENSE AGREEMENT

THIS USE LICENSE AGREEMENT (together with the Exhibit attached hereto, the “Agreement”) is dated as of the **2nd day of February, 2023** by and between **ASM**, a Pennsylvania general partnership, with an address at c/o ASM, 300 Conshohocken State Road, Suite 450, West Conshohocken, PA 19428 (“Operator”), and the **City of Richmond Public Schools (“RPS ”), whose current address is 301 North Ninth Street, Richmond, Virginia 23219** (the “Licensee”).

BACKGROUND

Pursuant to an agreement with the City of Richmond, Virginia (the “City Agreement”), RPAC, Inc., a Virginia corporation (“RPAC”), is responsible for the management of a performing arts center located in the City of Richmond, Virginia known as the Altria Theater (the “Facility”). Operator has entered into that certain interim management agreement (the “Management Agreement”) with RPAC dated March 1, 2008, whereby Operator has been retained by the RPAC to provide management services for the Facility. Pursuant to the Management Agreement, Operator has the express authority to enter into agreements relating to the use of the Facility. Licensee desires to use all or a portion of the Facility, as set forth below, for the purposes stated in this Agreement. Accordingly, Operator desires to grant to Licensee, and Licensee hereby accepts from Operator, a license to use only the Authorized Areas, as defined below, in accordance with the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing and the mutual promises, covenants, and agreements herein contained, the parties hereto, intending to be legally bound hereby agree as follows:

1. Use of the Facility.

(a) Operator hereby grants Licensee, upon the terms and conditions hereinafter expressed, a license to use those areas of the

Facility described on Exhibit A attached hereto (the “Authorized Areas”), including all improvements, permanent seating, fixtures, easements, rights of ingress and egress and appurtenances thereto, during the dates and times set forth on Exhibit A (each such date and time, an “Event” and collectively, the “Events”).

(b) Licensee shall not use the Facility other than during the Event, as stated in Exhibit A, or for any other purpose without the Operator’s prior written consent. Any request by Licensee to use the Facility at any time other than the time specified for the Event shall be in writing and shall specifically state the additional times and dates requested. Use of the Facility other than during the Event shall constitute a default of this Agreement by Licensee. In the event that Operator grants Licensee’s request to use the Facility at the additional times and dates requested, each such additional date and time shall be considered an “Event” hereunder and, except as otherwise provided herein, and separate payment shall be provided for such Event.

(c) Licensee shall not use any portion of the Facility other than the Authorized Areas, as stated on Exhibit A, without Operator’s prior written consent. Licensee shall make a request to use additional areas of the Facility in writing and shall specifically state the additional areas of the Facility that it desires to use. Licensee’s use of the Facility other than in the Authorized Areas shall constitute a default of this Agreement by Licensee. If such permission is granted by Operator for the Licensee to use additional areas, Licensee shall pay a fee capped at the amount of funds available to the extent disclosed to Operator. Operator shall have no obligation to grant Licensee’s request to use additional areas of the Facility.

2. Purpose.

The Facility is to be used solely for the purpose of **High School Graduations of RPS Schools FROM June 6, 2023 through June 8, 2023** (the “Authorized Use”). Notwithstanding the foregoing Authorized Use, Licensee shall not use the Facility, or permit the

Facility to be used by any of its officers, agents, employees, guests, or invitees, for any unlawful or immoral purpose or in any manner so as to injure persons or property in, on or near the Facility or in any manner which is in violation of the Covenants contained in Section 14 of this Agreement.

3. Condition of Facility.

(a) Licensee agrees to accept the Facility in its present condition as of the date of the Event and acknowledges that Operator makes no representation or warranty to Licensee about the suitability of the Facility for the Event.

(b) Operator shall maintain and keep the Facility in good order and repair, normal wear and tear accepted; provided, however, that any damages to the Facility and its appurtenances caused by Licensee or its officers, agents, or employees, guests or invitees shall be paid for by Licensee at the Operator's actual cost of repair after Operator has provided proof to Licensee that Licensee or officers, agents, or employees caused the damage. Such costs incurred by Operator shall be paid by Licensee within thirty (30) days of repair. Any costs not paid within ten (10) days after the date of such demand shall accrue interest at the rate of eighteen percent (18%) per annum and 3% per month. Nothing in this paragraph or agreement constitutes an implied or express waiver of the sovereign immunity of the School Board of the City of Richmond and/or Richmond Public Schools. Licensee shall not make any alterations or improvements to the Facility without the prior written consent of Operator, which consent Operator may withhold in its sole discretion. Any alternations or improvements of whatever nature made to, or placed by Licensee on, the Facility, except movable trade fixtures, shall, at the option of Operator, (i) be removed by Licensee, at Licensee's expense, immediately upon the conclusion of the Event, or (ii) become the property of Operator. Licensee shall restore the Facility to its condition immediately prior to the installation of the alterations or improvements; however, at Operator's option, Operator may restore the Facility following removal of Licensee's alterations or improvements and Licensee shall reimburse Operator for the

cost of such as provided in subsection (b) above. Licensee shall be responsible for the cost of any damage to the Facility caused by the installation and/or removal of Licensee's alterations or improvements (whether the same are removed by Operator or Licensee). Without limiting the foregoing, if Licensee has not completely removed the alterations or improvements within 24 hours after the conclusion of the Event, Operator may elect to remove and dispose of the same at Operator's discretion and charge Licensee for the cost of removal as provided in subsection (b) above.

(c) Licensee's obligations under this Section 3 shall survive the expiration or earlier termination of this Agreement.

4. Term of License.

The license granted in Section 1 hereof shall be effective as of the date and time set forth on Exhibit A and shall continue in effect, unless terminated as set forth in Sections 12 or 19 hereof, until the date and time set forth on Exhibit A.

5. License/Rental Fee.

(a) License/Rental Fee. Licensee shall pay Operator, **a license fee of nine thousand nine hundred dollars) (\$9,900.00)** which shall be paid in consideration for the license granted herein (collectively, the "License Fee") per Exhibit B of this agreement. This fee shall reserve Licensee's use of the Facility for the Event. **License Fee (\$9,900.00) portion of this deposit does not include event-related expenses associated with said event including, but not limited to: security, stagehands, spotlight operators, riggers, sound and/or lighting equipment, technical director, house manager, cleaning staff for the Event. The hiring of Police, Fire Marshal, and EMS services shall be determined by Operator and paid by Richmond Public Schools.**

(b) Food and Beverage. Operator and Licensee agree to the use of Licensee's School Nutrition Services Department as stated in **Exhibit C** for catering of Licensee's staff and participants only.

(c) Excluded Items. The License Fee does not include any licenses, fees, the City admissions taxes, business license fee, ticket surcharges, etc., the costs of which shall be Licensee's sole responsibility.

MVP Policy. Operator may obtain an event insurance policy through Operator's standard event licensing program.

(d) and the cost thereof shall be an additional expense of Licensee and paid by Licensee as if a Reimbursable Service Expense.

6. Reimbursable Service Expenses.

Operator shall determine the level of staffing for the Services based on its reasonable business judgment. Licensee shall inform Operator at least **two months** in advance of the Event, in writing, of its requirements for services and equipment in support of the Event and Operator shall take such requests into consideration when determining staffing levels for the Event. In the event that Licensee is unable to provide Operator with two weeks advance notice of its requested staffing levels for the Event, Operator's decision with respect to staffing levels shall control.

7. Payment Terms.

(a) License Fee. A License Fee in the amount of **Nine Thousand Nine Hundred Dollars (\$9,900.00)** shall be billed to Licensee at the end of this event along with the Reimbursable Service Expenses and any other amounts due to Operator under this Agreement shall be billed to Licensee no later than 5 days after the events end. An estimate of the event expenses will be provided by Operator to Licensee **two months** prior to event. ~~All deposits and box office receipts shall be collected by Operator. With respect to box office receipts collected by Operator, Operator shall remit all applicable sales, event, or amusement taxes to the collecting authority as required by law. Any remaining amounts collected by Operator after deducting amounts owed by~~

~~Licensee under this Agreement shall be paid to Licensee within a reasonable period of time after the end of this Event.~~

(b) Late Charges. Except as otherwise provided in Section 3(b), if Licensee fails to pay any amounts when due under this Agreement, Licensee shall pay to Operator a late charge of 3% per month on such unpaid amounts.

8. Revenues and Costs.

(a) Food and Beverage. In connection with the sale of food and beverages at the Facility, Operator retains all rights to revenue generated from said sales. Food and Beverage guidelines and allowances are clearly stated in Section 5b.

(b) Merchandise/Novelty Sales. Licensee acknowledges that Operator has the exclusive right to merchandise sales at the Facility, provided, however, Licensee shall be entitled to sell its novelty items, souvenirs and programs, etc. during Events, but sales must be conducted by Licensee or its designee. **Licensee is entitled to set-up a photo booth but must pay a per booth fee of two hundred dollars (\$200.00) which must be paid prior to event start.**

(c) Parking. Operator shall attempt to resolve any Event parking issues in good faith so as to minimize disruption of the Event.

9. Taxes.

Operator shall not be liable for the payment of taxes, late charges, or penalties of any nature relating to any Event or any revenue received by, or payments made directly to Licensee in respect of any Event, except as otherwise provided by law.

10. Insurance.

Licensee shall name RPAC, Inc., ASM, the Facility, and their respective officers, directors, employees, and agents as additional insureds under the Self-Insured Program of the City of Richmond, Virginia, covering Workers Compensation, Employers Liability, General Liability and Auto Liability.

11. Default, Termination and Other Remedies.

(a) Default by Licensee. Licensee shall be in default under this Agreement if any of the following shall occur:

(i) Licensee fails (A) to pay any amount due hereunder (including, without limitation, the License Fee or the Reimbursable Service Expenses) when the same are required to be paid hereunder ~~or (B) to provide a Security Instrument as required by Section 6(c) hereof by the required date;~~

(ii) Licensee or any of its officers, employees or agents fails to perform or fulfill any other term, covenant or condition contained in this Agreement and Licensee fails to commence a cure thereof within five (5) days after receiving written notice from Operator of such failure; notwithstanding the notice requirements of Section 17c, if the breach by Licensee is such that it threatens the health, welfare or safety of any person or property or the Facility, then Operator may give oral notice of such breach to the individual identified by Licensee under Section 17c;

(iii) Licensee fails to maintain the insurance policies required by this Agreement or to provide evidence of such insurance coverage as required herein; or

(b) Default by Operator. Operator shall be in default under this Agreement if Operator fails to perform or fulfill any term, covenant or condition contained in this Agreement and Operator fails to commence a

cure thereof within five (5) business days after Operator has been served with written notice of such default.

(c) Termination. Either party may terminate this agreement with 120 days written notice to the other party without any financial obligation to the other party. Upon termination, no additional monies will be paid and any money for work not already completed for the Licensee will be returned. Upon a default by either party at any time, pursuant to Section 12(a) or 12(b) hereof, the non-breaching party may, at its option, upon written notice or demand upon the other party hereto, cancel and terminate the license granted in Section 1 hereof and the obligations of the parties with respect thereto. Nothing herein shall be construed as excusing either party from diligently commencing and pursuing a cure of any default hereunder within a lesser time if reasonably possible.

(d) Cancellation. If Licensee, being entitled to use the Facility hereunder for an Event, shall for any reason fail to use the Facility for such Event, Licensee shall be liable for payment of the sum of Three Thousand Five Hundred Dollars (\$3,500.00) to Operator, Licensee shall forfeit full deposit and Licensee shall also be required to reimburse Operator for any and all disbursements or expenses incurred by Operator in connection therewith. Such payment by Licensee to Operator shall be liquidated damages based on Licensee's failure to use the Facility for the scheduled Event and cannot in any way be construed to be a penalty.

Limitation of Liability. If this Agreement is terminated because of a default by Operator, or if the Event cannot be held or is cancelled or cannot be completed after the beginning thereof due to a breach by Operator of its obligations under this Agreement, Licensee's sole remedy shall be the return of the License Fee paid by Licensee for such Event.

Neither Operator, the City nor the Owner shall be liable, under any theory whatsoever, whether related to the termination of this Agreement, any breach by Operator of its obligations hereunder or any other reason,

for any harm or damage, whether direct, indirect, consequential or special (including but not limited to loss of business or profits, lost value of the business or any other economic loss), suffered by Licensee.

12. Representations and Warranties.

Each party hereby represents and warrants to the other party, and agrees as follows:

(a) It has the full power and authority to enter into this Agreement and perform each of its obligations hereunder;

(b) It is legally authorized and has obtained all necessary regulatory approvals for the execution, delivery, and performance of this Agreement; and

(c) No litigation or pending or threatened claims of litigation exist which do or might adversely affect its ability to fully perform its obligations hereunder or the rights granted by it to the other party under this Agreement.

13. Covenants.

Licensee hereby covenants as follows:

(a) Use. Licensee shall use the Facility strictly for the Authorized Use and such ancillary uses in connection with the Authorized Use.

(b) Legal Requirements. Licensee shall comply with all legal requirements that arise in respect of the Facility and the use and occupation thereof.

(c) Hazardous Materials. Licensee shall not cause or permit any Hazardous Material to be used, stored, or generated on, or transported to and from the Facility. "Hazardous Material" shall mean, without limitation, those substances included within the definitions of

"hazardous substances," "hazardous materials," "toxic substances," or "solid waste" in any applicable state or federal environmental law.

(d) Charitable Collections. No collections, whether for charity or otherwise, shall be made, attempted, or announced at or on the Facility without Licensee first having made a written request and received the prior written consent of Operator.

(e) No Advertising. Licensee shall not advertise, paint, post or exhibit, nor allow to be advertised, painted, posted or exhibited, signs, advertisements, show bills, lithographs, posters, or cards of any description inside or outside or on any part of the Facility without Operator's prior written consent. Licensee acknowledges that Operator has entered into, or will enter into, advertising, naming and sponsorship agreements with respect to the Facility. Licensee agrees that it shall not cover or otherwise alter or interfere with any displays, advertising, graphics, signs and/or other electronic or printed media in, on or about the Facility without Operator's express written consent, which consent Operator may withhold in its sole discretion. Nothing in the paragraph prohibits the Licensee from including the name of the Facility in documents directly related to the graduations, including but not limited to, graduation announcements and graduation programs.

(f) Broadcasting. Licensee shall not broadcast by television or radio any Event without the prior written approval of Operator. Nothing in this paragraph prohibits the Licensee from live streaming the event through its website without the prior written approval of the Operator. Alcoholic Beverages. Licensee shall not cause or permit beer, wine, or liquors of any kind to be sold, given away, or used upon the Facility, except upon prior written permission of Operator. Operator holds liquor license for the Facility; any and all liquor served at Facility must be purchased under the Operator's license.

(g) Use of Equipment. Licensee shall not operate any equipment or use materials located in the Facility belonging to Operator or the City without the prior written approval of Operator.

(h) No Blocking of Exits. No portion of any passageway or exit of the Facility shall be blocked or obstructed in any manner whatsoever, and no Facility exit door or any Facility exit shall be locked, blocked, or bolted while the Facility is in use. Moreover, all designated Facility exit-ways shall be maintained in such manner as to be visible at all times.

(i) No Encumbrance. Licensee shall not encumber, hypothecate, or otherwise use as security its interests in this Agreement for any purpose whatsoever without the express written consent of Operator.

14. Civil Rights Act. During the performance of this Agreement, Operator and Licensee shall comply fully with Title VI and Title VII of the Civil Rights Act of 1964, as amended, and all other regulations promulgated thereunder, in addition to all applicable state and local ordinances concerning civil rights.

15. Americans with Disabilities Act. Operator shall be responsible for ensuring that access into the Facility complies with the Americans with Disabilities Act, as amended (“ADA”). Operator shall also be responsible for ensuring, to the extent possible, that the common areas inside the Facility (i.e., elevator access, ramp access and restrooms) are accessible to, and usable by, individuals with disabilities. With respect to any Event at the Facility, Licensee recognizes that it is subject to the provisions of Title III of the ADA. Licensee represents that it has reviewed or otherwise apprised itself of the access into the Facility, together with the common areas inside, and accepts such access, common areas and other conditions of the Facility as adequate for Licensee’s responsibilities under the ADA. Licensee shall be responsible for ensuring that the Facility complies and continues to comply in all respects with the ADA, including accessibility, usability, and configuration insofar as Licensee modifies, rearranges or sets up in the Facility as part of an Event. Licensee shall be solely responsible for any violations of the ADA that arise from Licensee’s reconfiguration of the seating areas or modification of other portions of the Facility as part of an Event. Licensee shall be responsible for providing auxiliary aids

and services that are ancillary to its usage and for ensuring that the policies, practices, and procedures it applies in connection with an Event are in compliance with the ADA. Nothing in this paragraph or agreement constitutes an implied or express waiver of the sovereign immunity of the School Board of the City of Richmond and/or Richmond Public Schools.

16. Construction of this Agreement.

(a) Choice of Law. This Agreement shall be deemed to be made, governed by, and construed in accordance with the laws of the Commonwealth of Virginia, without giving effect to the conflict of law principles thereof. The parties agree that any litigation arising out of this Agreement or the termination hereof shall be filed exclusively in the federal or state courts located in the City of Richmond, Virginia, and the parties expressly consent to the exercise of personal jurisdiction over them by such courts.

(b) Paragraph Headings. The paragraph headings are inserted herein only as a matter of convenience and for reference and in no way are intended to be a part of this Agreement or to define, limit, or describe the scope or intent of this Agreement or the particular paragraphs hereof to which they refer.

(c) Entire Agreement; Amendments. This Agreement (including all Exhibits and other documents and matters annexed hereto or made a part hereof by reference) contains all of the covenants, agreements, terms, provisions, and conditions relating to the rights and obligations of Operator and Licensee with respect to the Facility. No alterations, amendments, or modifications to this Agreement shall be valid unless memorialized in an instrument signed by each of the parties hereto.

(d) Severability. If any provision or a portion of any provision of this Agreement is held to be unenforceable or invalid by a court of competent jurisdiction, the validity and enforceability of the enforceable

portion of any such provision and/or the remaining provisions shall not be affected thereby.

(e) Time. Time is of the essence hereof, and every term, covenant, and condition shall be deemed to be of the essence hereof.

(f) Successors. This Agreement shall be binding upon, and shall inure to the benefit of, the successors and assigns of Operator, and to such successors and assigns of Licensee as are permitted to succeed to Licensee's rights, upon and subject to the terms hereof.

(g) Independent Contractor; No Partnership. Operator and Licensee shall each be and remain an independent contractor with respect to all rights and obligations arising under this Agreement. Nothing herein contained shall make, or be construed to make, Operator or Licensee a partner of one another, nor shall this Agreement be construed to create a partnership or joint venture between and of the parties hereto or referred to herein.

(h) Singular and Plural. Whenever the context shall so require, the singular shall include the plural, and the plural shall include the singular.

17. Miscellaneous.

(a) Waiver. The failure of any party to enforce any of the provisions of this Agreement or any rights with respect hereto, or the failure to exercise any election provided for herein, will in no way be considered a waiver of such provisions, rights or elections, or in any way affect the validity of this Agreement. The failure of any party to enforce any of such provisions, rights or elections will not prejudice such party from later enforcing or exercising the same or any other provisions, rights, or elections which it may have under this Agreement.

(b) Assignment. Neither this Agreement nor any of the rights or obligations hereunder may be assigned or transferred in any manner whatsoever by either party without the prior written consent of the other

party. The other party may withhold consent, though not unreasonably, in its sole discretion.

(c) Notices. Any notice, consent, or other communication given pursuant to this Agreement shall be in writing and shall be effective either (i) when delivered personally to the party for whom intended, (ii) upon delivery by an overnight courier services that is generally recognized as reliable, and the written records maintained by the courier shall be prima facie evidence of delivery, or (iii) on delivery (or attempted delivery) by certified or registered mail, return receipt requested, postage prepaid, as of the date shown by the return receipt; in any case addressed to such party as set forth below or as a party may designate by written notice given to the other party in accordance herewith.

If to Operator: Altria Theater
6 North Laurel Street
Richmond, Virginia 23220

with a copy to: ASM
300 Conshohocken State Road, Suite 450
West Conshohocken, PA 19428
Attention: Director of Risk Management

If to Licensee: Richmond City Public Schools
Attention: Solomon Jefferson
301 N. 9th St., 17th Floor
Richmond, VA 23219
Telephone: 804 780-7720

(d) Non-Exclusive Use. Operator shall have the right, in its sole discretion, to use or permit the use of any portion of the Facility during an Event, other than the Authorized Areas, to any person, firm or other entity regardless of the nature of the use of such other space, provided

such other use by Operator or such third party does not unreasonably interfere with the Event.

18. Force Majeure. If the Facility is damaged from any cause whatsoever or if any other casualty or unforeseeable cause beyond the control of Operator, including, without limitation, acts of nature; acts of terrorism; national emergency resulting from war; an order of the United States government or the Commonwealth of Virginia or any of its official agencies; fires; floods; epidemics; quarantine restrictions; strikes; labor disputes; failure of public utilities or unusually severe weather, prevents occupancy and use, or either, of the Facility as granted in this Agreement, this Agreement shall be terminated, and Operator shall be released by Licensee from any damage so caused thereby, and Licensee hereby waives any claim for compensation or damages of any kind against Operator, the City or the Owner in connection therewith.

-- SIGNATURE PAGES AND EXHIBIT TO FOLLOW --

IN WITNESS, WHEREOF, the parties hereto have executed this Agreement as of the date set forth herein.

OPERATOR:

ASM, a Pennsylvania general partnership

By: _____

Date

Name: _____

Title: _____

-- Licensee's Signature Page to Follow --

LICENSEE:

Richmond Public Schools
301 North Ninth Street
Richmond Virginia 23219

By: _____
Name

_____ Date

Title:

Approved as to form by Counsel for
the School Board of the City of
Richmond

Harrell & Chambliss LLP

-- End of Signature Pages --

-- Exhibit A to Follow --

EXHIBIT A TO USE LICENSE AGREEMENT

Authorized areas	Day/Date	Time of Use	Purpose
Auditorium, Ballroom/Ferrell Lounge	Tuesday, June 6, 2023	7am-9pm	Graduations: Community High School, Huguenot High School. Thomas Jefferson High School
	Wednesday, June 7, 2023	7am-9pm	Franklin Military Academy, John Marshall High School, Armstrong High School
	Thursday, June 8, 2023	7am-6:30 pm	Open High School, George Wythe High School

EXHIBIT B TO FOLLOW



1/17/2023

Joshua Cooper
Food and Beverage Director
Altria Theater
6 North Laurel Street
Richmond, VA 23220

Dear Mr. Cooper:

We are now planning RPS Graduation 2023 and are eagerly looking forward to our June 6-8, 2023 ceremonies at the Altria Theater.

On behalf of our Superintendent, Jason Kamras, I am requesting permission to "opt-out" of the Altria in-house ~~concessionaire~~ ^{CATERING} and utilize our School Nutrition Services to keep graduation costs to a minimum. As in the past SNS personnel will be instructed to use only Pepsi products in your facility. The \$350.00 buy-out should be included in the contract. ^{WGM}

I can only anticipate that our continued collaboration will lead to more and greater positive experiences for our graduates and their proud families during the 2023 Richmond Public Schools Commencement ceremonies at Altria in June.

Thank you for your consideration of this request.

Sincerely,

Solomon Jefferson

Solomon Jefferson
Interim Chief Academic Officer

W. Glenn Major
W. GLENN MAJOR - GENERAL MANAGER
2-1-2023

ALTRIA THEATER
USE LICENSE AGREEMENT

between

ASM,
a Pennsylvania general partnership
(“Operator”)

Richmond Public Schools
(“Licensee”)

February 2, 2023

Tuesday, June 6, 2023-Thursday, June 8, 2023

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EXHIBIT A -List of Authorized Areas; Event Date and Time; and Purpose

EXHIBIT B - Estimated Expenses

EXHIBIT C - Letter of waiver for catering

USE LICENSE AGREEMENT

THIS USE LICENSE AGREEMENT (together with the Exhibit attached hereto, the “Agreement”) is dated as of the **2nd day of February, 2023** by and between **ASM**, a Pennsylvania general partnership, with an address at c/o ASM, 300 Conshohocken State Road, Suite 450, West Conshohocken, PA 19428 (“Operator”), and the **City of Richmond Public Schools (“RPS ”), whose current address is 301 North Ninth Street, Richmond, Virginia 23219** (the “Licensee”).

BACKGROUND

Pursuant to an agreement with the City of Richmond, Virginia (the “City Agreement”), RPAC, Inc., a Virginia corporation (“RPAC”), is responsible for the management of a performing arts center located in the City of Richmond, Virginia known as the Altria Theater (the “Facility”). Operator has entered into that certain interim management agreement (the “Management Agreement”) with RPAC dated March 1, 2008, whereby Operator has been retained by the RPAC to provide management services for the Facility. Pursuant to the Management Agreement, Operator has the express authority to enter into agreements relating to the use of the Facility. Licensee desires to use all or a portion of the Facility, as set forth below, for the purposes stated in this Agreement. Accordingly, Operator desires to grant to Licensee, and Licensee hereby accepts from Operator, a license to use only the Authorized Areas, as defined below, in accordance with the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing and the mutual promises, covenants, and agreements herein contained, the parties hereto, intending to be legally bound hereby agree as follows:

1. Use of the Facility.

(a) Operator hereby grants Licensee, upon the terms and conditions hereinafter expressed, a license to use those areas of the

Facility described on Exhibit A attached hereto (the “Authorized Areas”), including all improvements, permanent seating, fixtures, easements, rights of ingress and egress and appurtenances thereto, during the dates and times set forth on Exhibit A (each such date and time, an “Event” and collectively, the “Events”).

(b) Licensee shall not use the Facility other than during the Event, as stated in Exhibit A, or for any other purpose without the Operator’s prior written consent. Any request by Licensee to use the Facility at any time other than the time specified for the Event shall be in writing and shall specifically state the additional times and dates requested. Use of the Facility other than during the Event shall constitute a default of this Agreement by Licensee. In the event that Operator grants Licensee’s request to use the Facility at the additional times and dates requested, each such additional date and time shall be considered an “Event” hereunder and, except as otherwise provided herein, and separate payment shall be provided for such Event.

(c) Licensee shall not use any portion of the Facility other than the Authorized Areas, as stated on Exhibit A, without Operator’s prior written consent. Licensee shall make a request to use additional areas of the Facility in writing and shall specifically state the additional areas of the Facility that it desires to use. Licensee’s use of the Facility other than in the Authorized Areas shall constitute a default of this Agreement by Licensee. If such permission is granted by Operator for the Licensee to use additional areas, Licensee shall pay a fee capped at the amount of funds available to the extent disclosed to Operator. Operator shall have no obligation to grant Licensee’s request to use additional areas of the Facility.

2. Purpose.

The Facility is to be used solely for the purpose of **High School Graduations of RPS Schools FROM June 6, 2023 through June 8, 2023** (the “Authorized Use”). Notwithstanding the foregoing Authorized Use, Licensee shall not use the Facility, or permit the

Facility to be used by any of its officers, agents, employees, guests, or invitees, for any unlawful or immoral purpose or in any manner so as to injure persons or property in, on or near the Facility or in any manner which is in violation of the Covenants contained in Section 14 of this Agreement.

3. Condition of Facility.

(a) Licensee agrees to accept the Facility in its present condition as of the date of the Event and acknowledges that Operator makes no representation or warranty to Licensee about the suitability of the Facility for the Event.

(b) Operator shall maintain and keep the Facility in good order and repair, normal wear and tear accepted; provided, however, that any damages to the Facility and its appurtenances caused by Licensee or its officers, agents, or employees, guests or invitees shall be paid for by Licensee at the Operator's actual cost of repair after Operator has provided proof to Licensee that Licensee or officers, agents, or employees caused the damage. Such costs incurred by Operator shall be paid by Licensee within thirty (30) days of repair. Any costs not paid within ten (10) days after the date of such demand shall accrue interest at the rate of eighteen percent (18%) per annum and 3% per month. Nothing in this paragraph or agreement constitutes an implied or express waiver of the sovereign immunity of the School Board of the City of Richmond and/or Richmond Public Schools. Licensee shall not make any alterations or improvements to the Facility without the prior written consent of Operator, which consent Operator may withhold in its sole discretion. Any alternations or improvements of whatever nature made to, or placed by Licensee on, the Facility, except movable trade fixtures, shall, at the option of Operator, (i) be removed by Licensee, at Licensee's expense, immediately upon the conclusion of the Event, or (ii) become the property of Operator. Licensee shall restore the Facility to its condition immediately prior to the installation of the alterations or improvements; however, at Operator's option, Operator may restore the Facility following removal of Licensee's alterations or improvements and Licensee shall reimburse Operator for the

cost of such as provided in subsection (b) above. Licensee shall be responsible for the cost of any damage to the Facility caused by the installation and/or removal of Licensee's alterations or improvements (whether the same are removed by Operator or Licensee). Without limiting the foregoing, if Licensee has not completely removed the alterations or improvements within 24 hours after the conclusion of the Event, Operator may elect to remove and dispose of the same at Operator's discretion and charge Licensee for the cost of removal as provided in subsection (b) above.

(c) Licensee's obligations under this Section 3 shall survive the expiration or earlier termination of this Agreement.

4. Term of License.

The license granted in Section 1 hereof shall be effective as of the date and time set forth on Exhibit A and shall continue in effect, unless terminated as set forth in Sections 12 or 19 hereof, until the date and time set forth on Exhibit A.

5. License/Rental Fee.

(a) License/Rental Fee. Licensee shall pay Operator, **a license fee of nine thousand nine hundred dollars) (\$9,900.00)** which shall be paid in consideration for the license granted herein (collectively, the "License Fee") per Exhibit B of this agreement. This fee shall reserve Licensee's use of the Facility for the Event. **License Fee (\$9,900.00) portion of this deposit does not include event-related expenses associated with said event including, but not limited to: security, stagehands, spotlight operators, riggers, sound and/or lighting equipment, technical director, house manager, cleaning staff for the Event. The hiring of Police, Fire Marshal, and EMS services shall be determined by Operator and paid by Richmond Public Schools.**

(b) Food and Beverage. Operator and Licensee agree to the use of Licensee's School Nutrition Services Department as stated in **Exhibit C** for catering of Licensee's staff and participants only.

(c) Excluded Items. The License Fee does not include any licenses, fees, the City admissions taxes, business license fee, ticket surcharges, etc., the costs of which shall be Licensee's sole responsibility.

MVP Policy. Operator may obtain an event insurance policy through Operator's standard event licensing program.

(d) and the cost thereof shall be an additional expense of Licensee and paid by Licensee as if a Reimbursable Service Expense.

6. Reimbursable Service Expenses.

Operator shall determine the level of staffing for the Services based on its reasonable business judgment. Licensee shall inform Operator at least **two months** in advance of the Event, in writing, of its requirements for services and equipment in support of the Event and Operator shall take such requests into consideration when determining staffing levels for the Event. In the event that Licensee is unable to provide Operator with two weeks advance notice of its requested staffing levels for the Event, Operator's decision with respect to staffing levels shall control.

7. Payment Terms.

(a) License Fee. A License Fee in the amount of **Nine Thousand Nine Hundred Dollars (\$9,900.00)** shall be billed to Licensee at the end of this event along with the Reimbursable Service Expenses and any other amounts due to Operator under this Agreement shall be billed to Licensee no later than 5 days after the events end. An estimate of the event expenses will be provided by Operator to Licensee **two months** prior to event. ~~All deposits and box office receipts shall be collected by Operator. With respect to box office receipts collected by Operator, Operator shall remit all applicable sales, event, or amusement taxes to the collecting authority as required by law. Any remaining amounts collected by Operator after deducting amounts owed by~~

~~Licensee under this Agreement shall be paid to Licensee within a reasonable period of time after the end of this Event.~~

(b) Late Charges. Except as otherwise provided in Section 3(b), if Licensee fails to pay any amounts when due under this Agreement, Licensee shall pay to Operator a late charge of 3% per month on such unpaid amounts.

8. Revenues and Costs.

(a) Food and Beverage. In connection with the sale of food and beverages at the Facility, Operator retains all rights to revenue generated from said sales. Food and Beverage guidelines and allowances are clearly stated in Section 5b.

(b) Merchandise/Novelty Sales. Licensee acknowledges that Operator has the exclusive right to merchandise sales at the Facility, provided, however, Licensee shall be entitled to sell its novelty items, souvenirs and programs, etc. during Events, but sales must be conducted by Licensee or its designee. **Licensee is entitled to set-up a photo booth but must pay a per booth fee of two hundred dollars (\$200.00) which must be paid prior to event start.**

(c) Parking. Operator shall attempt to resolve any Event parking issues in good faith so as to minimize disruption of the Event.

9. Taxes.

Operator shall not be liable for the payment of taxes, late charges, or penalties of any nature relating to any Event or any revenue received by, or payments made directly to Licensee in respect of any Event, except as otherwise provided by law.

10. Insurance.

Licensee shall name RPAC, Inc., ASM, the Facility, and their respective officers, directors, employees, and agents as additional insureds under the Self-Insured Program of the City of Richmond, Virginia, covering Workers Compensation, Employers Liability, General Liability and Auto Liability.

11. Default, Termination and Other Remedies.

(a) Default by Licensee. Licensee shall be in default under this Agreement if any of the following shall occur:

(i) Licensee fails (A) to pay any amount due hereunder (including, without limitation, the License Fee or the Reimbursable Service Expenses) when the same are required to be paid hereunder ~~or (B) to provide a Security Instrument as required by Section 6(c) hereof by the required date;~~

(ii) Licensee or any of its officers, employees or agents fails to perform or fulfill any other term, covenant or condition contained in this Agreement and Licensee fails to commence a cure thereof within five (5) days after receiving written notice from Operator of such failure; notwithstanding the notice requirements of Section 17c, if the breach by Licensee is such that it threatens the health, welfare or safety of any person or property or the Facility, then Operator may give oral notice of such breach to the individual identified by Licensee under Section 17c;

(iii) Licensee fails to maintain the insurance policies required by this Agreement or to provide evidence of such insurance coverage as required herein; or

(b) Default by Operator. Operator shall be in default under this Agreement if Operator fails to perform or fulfill any term, covenant or condition contained in this Agreement and Operator fails to commence a

cure thereof within five (5) business days after Operator has been served with written notice of such default.

(c) Termination. Either party may terminate this agreement with 120 days written notice to the other party without any financial obligation to the other party. Upon termination, no additional monies will be paid and any money for work not already completed for the Licensee will be returned. Upon a default by either party at any time, pursuant to Section 12(a) or 12(b) hereof, the non-breaching party may, at its option, upon written notice or demand upon the other party hereto, cancel and terminate the license granted in Section 1 hereof and the obligations of the parties with respect thereto. Nothing herein shall be construed as excusing either party from diligently commencing and pursuing a cure of any default hereunder within a lesser time if reasonably possible.

(d) Cancellation. If Licensee, being entitled to use the Facility hereunder for an Event, shall for any reason fail to use the Facility for such Event, Licensee shall be liable for payment of the sum of Three Thousand Five Hundred Dollars (\$3,500.00) to Operator, Licensee shall forfeit full deposit and Licensee shall also be required to reimburse Operator for any and all disbursements or expenses incurred by Operator in connection therewith. Such payment by Licensee to Operator shall be liquidated damages based on Licensee's failure to use the Facility for the scheduled Event and cannot in any way be construed to be a penalty.

Limitation of Liability. If this Agreement is terminated because of a default by Operator, or if the Event cannot be held or is cancelled or cannot be completed after the beginning thereof due to a breach by Operator of its obligations under this Agreement, Licensee's sole remedy shall be the return of the License Fee paid by Licensee for such Event.

Neither Operator, the City nor the Owner shall be liable, under any theory whatsoever, whether related to the termination of this Agreement, any breach by Operator of its obligations hereunder or any other reason,

for any harm or damage, whether direct, indirect, consequential or special (including but not limited to loss of business or profits, lost value of the business or any other economic loss), suffered by Licensee.

12. Representations and Warranties.

Each party hereby represents and warrants to the other party, and agrees as follows:

(a) It has the full power and authority to enter into this Agreement and perform each of its obligations hereunder;

(b) It is legally authorized and has obtained all necessary regulatory approvals for the execution, delivery, and performance of this Agreement; and

(c) No litigation or pending or threatened claims of litigation exist which do or might adversely affect its ability to fully perform its obligations hereunder or the rights granted by it to the other party under this Agreement.

13. Covenants.

Licensee hereby covenants as follows:

(a) Use. Licensee shall use the Facility strictly for the Authorized Use and such ancillary uses in connection with the Authorized Use.

(b) Legal Requirements. Licensee shall comply with all legal requirements that arise in respect of the Facility and the use and occupation thereof.

(c) Hazardous Materials. Licensee shall not cause or permit any Hazardous Material to be used, stored, or generated on, or transported to and from the Facility. "Hazardous Material" shall mean, without limitation, those substances included within the definitions of

"hazardous substances," "hazardous materials," "toxic substances," or "solid waste" in any applicable state or federal environmental law.

(d) Charitable Collections. No collections, whether for charity or otherwise, shall be made, attempted, or announced at or on the Facility without Licensee first having made a written request and received the prior written consent of Operator.

(e) No Advertising. Licensee shall not advertise, paint, post or exhibit, nor allow to be advertised, painted, posted or exhibited, signs, advertisements, show bills, lithographs, posters, or cards of any description inside or outside or on any part of the Facility without Operator's prior written consent. Licensee acknowledges that Operator has entered into, or will enter into, advertising, naming and sponsorship agreements with respect to the Facility. Licensee agrees that it shall not cover or otherwise alter or interfere with any displays, advertising, graphics, signs and/or other electronic or printed media in, on or about the Facility without Operator's express written consent, which consent Operator may withhold in its sole discretion. Nothing in the paragraph prohibits the Licensee from including the name of the Facility in documents directly related to the graduations, including but not limited to, graduation announcements and graduation programs.

(f) Broadcasting. Licensee shall not broadcast by television or radio any Event without the prior written approval of Operator. Nothing in this paragraph prohibits the Licensee from live streaming the event through its website without the prior written approval of the Operator. Alcoholic Beverages. Licensee shall not cause or permit beer, wine, or liquors of any kind to be sold, given away, or used upon the Facility, except upon prior written permission of Operator. Operator holds liquor license for the Facility; any and all liquor served at Facility must be purchased under the Operator's license.

(g) Use of Equipment. Licensee shall not operate any equipment or use materials located in the Facility belonging to Operator or the City without the prior written approval of Operator.

(h) No Blocking of Exits. No portion of any passageway or exit of the Facility shall be blocked or obstructed in any manner whatsoever, and no Facility exit door or any Facility exit shall be locked, blocked, or bolted while the Facility is in use. Moreover, all designated Facility exit-ways shall be maintained in such manner as to be visible at all times.

(i) No Encumbrance. Licensee shall not encumber, hypothecate, or otherwise use as security its interests in this Agreement for any purpose whatsoever without the express written consent of Operator.

14. Civil Rights Act. During the performance of this Agreement, Operator and Licensee shall comply fully with Title VI and Title VII of the Civil Rights Act of 1964, as amended, and all other regulations promulgated thereunder, in addition to all applicable state and local ordinances concerning civil rights.

15. Americans with Disabilities Act. Operator shall be responsible for ensuring that access into the Facility complies with the Americans with Disabilities Act, as amended (“ADA”). Operator shall also be responsible for ensuring, to the extent possible, that the common areas inside the Facility (i.e., elevator access, ramp access and restrooms) are accessible to, and usable by, individuals with disabilities. With respect to any Event at the Facility, Licensee recognizes that it is subject to the provisions of Title III of the ADA. Licensee represents that it has reviewed or otherwise apprised itself of the access into the Facility, together with the common areas inside, and accepts such access, common areas and other conditions of the Facility as adequate for Licensee’s responsibilities under the ADA. Licensee shall be responsible for ensuring that the Facility complies and continues to comply in all respects with the ADA, including accessibility, usability, and configuration insofar as Licensee modifies, rearranges or sets up in the Facility as part of an Event. Licensee shall be solely responsible for any violations of the ADA that arise from Licensee’s reconfiguration of the seating areas or modification of other portions of the Facility as part of an Event. Licensee shall be responsible for providing auxiliary aids

and services that are ancillary to its usage and for ensuring that the policies, practices, and procedures it applies in connection with an Event are in compliance with the ADA. Nothing in this paragraph or agreement constitutes an implied or express waiver of the sovereign immunity of the School Board of the City of Richmond and/or Richmond Public Schools.

16. Construction of this Agreement.

(a) Choice of Law. This Agreement shall be deemed to be made, governed by, and construed in accordance with the laws of the Commonwealth of Virginia, without giving effect to the conflict of law principles thereof. The parties agree that any litigation arising out of this Agreement or the termination hereof shall be filed exclusively in the federal or state courts located in the City of Richmond, Virginia, and the parties expressly consent to the exercise of personal jurisdiction over them by such courts.

(b) Paragraph Headings. The paragraph headings are inserted herein only as a matter of convenience and for reference and in no way are intended to be a part of this Agreement or to define, limit, or describe the scope or intent of this Agreement or the particular paragraphs hereof to which they refer.

(c) Entire Agreement; Amendments. This Agreement (including all Exhibits and other documents and matters annexed hereto or made a part hereof by reference) contains all of the covenants, agreements, terms, provisions, and conditions relating to the rights and obligations of Operator and Licensee with respect to the Facility. No alterations, amendments, or modifications to this Agreement shall be valid unless memorialized in an instrument signed by each of the parties hereto.

(d) Severability. If any provision or a portion of any provision of this Agreement is held to be unenforceable or invalid by a court of competent jurisdiction, the validity and enforceability of the enforceable

portion of any such provision and/or the remaining provisions shall not be affected thereby.

(e) Time. Time is of the essence hereof, and every term, covenant, and condition shall be deemed to be of the essence hereof.

(f) Successors. This Agreement shall be binding upon, and shall inure to the benefit of, the successors and assigns of Operator, and to such successors and assigns of Licensee as are permitted to succeed to Licensee's rights, upon and subject to the terms hereof.

(g) Independent Contractor; No Partnership. Operator and Licensee shall each be and remain an independent contractor with respect to all rights and obligations arising under this Agreement. Nothing herein contained shall make, or be construed to make, Operator or Licensee a partner of one another, nor shall this Agreement be construed to create a partnership or joint venture between and of the parties hereto or referred to herein.

(h) Singular and Plural. Whenever the context shall so require, the singular shall include the plural, and the plural shall include the singular.

17. Miscellaneous.

(a) Waiver. The failure of any party to enforce any of the provisions of this Agreement or any rights with respect hereto, or the failure to exercise any election provided for herein, will in no way be considered a waiver of such provisions, rights or elections, or in any way affect the validity of this Agreement. The failure of any party to enforce any of such provisions, rights or elections will not prejudice such party from later enforcing or exercising the same or any other provisions, rights, or elections which it may have under this Agreement.

(b) Assignment. Neither this Agreement nor any of the rights or obligations hereunder may be assigned or transferred in any manner whatsoever by either party without the prior written consent of the other

party. The other party may withhold consent, though not unreasonably, in its sole discretion.

(c) Notices. Any notice, consent, or other communication given pursuant to this Agreement shall be in writing and shall be effective either (i) when delivered personally to the party for whom intended, (ii) upon delivery by an overnight courier services that is generally recognized as reliable, and the written records maintained by the courier shall be prima facie evidence of delivery, or (iii) on delivery (or attempted delivery) by certified or registered mail, return receipt requested, postage prepaid, as of the date shown by the return receipt; in any case addressed to such party as set forth below or as a party may designate by written notice given to the other party in accordance herewith.

If to Operator: Altria Theater
6 North Laurel Street
Richmond, Virginia 23220

with a copy to: ASM
300 Conshohocken State Road, Suite 450
West Conshohocken, PA 19428
Attention: Director of Risk Management

If to Licensee: Richmond City Public Schools
Attention: Solomon Jefferson
301 N. 9th St., 17th Floor
Richmond, VA 23219
Telephone: 804 780-7720

(d) Non-Exclusive Use. Operator shall have the right, in its sole discretion, to use or permit the use of any portion of the Facility during an Event, other than the Authorized Areas, to any person, firm or other entity regardless of the nature of the use of such other space, provided

such other use by Operator or such third party does not unreasonably interfere with the Event.

18. Force Majeure. If the Facility is damaged from any cause whatsoever or if any other casualty or unforeseeable cause beyond the control of Operator, including, without limitation, acts of nature; acts of terrorism; national emergency resulting from war; an order of the United States government or the Commonwealth of Virginia or any of its official agencies; fires; floods; epidemics; quarantine restrictions; strikes; labor disputes; failure of public utilities or unusually severe weather, prevents occupancy and use, or either, of the Facility as granted in this Agreement, this Agreement shall be terminated, and Operator shall be released by Licensee from any damage so caused thereby, and Licensee hereby waives any claim for compensation or damages of any kind against Operator, the City or the Owner in connection therewith.

-- SIGNATURE PAGES AND EXHIBIT TO FOLLOW --

IN WITNESS, WHEREOF, the parties hereto have executed this Agreement as of the date set forth herein.

OPERATOR:

ASM, a Pennsylvania general partnership

By: _____

Date

Name: Audrey Booth

Title: _____

-- Licensee's Signature Page to Follow --

LICENSEE:

Richmond Public Schools
301 North Ninth Street
Richmond Virginia 23219

By: _____

Name solomon jefferson

_____ Date

Title:

Approved as to form by Counsel for
the School Board of the City of
Richmond

Harrell & Chambliss LLP

-- End of Signature Pages --

-- Exhibit A to Follow --

EXHIBIT A TO USE LICENSE AGREEMENT

Authorized areas	Day/Date	Time of Use	Purpose
Auditorium, Ballroom/Ferrell Lounge	Tuesday, June 6, 2023	7am-9pm	Graduations: Community High School, Huguenot High School. Thomas Jefferson High School
	Wednesday, June 7, 2023	7am-9pm	Franklin Military Academy, John Marshall High School, Armstrong High School
	Thursday, June 8, 2023	7am-6:30 pm	Open High School, George Wythe High School

EXHIBIT B TO FOLLOW

<i>Event Name</i>		<i>Richmond Public Schools Graduations</i>		
Estimated Attendance	2000	Building Access		8:00 AM
Date	6/6/2023	Production		8:00 AM
	6/7/2023	Lobby Doors		9:00 AM
	6/8/2023	Theater Doors		9:00 AM
		Event Time		10:00 AM
		Expected End		12:00 PM
	Facility Rent	3300	3	9,900.00
ESTIMATED REIMBURSABLE EXPENSES				
			Unit	Expense
Qty			Price	Total
1	House Sound System	\$	-	\$ -
40	House Lighting Units	\$	-	\$ -
0	Projector & Screen	\$	1,500.00	\$ -
0	Runner	\$	250.00	\$ -
0	House Followspot	\$	150.00	\$ -
40	Walk Through Magnetometers	10 Per Day	\$ 50.00	\$ 2,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
			SUBTOTAL	\$ 2,000.00
ESTIMATED LABOR EXPENSES				
	IATSE Stage Crew			\$ 7,428.75
	RMC Event Staff (Security)			\$ 13,686.38
	Police			\$ -
	Fire & EMS			\$ -
	ASM House Crew			\$ -
	Ticket Sellers			\$ -
	Front of House Staff and Operations Crew			\$ 3,244.00
	COVID Housekeeping and Security			\$ -
	Cleaning Crew House Keeping			\$ 2,800.00
			SUBTOTAL	\$ 6,044.00
	Payroll / Insurance / Admin Fee		12%	\$ 3,259.10
	Electrical Connection		Flat Rate	\$ -
	Changeover - Floor Set, Staging, etc.		Flat Rate	\$ -
	Post-Event Cleaning	CT:900, AT:1000, RH/GP:300	Flat Rate	\$ 3,000.00
			SUBTOTAL	\$ 6,259.10
	Estimated Expenses			\$45,318.64

EXHIBIT C TO FOLLOW



1/17/2023

Joshua Cooper
Food and Beverage Director
Altria Theater
6 North Laurel Street
Richmond, VA 23220

Dear Mr. Cooper:

We are now planning RPS Graduation 2023 and are eagerly looking forward to our June 6-8, 2023 ceremonies at the Altria Theater.

On behalf of our Superintendent, Jason Kamras, I am requesting permission to "opt-out" of the Altria in-house ~~concessionaire~~ ^{CATERING} and utilize our School Nutrition Services to keep graduation costs to a minimum. As in the past SNS personnel will be instructed to use only Pepsi products in your facility. The \$350.00 buy-out should be included in the contract. ^{WGM}

I can only anticipate that our continued collaboration will lead to more and greater positive experiences for our graduates and their proud families during the 2023 Richmond Public Schools Commencement ceremonies at Altria in June.

Thank you for your consideration of this request.

Sincerely,

Solomon Jefferson

Solomon Jefferson
Interim Chief Academic Officer

W. Glenn Major
W. GLENN MAJOR - GENERAL MANAGER
2-1-2023



June Graduation Update
May 24, 2023

Attendance: John Van Zandt, Candace Veney-Chaplin, Nicole Fleming, [Adrienne Lundell](#), [Tamika Massie](#), Tristan Jackson, [Renee Smith](#), [Navasha Bullock](#)

Discussion	Facilitator	Links and Information	Notes
Project Plan Updates/Reminders	Candace Veney-Chaplin	Project Plan	What is due? Who is responsible?
Tasks from Last meeting	Candace Veney-Chaplin		<p>Flowers? (Navasha)</p> <p>RPS Tablecloths? (Nicole)</p> <p>Programs-Translation?? Huguenot Wythe</p> <p>Volunteer Form-to be distributed today T-shirts?? (if so need to add size question to volunteer form)</p> <p>Security Plan (high level)-Monica</p> <p>Dignitary Participation Update-Nicole -Chiefs & Directors? -Mayor?</p> <p>Graduation Tickets and Parking Passes-Update Will confirm today with Bizport production time frame Contact Ms. Audrey about the image for their mascot Altria Walk-Thru Update/Questions Monica F.--Smaller schools want to use the space roped off for large schools for audience members.</p> <p>Location for guests needing interpretation services</p>
Potential Graduates	Tess Short	Update team from	

by School		principal graduation meeting data	
Post Graduation Plans	John Van Zandt	Updated PSP Data: (Click on school responses) Class of 2023 PSPs RPS Opportunities Hub Midyear PSP Presentation	

Next Steps
To be completed prior to next meeting unless otherwise noted

Responsible Party	Task	Date Due	Links/Updates
CVC	Update Project Plan	Ongoing	

Previous Meetings

[May 10, 2023](#)

[May, 03, 2023](#)

[April 26, 2023](#)

[April 19, 2023](#)

[April 12, 2023](#)

RICHMOND COMMUNITY F

June 6 - 10 a.m.

Program

TIME	EVENT	STAGING/OTHER DETAIL
9 a.m.	Graduates arrive at Altria and proceed to the ballroom	Number of Graduates: 40
	School team organized graduates to sit in the ballroom to mirror their auditorium seating	Total Stage Participants: 14
9:45 a.m.	Students/school team line up to prepare for procession	Choir-HHS Color Guard: FMA
9:50 a.m.	Dignitaries line up to prepare for procession	Buses: 4 from RCHS 1 from HHS 1 from FMA
9:55 a.m.	Students, School Leaders and Dignitaries walk to meet at the steps (ramp--Leadership coming from upstairs, school coming from downstairs)	
9:57 a.m.	No guests allowed in at this time (guests can begin to filter into the balcony areas AFTER the processional, presentation of colors and National Anthem)	
10 a.m.	Processional begins	
	Program to proceed as written	

ORDER OF EXERC

<i>Processional - "Pomp and Circumstance"</i>		
*Presentation of Colors		
*National Anthem		
Performed by..... Franklin Military Academy Colo		
Huguenot High School Chorus		
Choral Director, Suzanne Kane		
*Audience please remain standing		
Welcome		
Introduction of Stage Participants		
Principal's Remarks Mrs. Kenya Massenburg, I		

Greetings on behalf of the		
Honorable Mayor		
Levar Stoney		Solomon J
Chief Academic Officer - Secondary		
Greetings on behalf of the		
Richmond School Board.....		The Honorable Stephanie
Chair, 5th District		
Student Remarks		Inaya
Valedictorian		
Milan Moore		
Salutatorian		
"Lift Every Voice and Sing".....		James Weldon Johnson/arr. Craig C
		Class of 2023 Top Ten
		Certification of Candidates
Awarding of Diplomas		Kenya Mas
Mrs. Heather Crone, Senior Class Sponsor		
Ms. Danyelle		
Ms. Bernita Williams, Guidance Counselor		
Turning of the Tassels.....		Kenya Ma
Recessional - "March of the Priests"		Felix Mend

HIGH SCHOOL

TASKS (SCHOOL)	NOTES
Link Speeches in this document--make viewable by anyone	No families allowed to entered during the processional. Families directed to balcony once procession is complete.
Stage participant name tags to be created by schools.	Vehicle used to transport stage items will use loading dock and remain parked there for the duration of the graduation.
Schools to ensure that programs are on stage and in student seats.	

Speeches

[RCHS](#)

USE

..... <i>Sir Edward Elgar</i>		
r Guard		
Principal		

efferson		
e Rizzi		
h O'Neil		
ourtney		
		HHS Chorus
	 Cindia Romero
		2023 RCHS Scholastic Standout
	 Jason Kamras, Superintendent
senburg		
ssenburg		
elssohn		

Graduation Coordinators Meeting

May 31, 2023

11 a.m. Michae

In Attendance: Renee Smith, Candace Veney-Chaplin, Nikitria Walker, Lisa Harrison, Heather Crone, [Navasha Bullock](#)

Objective(s):

- To clarify expectations for a great graduation season in 2023
- To provide direct support to schools

[Graduation Coordinators 2023](#)

Agenda Item	Facilitator	Notes
Welcome	Renee	
Diploma Orders via Josten's Online System- Questions from the team	Candace	Diploma Covers Pick Up-all received? RCHS-1 p.m. today FMA-yes HHS -yes GWHS-yes OHS-yes Need Confirmation–NB to reach out for confirmation TJHS - yes JMHS AHS <i>*Invoice process reminder: -Email to Navasha Bullock - nbullock@rvaschools.net</i>
Graduation Preparedness Checklist	Candace/Navasha	
Graduation Program Final Draft due May 30 AL/CVC/JK Review	Candace/Renee	Order of Procession (Renee) Superintendent, SB Chair, SB VChair, SB members by district, COO, CAO, R. Parks (Chief Wellness Officer) Tickets/Programs Estimate Tickets delivered Parking Passes today/tomorrow

<p>To printer by midday 06/02</p>		<p>Programs CVC/AL -Add Diane Bacon to programs -Update spacing and font -Share with Jason for feedback</p> <p>Translation Needed-CVC to follow up (HHS/GWHS)</p> <p>Number to be translated GWHS- HHS-</p> <p><u>Choir/Band</u> Need numbers for all today HHS choir transportation in progress (for RCHS graduation) NEED THIS INFORMATION BY 2 p.m.</p> <p><u>Run of Show Review/Alignment Meetings</u></p> <p>Volunteers for all graduations -Will be wearing RPS tshirts</p> <p>Handicapped accessibility We have handicaps accessible seating on all levels. The orchestra level it is typically at the rear of Orchestra B and D, right at the crossover aisle (The aisle separating the students/faculty/etc. from the guests). It is technically on the student side of the aisle, but there is a handrail separating them from the seating area in front of it.</p> <p>We also have available roll in wheelchair seating available in the grand tier and the Balcony as well. Our house manager and usher staff will be able to direct people to those locations if there are any questions.</p>
<p>The Altria</p>	<p>Candace/Navasha</p>	<p>Folder Documents-05/16 Walk-Thru <u>Letter to Families from Solomon Individualization-Caps/Stoles Altria Floor Plan</u></p>

		Graduation Programs/Tickets (numbers) Grad Schedule with SB participation as of 5/23 High level Graduation info (adapted from 4/5 Altria walkthrough notes)
Coordinator Q&A	Coordinators	
Graduation Coordinator Next Steps		
Task	Due Date	Platform
Program Final draft	COB, May 30, 2023	Drive Folder
Run of Show	COB Thursday, June 1	CVC to send invitation to each coordinator for a 30 minute session

Huguenot High

Graduation Coordinator:		
Phase I:		NOTES
Diplomas		
needed by your school (type	300	Conf # GC130420 Est delivery 5/10/23
inserts (certiguard-inside top)	YES	.May need additional ones
and list submitted to	Complete	Conf # 71896464 Est delivery 05/01/23
Ordered	300	
JOSTENS	YES	
accuracy	In Progress	
Diploma Covers Picked Up	YES	nbullock@rvaschools.net
BULLOCK notifying that		
Phase II:		
FINAL draft must be		
Coordinator & Principal		
1st Draft Submitted by May 1	Complete	
2nd Draft Submitted May 18		
May 30		
Spanish version (if applicable)	YES	
programs needed--list		
Graduation Ceremony		
if translators are needed.		interpreters for all graduations.
by 05/09/23		
Review tickets		
principal (if applicable)		
Graduation Coordinator)		
needed - list number in		
Phase III:		
Venue-Stage Participants		
stage participants by May 8,		
participants that they must		
Services Needed		
Interpreter for the deaf and hard of hearing confirmed		Will be done via Navasha and Candace
Spanish Interpreter or other type of interpreter confirmed		Will be done via Navasha and Candace

Speeches/remarks submitted to Luis Martinez so that the interpreters can review them.		Will be done via Navasha and Candace
Venue: Altria Theatre		
Describe your rehearsal plan		
Have you set up bus transportation for your students?		

School

Principal:		Rober Gilstrap
To be Completed by Central Office Team		
schools/M. Stanley's team		by 05/09//2023
Tickets sent to Biz Port by Navasha Bullock	YES	by 05/10/2023
Bullock	YES	by 05/24/2023
Department		by 06/01/2023
Programs sent to printing company (Biz Port)		by 06/02/2023

Armsurong High School			Principal:	Willie Bell
Graduation Coordinator:		Kelly Carter	To be Completed by Central Office Team	
Phase I:		NOTES		
Diplomas			Receive ticket approval/verification from schools/M. Stanley's team	by 05/09//2023
Number of Diploma Covers needed by your school (type in number in next column) by February 13 at Noon	7 boxes (per email 02/10)	Conf # GC130420 Est delivery 5/10/23		
Adequate amount of diploma inserts (certiguard-inside top)			Tickets sent to Biz Port by Navasha Bullock	by 05/10/2023
Graduate list names verified and list submitted to JOSTENS via online system by March 1, 2023	Complete		Tickets delivered to school by Navasha Bullock	by 05/24/2023
Total Number of Diplomas Ordered	165	Confirmation # 71854620 est delivery 4/26/23	Program approved by Communications Department	by 06/01/2023
Diplomas received from JOSTENS	YES		Programs sent to printing company (Biz Port)	by 06/02/2023
Diplomas reviewed for accuracy	Complete			
Diploma Covers Picked Up	YES	nbullock@rvaschools.net		
Email sent to NAVASHA BULLOCK notifying that diplomas and covers were received & number was accurate				
Phase II:				
Commencement Programs-FINAL draft must be submitted by 05/30/2023				
Program approved by Coordinator & Principal			Programs delivered to venue (Navasha/Candace)	by 06/05/2023

K.Carter picked up on 5/26

CONFIDENTIAL
ATTORNEY WORK PRODUCT
SUBJECT TO ATTORNEY-CLIENT PRIVILEGE

1st Draft Submitted by May 1	Complete	
2nd Draft Submitted May 18		
Final Program Submitted by May 30		
Spanish version (if applicable)		
Determine number of programs needed-- list number in next cell		
Graduation Ceremony		
Contact Interpretive Services, if translators are needed. (Luis Martinez -904-7828)		Will be done via Navasha and Candace
Tickets- must by complete by 05/09/23		
Review tickets		
Electronic signature of principal (if applicable)		
Approve tickets (Principal & Graduation Coordinator)		
Determine # of tickets needed - list number in next cell		
Phase III:		
Venue-Stage Participants		
Complete spreadsheet for stage participants by May 8, 2023		
Informed all stage participants that they must wear regalia.		
Venue: Interpretive Services Needed		

Interpreter for the deaf and hard of hearing confirmed		Will be done via Navasha and Candace
Spanish Interpreter or other type of interpreter confirmed		Will be done via Navasha and Candace
Speeches/remarks submitted to Luis Martinez so that the interpreters can review them.		Will be done via Navasha and Candace
Venue: Altria Theatre		
Describe your rehearsal plan		
Have you set up bus transportation for your students?		

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Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text interpretations.

Prepared by
Sands Anderson PC
1111 East Main Street, Suite 2400
Post Office Box 1998
Richmond, Virginia 23218-1998
(804) 648-1636
Fax: (804) 783-7291



00:00:00 - 00:00:06

Will be a ok if you need me, let me know.

00:00:06 - 00:00:08

All right, thank you, Kimberly. Bye bye.

00:00:08 - 00:00:12

Thank you. I'm just gonna get tissue real quick.

00:00:12 - 00:00:58

Surely ever been. All right, Mr Sanchez Ka, thank you for making this time um for us to to chat about this um this matter, your current role.

00:00:58 - 00:01:01

What is your current role with uh Richmond public schools?

00:01:01 - 00:01:08

I'm currently an assistant principal at H high school, but I've only been in this role since September 12th.

00:01:08 - 00:01:14

So before that, I was the graduation coach which I started in 2021.

00:01:14 - 00:01:25

I've been in here though for this is my seventh year college advisor, then teacher, then grad coach now A P.

00:01:25 - 00:01:33

All right. So you said you started as a college advisor in 2016?

00:01:33 - 00:01:39

17? Mhm. Mhm. Two years of that.

00:01:39 - 00:01:52

And then I thought mhm grad coach and then I taught him that I was a grad coach and now I'm in that, I am all right.

00:01:52 - 00:01:57

But on June 6th of 2021 and the year, the school year before it, I was the graduation coach.

00:01:57 - 00:02:10

Oh, and can you explain to me what is the function of a graduation coach at, at least as it as uh you saw it at Huguenot high school.

00:02:10 - 00:02:38

So the graduation coach is three parts, one recovery of students who have dropped out or are otherwise not present in the building and making sure that they have are either reen engaged or place into alternative pathway to a diploma or a pathway towards a GED.

00:02:38 - 00:02:48

So reaching out to our drop outs as far as recovering them is the first kind of of the three objectives.

00:02:48 - 00:02:59

The second one is retention or retaining the students who are at risk of becoming a dropout.

00:02:59 - 00:03:16

That could mean for me it's low grades um and then bad attendance and so doing what we can so that we prevent them from becoming again, quote unquote a dropout, right?

00:03:16 - 00:03:19

Uh just, just to use what, what we call it.

00:03:19 - 00:03:25

Um And then, and that could be multiple things.

00:03:25 - 00:03:34

So II I led a weekly group that talked about our grad meetings and everything um with the counselors and the social workers and everybody.

00:03:34 - 00:03:50

And then, and I did also actually run the commencement committee that we had just leading up to um the ceremony regarding, are we gonna, you know, what are we gonna sing the national anthem?

00:03:50 - 00:03:55

How long is the program gonna be finalizing the actual physical program?

00:03:55 - 00:04:07

Right. Um And running the graduation practices and stuff like that alongside this, the senior counselor, there's three senior counselors really at any given point.

00:04:07 - 00:04:14

Um The main one will have the general ed students of that graduating class.

00:04:14 - 00:04:27

Then that would be Monique Harris. And then there's one who has the students who are in that senior class that have uh learning difference or intellectual disability.

00:04:27 - 00:04:44

In other words, they have an IUP. So the special needs students who are in that class would be Lisa Harrison and then the students in a graduating class who are English language learners and that would be missed, Kirsten Beest, the counselor.

00:04:44 - 00:05:07

So really, Miss Beers and Miss Harrison had a um at a small part of the senior class, but the main one was Miss uh Miss um Harrison, but also Miss Harrison is the but um department chair for the counseling team.

00:05:07 - 00:05:13

So, but I work with the counselors, the social workers, the administrators and just make sure that, you know, we're retaining our students.

00:05:13 - 00:05:19

So I got off on a tangent there and then um the last part is just generally support.

00:05:19 - 00:05:31

So recovery, retention and support, supporting everything that's happening in the building to make sure we're, we have this kind of graduation culture, right?

00:05:31 - 00:05:48

This completion mentality. And we it's kind of easy to say that a lot of it, a lot of the work we do is graduation um related, you know, or, or, or preventing dropout related.

00:05:48 - 00:05:56

So um so sometimes I just is kind of the test uh or what is it other, other things as needed?

00:05:56 - 00:06:05

Um but yeah, towards the end of the year, I was, we had an administrator that left the senior class administrator.

00:06:05 - 00:06:10

So I was, I stepped in as an admin aide just because I knew the students already and they knew me.

00:06:10 - 00:06:13

And so I helped out for a little bit in that capacity.

00:06:13 - 00:06:23

But then I then uh by the time graduation rolled around Mr Monroe had come on as, as a new hire for the senior class administrator.

00:06:23 - 00:06:27

So I, I continue to do the breakfast items.

00:06:27 - 00:06:34

So by so Mr Monroe would have closed out as the A P for the 12th grade.

00:06:34 - 00:06:37

Yeah, but he was like a month into the job.

00:06:37 - 00:06:44

Right. So, and prior to that, it was Mr Olds, is that correct?

00:06:44 - 00:06:56

It was Mr Olds since their freshman class, but at the beginning of the school year, Mr Olds was moved over to George with, at the time now, School of the arts.

00:06:56 - 00:07:08

And so because that happened, Mr Hawes, Dana Hawes came in probably from like January until March.

00:07:08 - 00:07:15

He was only here for a couple months and so maybe December until March.

00:07:15 - 00:07:23

And then, um and then after ha is when I kind of helped out a bit and then Mr Monroe came in.

00:07:23 - 00:07:40

Ok. So you started out the year, I just wanna make sure that what I have is correct.

00:07:40 - 00:07:47

Your A P for the start of the year for the grade level, 12th grade level would have been Mister Old.

00:07:47 - 00:08:06

Yes, ma'am then Mr Hall. Cause uh Decemberish through March then a slight gap where you were helping cover everything and then it was Mr Monroe at the end.

00:08:06 - 00:08:12

Yeah, basically March April and Mr Monroe came in around early mid May.

00:08:12 - 00:08:30

All right. So, and just to recap to make sure I didn't miss it.

00:08:30 - 00:08:38

Your, your role of the role of the graduation coach, 33, primary responsibilities, recovery, retention, and support.

00:08:38 - 00:08:47

And then sort of a part of support was that you ran the commencement committee, programming, practicing ceremonies programs.

00:08:47 - 00:08:50

When do you say national anthem? All of that stuff?

00:08:50 - 00:08:56

Yeah. And you log log. Oh yeah, that's a good phrase for it all.

00:08:56 - 00:09:09

Logistical. What any, in terms of um the way the commencement ceremony ran anything that you did that you would have contributed towards who can walk and that kind of thing.

00:09:09 - 00:09:17

No, that is all the counselors. So I would get a list as you know, we got closer to the date.

00:09:17 - 00:09:30

Uh I was, I was logistically in charge of updating the program on the word document, you know, but I would get a uh but who stayed on or off the program was the counselors.

00:09:30 - 00:09:47

It's kind of always been that way and go ahead, go ahead occasionally, you know, we get students who end up staying on the program, but they didn't pass that one of they needed.

00:09:47 - 00:09:49

So they're gonna have to go summer school.

00:09:49 - 00:09:57

So there's there's sometimes a bit of a, you know, someone who ends up on the program sneaks in but he's not supposed to have walked or whatever.

00:09:57 - 00:10:06

So, ok. And was there, do you, do you know what, when the final list of who was gonna walk would have been issued?

00:10:06 - 00:10:17

Um, I can probably even just find out when the last edit was made to the document.

00:10:17 - 00:10:22

But I wanna say if we had our graduation on a, what was it?

00:10:22 - 00:10:28

A Monday? Um That's a good question. I think, I don't think it was a Monday.

00:10:28 - 00:10:32

I Tuesday. So it was probably the Friday before.

00:10:32 - 00:10:42

Yeah, it was a Tuesday. Yeah, because then, you know, because the program is one thing, but the other thing was my, I had a roster of who's walking.

00:10:42 - 00:10:47

So just so that, you know, we get all the students in order alphabetically and everything.

00:10:47 - 00:10:52

Um And so there's always like three different lists that exist out.

00:10:52 - 00:11:00

There is the program, the list of grad practice and the list of the actual day of who actually gets their diplomas.

00:11:00 - 00:11:08

You know what I mean? Because sometimes we have the promise, um sometimes students choose to not participate in the ceremony.

00:11:08 - 00:11:23

So, so you said three lists in sort of informally the program, the one you sort of prepping with, yeah, the lineup and then the actual one with who shows up at practice and what it looks like.

00:11:23 - 00:11:27

And then the day of, and the actual who came?

00:11:27 - 00:11:36

Yeah. And those lists line up with three sets of, of index cards that we have with names on them.

00:11:36 - 00:11:48

And so the index cards are, there are three sets because two of them are used for a grad practice which we have at Huguenot, which I can find the dates for those if you need them.

00:11:48 - 00:11:54

Ok. You said you did have graduation practice at Huguenot.

00:11:54 - 00:12:14

Mhm. Ok. Yes. If you could provide the dates of those, yeah, it would have been Wednesday the 31st of May and Tuesday the first of June.

00:12:14 - 00:12:36

So same practice sort of walk through but just make, trying to pin down details or all, all seniors coming to the auditorium at this point, you get some students like there was a student I taught in ninth grade but then he was at the Richmond Alternative School but he's there, you know, because he's walking.

00:12:36 - 00:12:59

So you occasionally get a few students who are not part of the cohort but our um, but are gonna walk um, sorry, not part of the cohort that's in the building, but they are part of the cohort and not like the state has them as they are class of 2023 and belong to HT but they may have finished in a different way, right?

00:12:59 - 00:13:04

And so we all came to the auditorium and we did a dress rehearsal.

00:13:04 - 00:13:09

I had pictures of all Tria and when we did a walk through with this with the district.

00:13:09 - 00:13:12

Candace Vie being the main point of contact who created that for the district.

00:13:12 - 00:13:19

And, um, we basically, like I said, ok, this is where the door you're gonna come in from.

00:13:19 - 00:13:27

You're gonna go downstairs, you know, and we're gonna line sit like we're gonna sit upstairs and then we're gonna get everybody lined up.

00:13:27 - 00:13:40

Everybody needs to have their index card, they have their index card with them when they're, when then we go upstairs and we all get seated and then they use this index card to hand to the person on the microphone so that the name is red.

00:13:40 - 00:13:43

That's a way of knowing who, who all came Muslim.

00:13:43 - 00:13:51

And do you have um did you, once you had these two sort of walkthroughs on the 31st?

00:13:51 - 00:13:57

And the first, did you have a list of the students who actually participated in those walkthroughs and, and practices?

00:13:57 - 00:14:09

Um I, I think so to be honest, a lot of them would be printed list.

00:14:09 - 00:14:14

Um And then I would mark off, right.

00:14:14 - 00:14:24

And so a lot of this was printed stuff that honestly, I, I trashed because I normally do, you know, as graduation approaches or as a new list replaces it.

00:14:24 - 00:15:05

Um So I don't think I have anything like physical left, but I might have some, let me see it and see what I sent to the he's gonna go to my son emails and then go back to him right around that time.

00:15:05 - 00:16:08

Mhm. Sorry, I will, I will also mention that the internet is really slow today.

00:16:08 - 00:17:07

Oh, no worries. No problem. Yeah. Ok.

00:17:07 - 00:18:14

Let me see here. Mhm. It, it is enough.

00:18:14 - 00:18:38

This is a little ridiculous. I can't, I can't find my list but I know it was on an Excel Sheet because I had to keep editing it, you know, as we approached.

00:18:38 - 00:18:54

Ok. Well, I guess just to be so we can, I can, we can focus on, you know, we all know what we're talking about was Sean Jackson as far as, you know, partici did he participate in the May 31st or the June 1st?

00:18:54 - 00:18:59

Um, walk through as far as I know.

00:18:59 - 00:19:10

Yes, but I don't know if, um, I don't know that for sure.

00:19:10 - 00:19:15

Like, I don't know if he was in the, if he was in a building or not, to be honest.

00:19:15 - 00:19:24

Ok. So you wouldn't have a document or a sheet that would have like, checked off the names of who actually showed up to participate in the walkthroughs.

00:19:24 - 00:19:31

All right. I have, I have, I, I just found the, the grad lineup is what it was called.

00:19:31 - 00:19:37

Ok. And his name is on here as 100 and two number, 100 and two.

00:19:37 - 00:19:55

So, but I wouldn't, I wouldn't know because the way we knew is whether we had his index card or not, you know, whether he walked up stage and gave in his index card and the index cards

were, you know, if he stayed on this list was be, it was because he was expected to be at graduation.

00:19:55 - 00:20:06

So, um, it is possible for a kid to not come to both graduation practices and still come to graduation.

00:20:06 - 00:20:10

Right. And sometimes those are different for different reasons.

00:20:10 - 00:20:23

Like the kids just out of town during the grad practice or sometimes it's because, like, they can't come to, I don't know, they can't come into the building but they'll be a graduation.

00:20:23 - 00:20:26

Um But typically they, they kind of need to be a grand practice.

00:20:26 - 00:20:36

So I would, I, I honestly, I would defer to my colleagues as to, you know, whether he came or not to grant practice because I didn't work that closely with the students.

00:20:36 - 00:20:40

So I was mostly controlling the larger group, right?

00:20:40 - 00:20:45

And making sure everybody knew what to do versus one on one, like the one can I recognize?

00:20:45 - 00:20:48

So I was like, oh, hey, you know, it's just because I had him as a teacher.

00:20:48 - 00:20:53

Um But, but I have him on the list here.

00:20:53 - 00:21:04

I don't know if that. Yeah, the only other versions of it that I have are removing the students who I knew we're not gonna, we're not gonna walk across the stage.

00:21:04 - 00:21:16

OK? And you said you would defer to your colleagues who would know better, whether he actually came to either of the walk throughs practice which, which would that be?

00:21:16 - 00:21:28

Well, Miss Harris. Yeah. Or, you know, somebody else who knew the student, seem like Mr Olds and Miss Harris knew the student more of everybody that I was working with.

00:21:28 - 00:21:31

Miss Brass, for example, wouldn't have known the student.

00:21:31 - 00:21:39

That's a social worker. I wouldn't have had, you know, uh, Mr Gilstrap probably would know the student, the principal at the time.

00:21:39 - 00:21:42

But did the principal participate in these walkthroughs?

00:21:42 - 00:21:54

Yeah. But, but more as like the, you know, yes, because u usually the principal is the main person in charge of graduation, but on his like boots on the ground, you know.

00:21:54 - 00:22:03

Right. But in the walkthroughs, I was kind of telling the larger group what to do next, where to go next.

00:22:03 - 00:22:23

And he was more just supervising and slash being on stage, fake reading the names off as they, as they walked across the idea was for them to know, you know, how we're gonna be seated twice, once downstairs, then go upstairs and stay in the main point of the walkthroughs is so that student knows who's in front of them and who's behind.

00:22:23 - 00:22:34

That's really the main point. It's more for them to, to practice and rehearse what it'll look like so that they have a good experience with the ceremony.

00:22:34 - 00:22:57

So that's, you said that's the sort of the main point of the walk through just so they can orient themselves to this is what's expected.

00:22:57 - 00:23:07

And this is the person who's gonna be in front of you, this is gonna be behind you and that you should be thinking about in terms of maintaining your order when we come into the ceremony.

00:23:07 - 00:23:16

And even if um and, and the like the, the thing we thought like even if that person is not there, like that's fine, just make sure you have your index card, right?

00:23:16 - 00:23:20

Because you can be read, your name, can be read out of order, but just have your index card.

00:23:20 - 00:23:24

And do you know at least in this circumstance?

00:23:24 - 00:23:34

Like what happens if it, how, how could it come to be that a student might get called out of order in the actual ceremony at Altria?

00:23:34 - 00:23:39

Uh they arrive late and that happened. I had a student arrive late.

00:23:39 - 00:23:44

So again, we, I mean, we have various lists, right?

00:23:44 - 00:23:51

Our total list of like what the state holds us accountable for includes students who don't even go to h like Maggie Walker at the Manox, right?

00:23:51 - 00:24:01

These are specialty schools. Another larger chunk of our list is not on our school systems because they're assigned a different school.

00:24:01 - 00:24:05

And that's an alternative program like Kana or secondary success.

00:24:05 - 00:24:14

So one of those students was that they completed their, their graduation requirements through secondary Success center.

00:24:14 - 00:24:17

I was told by the secondary success person that they complete it.

00:24:17 - 00:24:19

They're a Huguenot kid, they can walk with us.

00:24:19 - 00:24:34

She or they is a young female but she dresses like a man, you know, and so this student had said, had gotten really late in the game that they, that they were graduating.

00:24:34 - 00:24:40

And so, you know, I was excited for them, um, and, and got a, a gown for her.

00:24:40 - 00:24:48

But then, you know, once I had already walked everybody up at all, Tria, once I had already walked everybody up and sat him down.

00:24:48 - 00:24:57

I have one of the ushers call me and say, hey, there's a young man here who's saying that they're supposed to be there, but she doesn't even have a gown.

00:24:57 - 00:25:06

So I leave with him and I see her and I'm like, hey, you know, Deja, um where were you?

00:25:06 - 00:25:09

The gown people just left downstairs, right? We were looking for you actually.

00:25:09 - 00:25:12

So I called the gown guy. He's in the parking garage.

00:25:12 - 00:25:26

So I ran out with Deja got found him in the parking garage, got the gown, tore it open, threw it on her and we run back and we skipped, we, we were in the mid, in the front and through security, right?

00:25:26 - 00:25:28

And they're like, you guys are supposed to go for the other way.

00:25:28 - 00:25:32

And I said no, I know, I, I we just came out needed to get her gown.

00:25:32 - 00:25:36

So we go in through the front security like basically the All Tria, right?

00:25:36 - 00:25:47

We were the only two. Basically, that's why the security staff member was like, wait, wait, what are you guys coming and, uh, um, we go inside, go into the auditorium and she sat at the end after the disease.

00:25:47 - 00:25:53

Last name of course, starts with A B so I basically just said you're good, you're good.

00:25:53 - 00:25:55

You're gonna participate. Don't stress out, chill out.

00:25:55 - 00:25:58

Don't be mad at, you know, random strangers who are just following their protocol.

00:25:58 - 00:26:06

Um, what I'll do is once we start moving and people start standing up and stuff, I'm gonna, I'm gonna call you.

00:26:06 - 00:26:09

So just look out for me. OK? And that's what happened.

00:26:09 - 00:26:13

So the ceremony had already started for Huguenot at Huguenots.

00:26:13 - 00:26:17

Yeah, this was on June 6th that this happened on the actual ceremony.

00:26:17 - 00:26:23

And so you were not on the diet then?

00:26:23 - 00:26:26

No, because I, I have the boots on the ground person.

00:26:26 - 00:26:36

So I didn't even have, you know, I had people, the stage participants is what we call them up there speaking and stuff.

00:26:36 - 00:26:53

And then I had people at certain points like, OK, once we get into Altria, you stop here and you're the person who basically says go that way, you know, OK, now you turn here and you stop them and say, OK, go into this row and then I have people at each point where the row breaks because it's three sections.

00:26:53 - 00:27:00

So, you know, I had everybody assigned but I didn't assign myself anything because I had to be kind of running around fluid.

00:27:00 - 00:27:11

Yeah. So when this student I think you said her name was Deja when they, they, they sort of sat with the disease because that was where you had a spot for them.

00:27:11 - 00:27:14

But there you said the name was, be.

00:27:14 - 00:27:19

So, would you have worked her in sort of at the, in the bees, sort of when the parents were processed out?

00:27:19 - 00:27:24

But maybe not in the, directly where she would have been in the bees.

00:27:24 - 00:27:28

But in, at the tail end of a row of bees.

00:27:28 - 00:27:33

Yeah. And that, and there's two, Deja is either Deja Bell or Deja Fordham.

00:27:33 - 00:27:40

And I think it was Fordham actually. But what I did is I waited for that row to come up because each row stands up at the same time.

00:27:40 - 00:27:46

And so when that roast set up, I basically tapped and I said, all right, come with me.

00:27:46 - 00:27:49

She came with me and I put her at the end of the row again.

00:27:49 - 00:27:52

She had her index card. I had all the extra index cards, right?

00:27:52 - 00:27:57

And so I gave her an index card or I had blank ones where I would just with a sharpie write the name.

00:27:57 - 00:28:04

And I was like, all right, when you come back with this group, just sit down, there'll be an empty seat because each rogue had like one or two empty seats.

00:28:04 - 00:28:12

So she started the ceremony late. She started the ceremony then at the end of the alphabet, but then she ended up towards the middle.

00:28:12 - 00:28:19

Was there anyone else in the, in the Huguenots ceremony who acted in that same capacity?

00:28:19 - 00:28:26

Like you just sort of boots on the ground, troubleshooting people show up late finding a place for them, getting them whatever they need.

00:28:26 - 00:28:29

Was there anyone else acting in that role besides you?

00:28:29 - 00:28:41

Not really the aesthetic director, Richard Ferguson was um not assigned a role, but he stayed, he stayed basically with the faculty.

00:28:41 - 00:28:45

I think maybe his thing was like, make sure you know that the the staff sit on the sides.

00:28:45 - 00:28:55

So he stayed, I mean, he was sitting near me at the ceremony um but he was more like on a contact for the staff.

00:28:55 - 00:29:19

So on this day, so would you say that um you were because this was kind of your logistical program, you were keeping an eye on sort of all the moving parts like just like Deja and getting her in and who got up when and the rose processing out in, in that kind of order.

00:29:19 - 00:29:26

Um So you would have been in the ballroom then with them when you lined them up when they lined up by alphabetical order to come upstairs.

00:29:26 - 00:29:29

Yes, ma'am. I was one of the first to arrive.

00:29:29 - 00:29:40

Um But you know, it's 200 plus people and then around and this was the largest, the largest attendance of faculty that we have.

00:29:40 - 00:29:47

We're the largest comprehensive high school. So with also just managing the adults who are like, oh, what do I do?

00:29:47 - 00:29:56

Where do I go? So, it's really a, quite the production and, um, you know, I really need it.

00:29:56 - 00:30:07

Like, I think I had two people who were also kind of free of any other duties, um, helping me and one of them was like the, the counselor for the sophomore class at the time.

00:30:07 - 00:30:09

Uh, because he's had a, he has a booming voice.

00:30:09 - 00:30:17

So I was like, I need you, you know, ask all the Zs um sorry, like G through Os to come up now and get their cars.

00:30:17 - 00:30:23

Um Right. So basically go ahead. Oh no, you, no, please go ahead.

00:30:23 - 00:30:30

Finish. It was also the first time he had been back at Altria in four years.

00:30:30 - 00:30:45

And so a few people kind of, you know, like one of the things we discussed is like, all right, next time, let's just put the index cards on the seat, let's tape them on each seat and they just go to their, everybody find your card and just sit down, you know what I mean?

00:30:45 - 00:30:55

Um Because what ended up happening is as students started coming, they all sat down but then they had to get up again in alphabetical order.

00:30:55 - 00:31:08

And of course you tell students to show up, you know what time is graduation for you, you tell him to show up at three and it's 330 people are still pulling up and they wanna take pictures and stuff in their gowns and everything downstairs.

00:31:08 - 00:31:17

So, but um but I was one of the first down there and I was kind of instructing staff members like, OK, you two have this chunk of the alphabet.

00:31:17 - 00:31:19

You two have this chunk of the alphabet.

00:31:19 - 00:31:22

The other staff members who kind of didn't have responsibilities.

00:31:22 - 00:31:35

They were to help me get everybody alphabetically organized, but then also to stay in the front because they, the professional is the dignitary school board members, et cetera, right then the staff than the students.

00:31:35 - 00:31:41

And so, um I had, I had a lot of help but it, I ended up kind of being like the main person on their own.

00:31:41 - 00:32:06

But there's basically no way of me of knowing who's coming in late, you know, seeing, OK, these are the 10 people that I saw come in after 330 or whatever because I was, I was basically tied up on making a big line downstairs from one side of the room all the way around to the other where everybody is ready and I can send the, the, the beginning of the line ahead.

00:32:06 - 00:32:33

All right. And so that's a pretty important point you had there that based on all the things you were doing, you could not or you didn't and, and correct me if I'm stating restating wrongly what you just stated, you did not or could not have had known all the moving parts of who all the kids who showed up late, um, say, meaning after the students processed into the auditorium and took their seats.

00:32:33 - 00:32:51

Yeah, that's what makes this a little hard is because I don't think any one person could have done that, you know, like there is no, and, and, and if, maybe I was closest to the one person, like I'm telling you, there's no, there's just no way, you know, with 200 plus adults, young adults.

00:32:51 - 00:32:58

right? And then another 100 adults and everybody knows varying levels of what they're supposed to do.

00:32:58 - 00:33:06

But it's also a happy occasion, right? So I remember seeing Mr Olds down there and I was happy that he came, he's the principal of another high school.

00:33:06 - 00:33:12

He's got a different graduation, but he's here, you know, and that's awesome because the kids, you know, they'll recognize him.

00:33:12 - 00:33:21

Um I remember seeing again a lot more faculty than I thought I was also in charge of giving the faculty their regalia.

00:33:21 - 00:33:35

So I was just like, I just go to that box, you know, and I try to give everybody their stuff beforehand, but it, it, it got a little hard also and everybody's like Mr S Mr S Mr s and I'm like, hang on, I'm looking at the time here and I gotta get everybody lined up.

00:33:35 - 00:33:48

Um And, and so on that, on that end too, I was expecting that the, the rest of the support would be in place as far as again, I'm not worrying about the audience getting in there in place because there's a whole team doing that upstairs.

00:33:48 - 00:33:55

Right. So, I imagine there's a whole team doing the, the metal detectors too.

00:33:55 - 00:33:60

I mean, I remember when I came in, I was like, oh, hey, I, and again, I was like, maybe the third person to get down there.

00:33:60 - 00:34:03

Right, with a couple people left from the last graduation.

00:34:03 - 00:34:08

Um, and which way, which way did you come in?

00:34:08 - 00:34:10

Just to kind of segue a little a moment for that?

00:34:10 - 00:34:17

Oh, from, from the back, from the, the back entrance where the graduates and the dignitaries came in.

00:34:17 - 00:34:20

Yeah, and I parked right near there too.

00:34:20 - 00:34:32

I parked right near there and I came in there and I asked a couple of people to come early and they helped me kind of set up the stations where it was like the different sections of the alphabet that I had broken everything up into.

00:34:32 - 00:34:34

And who else did you ask to arrive early?

00:34:34 - 00:34:45

Do you recall? Um Just whoever could II I let me see if I have my email here that I sent out actually on the day of?

00:34:45 - 00:35:03

Ok. Thank you for your leader. Please arrive by 2 32 45 and this was the marshals.

00:35:03 - 00:35:06

So the marshals I can send you a list of them.

00:35:06 - 00:35:23

Um We all all basically social workers part of CIS the class sponsor, the transition coach, uh and the future center person and then administration.

00:35:23 - 00:35:30

Of course. Ok. I said please arrive by 2 32 45.

00:35:30 - 00:35:33

I, I arrived by 230 maybe a little bit earlier.

00:35:33 - 00:35:37

And I got in with Miss Tyree, who's the communities and schools person?

00:35:37 - 00:35:55

And when you, you said you came in through the door that the graduates and the dignitaries were to go through when you went through there were, was there a magnetometer wand or any other security measures in place?

00:35:55 - 00:36:04

There was a magnetometer? Yeah. And was that one of those stationary walkthroughs or was it wandering?

00:36:04 - 00:36:14

It was a stationary walkthrough? I, I'm, I'm not sure if the person there who was an R MC person, right?

00:36:14 - 00:36:18

Yellow because I know they had yellow and I saw that person many times.

00:36:18 - 00:36:24

I went back and forth because I was one of the only people who was allowed back in the theater because they knew I was getting shit done basically.

00:36:24 - 00:36:28

And so I, I saw that person and they were wearing yellow.

00:36:28 - 00:36:31

So I don't, and I believe it was the same person who was there from the beginning.

00:36:31 - 00:36:38

Was that um a male, female, male, male, older white, I think.

00:36:38 - 00:36:43

Yeah, may, may have been another male, older black.

00:36:43 - 00:36:56

So two different R MC people, a male, older male, white and older male, black or I believe so one of them could have worked for Al Tria.

00:36:56 - 00:37:08

Uh uh you know, the people I saw when I walked in, it was very different from when I was going in and out later there was, I believe it was just one male, white person could have been black.

00:37:08 - 00:37:09

I don't know. To be honest, I'm not certain.

00:37:09 - 00:37:14

Ok, it sounds like you had a lot of things that you were responsible for.

00:37:14 - 00:37:19

Oh, yeah. Yeah. And I mean, and like I said, they weren't like, yeah, we'll get there, I guess.

00:37:19 - 00:37:27

But, um, well, how many times would you say you went in or out of, out of those doors where the graduates and, or dignitaries came in?

00:37:27 - 00:37:57

Well, once around 215, 220 right, then again, right around four o'clock when I had that student that I, I ran down to the basement with, didn't see the stuff, ran out that door, still saw a person there, called them, ended up getting the stuff, but I came in the other way, the front door and then after five.

00:37:57 - 00:38:04

Right. I don't know. But it may have been around a dozen times a dozen, you said?

00:38:04 - 00:38:20

Yeah, with the last couple being like a final check and, uh, maybe, um, a way to get the gowns and stuff in regalia and take him to my car because I moved my car up right next to the door.

00:38:20 - 00:38:25

Oh, you mean? So after everything was over just in terms of getting stuff out of those doors?

00:38:25 - 00:38:29

Yeah, I was, I was between me and Jonathan Young.

00:38:29 - 00:38:35

We were one of the last people to leave the theater as a whole after everything had happened around 830 or something.

00:38:35 - 00:38:54

And even when you say you left at 830 were those doors still monitored by a magnetometer or had it been taken down by?

00:38:54 - 00:38:57

I don't know, I think the doors, the magnetometer never moved.

00:38:57 - 00:39:02

So, because it was, it was to stay there for the next graduations, you know.

00:39:02 - 00:39:08

Um, but I think at that point, that door was shut so I can get back into it.

00:39:08 - 00:39:20

I don't know if there was someone standing there because of the, in the hours before then someone was standing there and they would open it for me, you know, or tell other people that they can't come back in.

00:39:20 - 00:39:31

Um, an example of one of the many reasons I came in and out was because of like a, an adult male and sibling were like my mom still in there.

00:39:31 - 00:39:34

And I said, ok, she, you know what she looked like, what is she wearing?

00:39:34 - 00:39:40

And ok, she's good. And then I went in, I checked, found her there were, she's having trouble walking.

00:39:40 - 00:39:49

So we're gonna get a wheelchair for her and she'll come out and I, I went back to relay the message, I went back inside, we got the wheelchair and when she came out a different door.

00:39:49 - 00:39:52

So I like, call them over because I knew they were wearing that blue jacket.

00:39:52 - 00:39:55

I was like, yo, like Ray was coming up.

00:39:55 - 00:39:60

Right. Right there. That's a lot of, that's a lot of why I would go in and have that.

00:39:60 - 00:40:09

And so when you did that, you would have gone out those doors at different times to, to do those kind of various things.

00:40:09 - 00:40:25

Yeah. One time it was like, I went in through the front doors and I was, there was a family outside in the front and the student I knew, and I said, are you my protocol soon became after everything happened, right?

00:40:25 - 00:40:29

Are you OK? Are you heard basically? Right?

00:40:29 - 00:40:35

Are we sorry, someone told me, are you with your family?

00:40:35 - 00:40:41

Let's go home basically. Like you need to go home.

00:40:41 - 00:40:43

That's the safest place you can be, right?

00:40:43 - 00:40:46

So, are you good? Do you have everyone?

00:40:46 - 00:41:07

And you come with me? And so um these, these people were kind of seemingly all stuck in the front of the Austria and, and they were like, uh we're trying to go home, you know, and I was like, OK, come with me and so I, we took them inside the theater and they're like, is it safe?

00:41:07 - 00:41:09

And I said, yes, just stay with me.

00:41:09 - 00:41:11

And I knew the student and the student trusted me, right?

00:41:11 - 00:41:29

And so we went into the theaters into the ultra and then into the main theater bit chaotic all the way up to the front, up to the stage backstage, down the set of stairs.

00:41:29 - 00:41:44

Out the back door and it took a while, you know, because there's an elder woman also getting on stage and, and when we finally got out, I said to the student because he was quiet and just kind of obediently following me.

00:41:44 - 00:41:49

And I said, ok, you're here, your family is not here, you're OK.

00:41:49 - 00:42:04

I'm sorry this happened. I need you to go home and be with your family and he broke down and started crying, uh you know, like on my robe and then I got mom and dad were like, patting him and they're like, thank you Mr S and I was like, you're good.

00:42:04 - 00:42:18

Just go home and just be together. That was the protocol that I quickly kind of put together after everything went down, it was make sure they're safe, make sure they're together and then get them safely home.

00:42:18 - 00:42:44

So during the ceremony and I've, I've watched, um most of the main parts of the actual ceremony, I watched the video, there was a point where when Sean Jackson came up, he was not called up in the sequence of, you know, the alphabetical sequence that they were proceeding through.

00:42:44 - 00:42:57

I believe there was a, like a AJ something and AJ like where you would have expected Jackson, he wasn't in there, it was a James and a something else and a something else.

00:42:57 - 00:43:02

And then Sean Jackson might have come like three or four, maybe five students out of sequence.

00:43:02 - 00:43:16

Uh huh. Do you, do you have any recollection of why that was, I don't have any recollection of why that was, um, he was the second Jay.

00:43:16 - 00:43:20

Right. Because we had Gregory Jackson, then Sean Jackson and then James J.

00:43:20 - 00:43:24

Jeffries, Jimenez Johnson Johnson Johnson Johnson Jones Jordan.

00:43:24 - 00:43:29

And then cases, um, and I know James came before he came.

00:43:29 - 00:43:39

Um, I'd have to. So, was it directly before he did, um, he was at least two or three out of?

00:43:39 - 00:43:41

Ok, where you would have expected? Yeah.

00:43:41 - 00:43:52

And so my thing is that's common. Um, I, I mean, I can send you this list of the names as, as I had them like the lineup.

00:43:52 - 00:43:57

But the truth is, is if, like the Johnsons, that's different, right?

00:43:57 - 00:44:07

They don't matter. But looking at the Ds, if, if Darden is really close with Dudley, they're gonna stand next to each other and sit next to each other, you know, as long as they're together.

00:44:07 - 00:44:08

And that's what I kept telling the students.

00:44:08 - 00:44:14

Like, don't freak out. I'm like, oh, no, they're supposed to go before me, like, just get across the stage.

00:44:14 - 00:44:31

Give them your index card. Um, so one or two out of sequence was not unusual because the kids might have just said, oh, I know, I'm Oberry, but I want to sit next to o'brien instead of sitting next to o'banion and where I should be.

00:44:31 - 00:44:44

So, yeah. Yeah. And that honestly wouldn't be something that would catch our attention because that's, that's common, they would probably catch our attention more if we were at the Ks or Ls.

00:44:44 - 00:44:47

And then Jackson came up, you know, we're like, wait, where, where were you?

00:44:47 - 00:44:54

You know why we um but I, I do, I will say that Mr Gilstrap did tell me that he came in a little late.

00:44:54 - 00:45:02

I wouldn't have known because I was running around downstairs in the basement, you know, but that he did come in a little late, but there are several students who came late.

00:45:02 - 00:45:12

You know, there were students that I had the whole lineup already and I was just like, again, I'm not gonna spend now a bunch of time like berating them, but I was like, all right, what's the last time?

00:45:12 - 00:45:13

Come on, let's get a line, let's get a line.

00:45:13 - 00:45:17

So it is actually, it is actually possible though.

00:45:17 - 00:45:24

I don't think it happened that I may have been like, you know, Jackson, all right, come with me and taken him over to the Jacksons.

00:45:24 - 00:45:31

But I wouldn't remember. Do you remember if Mr Gilstrap told you that Sean Jackson had come in a little late?

00:45:31 - 00:45:47

Was that, that was that before everything happened or was that like sort of when you all debriefing and just talking about how that was afterwards when we were all just, you know, commiserating them together and trying to remember things that led up to this.

00:45:47 - 00:45:55

Did, did Mr Gilstrap um say how he knew that Shawn Jackson had come in late.

00:45:55 - 00:45:59

No, he, it didn't seem like he was certain that he did.

00:45:59 - 00:46:03

He said, II, I think he may have come a little late, but I saw him with Mr Oates.

00:46:03 - 00:46:13

And so that in my mind logged it as like, well, it must not have been that late because Mr Oates was also not, you know, he was not there for a long time.

00:46:13 - 00:46:21

So he was, he was downstairs. He actually, I'm not sure he actually may have stayed because he wasn't part of the platform party.

00:46:21 - 00:46:26

So earlier, when you asked me, like who, you know, who else was kind of free.

00:46:26 - 00:46:31

And as a runner, it may have been him too just because he, I didn't even expect him to be there, you know.

00:46:31 - 00:46:42

And so, and in fact, I do, I do believe I remember I had the first half of the line walking up into the stage basically and I'm running downstairs and I think Olds was still down there saying hi to people.

00:46:42 - 00:46:50

So it, it may be the case that, that they were catching up, that olds and, and Jackson basically catching up and saying, you know, congrats, you made it.

00:46:50 - 00:46:57

And so did you ever see Mr Old and, and, and Shawn Jackson together before the ceremony?

00:46:57 - 00:47:00

No, to be honest, because Sean is not a student.

00:47:00 - 00:47:06

I saw regularly here at Huguenot, even when I saw his body which I was one of the first to go to the scene.

00:47:06 - 00:47:09

You know, I didn't recognize who that was.

00:47:09 - 00:47:20

I didn't know the name until later when Mr Gilstrap told me on the phone still the same day.

00:47:20 - 00:47:27

But, but later I, I've lost all the ink and use all the ink in my pen.

00:47:27 - 00:47:31

I need to back up here. I bet you've gone through a bunch of pens.

00:47:31 - 00:47:36

Oh, you have no idea. I know you better put a band aid on your finger.

00:47:36 - 00:47:41

You're gonna get all callous. Mm But thank you though.

00:47:41 - 00:47:43

It's, it's important work. I appreciate it.

00:47:43 - 00:47:50

Oh Yeah, just, you know, just trying to tell the story to the be the best I can be your favor.

00:47:50 - 00:47:53

I tell it. It's I bet it's hard to.

00:47:53 - 00:47:56

So yeah, thank you. Yes. All right.

00:47:56 - 00:47:59

So you never saw Shawn Jackson with those?

00:47:59 - 00:48:01

Um You didn't, you didn't recognize Shawn Jackson?

00:48:01 - 00:48:04

Not a face that you were familiar with.

00:48:04 - 00:48:05

I wouldn't have recognized him if I did.

00:48:05 - 00:48:16

Like I said, I don't know if my brain is creating this or this actually happened, but it may have been the case where I was like, hey, because I got it.

00:48:16 - 00:48:19

They were late. They like go see him, right, Jackson.

00:48:19 - 00:48:21

OK. Come here, there you go. All right.

00:48:21 - 00:48:24

You know Gregory, this student is right behind you.

00:48:24 - 00:48:31

OK? Something like that. But that happened so many times and with a lot of kids that I didn't recognize that, you know.

00:48:31 - 00:48:40

So, in, um, what does Mr Olds look like?

00:48:40 - 00:48:53

I, I don't, I, I'll have to find a picture because I'm, he's an older, um, probably like, um, male African American.

00:48:53 - 00:49:02

I don't like my height, maybe a little taller, maybe like 6 ft, bit of a belly, but bigger build.

00:49:02 - 00:49:18

Ok. All right. So we go through the ceremony, everybody proceeds across the stage.

00:49:18 - 00:49:26

Anything else unusual? I mean, anything, anything unusual other than just the normal sort of trying to manage all of that.

00:49:26 - 00:49:34

No, the main, the biggest unusual thing was that one student who basically wasn't going to come in because she didn't have the regalia.

00:49:34 - 00:49:39

And then the usher called me because the, the usher even said, like you kind of look like you're in charge.

00:49:39 - 00:50:00

I have the situation here and then I saw her and I was like, de J we were looking for you, you know, and that was the unusual thing because I didn't catch the beginning of the ceremony because I was running up and down because you could easily have the beginning of the out of the class sitting in their seats upstairs in the end, still downstairs asking me where the bathroom is, right.

00:50:00 - 00:50:04

I'm like, no, it's too late. Um, so I was running back and forth.

00:50:04 - 00:50:17

But, um, but the once everybody got in and got sat down, it was probably minutes after that when the person tapped me and said, can you help me with this situation?

00:50:17 - 00:50:23

So that was the most unusual thing that helping that student who got here like after the ceremony started basically.

00:50:23 - 00:50:39

Mm And so the ceremony, oh, was there um just in the, the deja situation helps kind of me put in context kind of all the moving parts you had that day?

00:50:39 - 00:50:54

Was there a designated door by which students who showed up late were expected to, to come through or they just show up wherever they showed up and you all were supposed to figure out how to get to them and get them where they are not.

00:50:54 - 00:50:57

I mean, if you're late, you're late, you missed your ceremony.

00:50:57 - 00:51:01

You know, like students who are not, there's no protocol for it because we really don't need like that kid.

00:51:01 - 00:51:24

I understand she's in this alternative program. She just found out she's graduating two days ago and I told her, I said, I told you to get here at three and she was like, oh, I just, I don't know, Mr Like, so I took care of her, but really all students are going through that back door.

00:51:24 - 00:51:35

No one's going through the front door. The only reason me and Deja went through that front door is because we ran back from the, from the parking garage and I made the audible to be like, let's just go to the front.

00:51:35 - 00:51:42

And when you all went through the front, did you all have to go through, uh, one day she had to go through security.

00:51:42 - 00:51:51

Yeah. Yeah, we had to go through the, the metal detectors and, um, and there were still people coming in.

00:51:51 - 00:51:59

So at this point the, it's probably like 410 and there's still a large amount of people coming in, you know, and it pulls up late.

00:51:59 - 00:52:07

So, um, and some people were looking a little like, you know, what the heck you're cutting me and I was like, we, we gotta go, you know.

00:52:07 - 00:52:11

So, um, but it was, it was a large, large amount of people still coming in.

00:52:11 - 00:52:14

I just walked her in and then we sat down.

00:52:14 - 00:52:21

It's quite the production. Yes. Sounds like it.

00:52:21 - 00:52:30

All right. So just, and this year you're as an A P, which grade level do you have juniors?

00:52:30 - 00:52:38

And that's an interesting page book. Oh, yeah.

00:52:38 - 00:52:50

I have, I have a daughter who's a sophomore in college now and I very distinctly did not like that age, that developmental age.

00:52:50 - 00:52:56

Uh, but that was just my daughter and nothing against that group of kids.

00:52:56 - 00:52:59

Just my daughter was not that age. It's tough.

00:52:59 - 00:53:02

It's tough because you can kind of say you're grown now, but.

00:53:02 - 00:53:08

Right. Ok. Yeah. Yeah. Yeah. All right.

00:53:08 - 00:53:13

Let me just send a note. Um, we're running long and I have another one scheduled at 130.

00:53:13 - 00:53:46

So I'm gonna send a note to Kimberly to see if she can push back a little bit for me that so we can keep talking.

00:53:46 - 00:53:51

I appreciate the detail. Um This has all been very helpful.

00:53:51 - 00:54:01

So I'm sorry if I'm holding you longer than you plan to but you this is just I I sent an email, I sent a text to to see if someone can cover my lunch duty.

00:54:01 - 00:54:04

I just wanna make sure you have everything you need.

00:54:04 - 00:54:14

Yeah, you just, you have a unique perspective that um sees is was in a position to see a lot of the different moving parts that are giving me great context.

00:54:14 - 00:54:24

So I appreciate that. Um So you get through the ceremony and what do you do when the ceremony ends?

00:54:24 - 00:54:31

Because I know you since you were sort of in a mobile kind of position, what role do you take when the ceremony comes to an end?

00:54:31 - 00:54:36

So really that was where it ends, right?

00:54:36 - 00:54:43

We just, we were instructed to take, push all the students into Monroe Park.

00:54:43 - 00:54:50

That was the hard, the part that was difficult because I, when I called my mom and cried later, I was like, we pushed them out there, you know.

00:54:50 - 00:55:02

Um But if you'd like, I can, I can kind of give you the lowdown from my eyes now that we're at everything that happened before it and leading up to it.

00:55:02 - 00:55:14

Um Yes, please. So, so the ceremony is wrapped up and again, it takes a lot of time to move these many people including the staff and everything.

00:55:14 - 00:55:21

So when it's over the stage, participants come down and they move up.

00:55:21 - 00:55:25

Um hang on, let me just one more not student.

00:55:25 - 00:55:49

So the stage participants um come down, they leave and the staff members leave.

00:55:49 - 00:55:52

And I had instructed staff members to help me make a bit of a funnel.

00:55:52 - 00:56:19

So as to greet the students now that they're graduates on their way out, but also so as to prevent any of them from being like, oh, hey, family and running and you know, so I, I told them and everybody go outside and wait for people, um meet, meet your families out in Monroe Park, right?

00:56:19 - 00:56:26

And so so the stage participants came out and presumably made this little tunnel.

00:56:26 - 00:56:43

Um and then I was going back and forth between people picking up gowns, I mean, uh caps that people have thrown up but hadn't picked up.

00:56:43 - 00:56:46

Um Some of them I knew who they belong to.

00:56:46 - 00:56:50

So I gave it to them. I had, I mean, the programs were kind of everywhere.

00:56:50 - 00:56:54

So I was like, I won't bother with that as everybody is leaving.

00:56:54 - 00:56:56

I would tell the extra, right. Get up, go ahead, you know.

00:56:56 - 00:57:00

All right, get up, go ahead. And then I had the last road.

00:57:00 - 00:57:08

In fact, the last student Zuniga Arellano Jose is a special needs student.

00:57:08 - 00:57:17

And so I was telling him, you know, I was following him out and all the staff members and everybody had left at this point.

00:57:17 - 00:57:31

Right. So, uh out of the main theater where the seats are, and as I was walking behind him, he caught his family in one of the mezzanine and he was waving and I was like, hey, congratulations, you know, but I was like, keep it going, keep it going.

00:57:31 - 00:57:55

And then I go outside and I actually, um once I see the staff members, they had done little tunnel, I asked them to, I was also like, we did it, you know, like another class under the ropes and we just um walked, I had again, Jose in front of me, that was the end of the alphabet and um shake a couple people's hands.

00:57:55 - 00:57:58

We walked past the tunnel and past a set of doors.

00:57:58 - 00:58:06

And it was when I saw the administrators right outside the set of doors, the principal and the assistant principal is now the interim principal.

00:58:06 - 00:58:13

Um Doctor Massa that I basically was like, that's it.

00:58:13 - 00:58:21

You know, this is the last one. And so that's when doctor M was like, and I think you can see that you can see him going like in some of the videos, right?

00:58:21 - 00:58:26

Like this, we were all kind of cheering and I think I did one of these where I was like, that's it.

00:58:26 - 00:58:36

I did it, you know, like this is the class and it was right after that when you heard gunshots and the very first people kind of maybe thought it was fireworks.

00:58:36 - 00:58:40

Uh, but then very quickly we, we learned that it wasn't.

00:58:40 - 00:58:46

Um, and I saw basically all the people in front of me go down.

00:58:46 - 00:58:53

Right. Um, I learned that I'd be horrible if this was like a, I'm gonna kill as many people as I can situation because I didn't go down.

00:58:53 - 00:59:01

I did drop as with anything like if a situation happened and he gonna, I'm gonna go towards the problem.

00:59:01 - 00:59:15

Right. And so, but I, I was upset, which is why now I have my little phone carriers, um, that I dropped both my phones and the, and the water boards that I had in my hand, luckily right below a, a like a handrail.

00:59:15 - 00:59:26

So people didn't step on it and I ran towards the commotion and as I went towards it, there was a student who was on the ground and I was like, are you ok?

00:59:26 - 00:59:28

Because again, students were all wearing green, right?

00:59:28 - 00:59:37

And she's like, yeah, my ankle, you know, and I was like, come on, um, I was trying to basically, like, get her.

00:59:37 - 00:59:42

I didn't recognize her, but the dad was like, I'm, I'm the dad stay down, keep her down.

00:59:42 - 00:59:54

And I said, all right. And so I left them and I got closer and I saw the three bodies on the floor and each one of them had like one family member or other person with them being like, call for help.

00:59:54 - 00:59:59

Right. And that's when I was, like, so pissed I didn't have my phones on because I just dropped them.

00:59:59 - 01:00:07

So, um, but I saw, I was like, again, I was one of the first where there was one family member with each one and that was it.

01:00:07 - 01:00:12

And I was like, where is, you know, ems, where is anybody basically?

01:00:12 - 01:00:26

Right. Um, so I went ahead and I ran back to where I was and I grabbed my phones, I had two phones at the time, one issued by the school district and one that was mine and I went back to the bodies.

01:00:26 - 01:00:30

Um, at this point, I didn't recognize the student.

01:00:30 - 01:00:33

I knew he had like a, a blue bow tie on or something.

01:00:33 - 01:00:52

Um, but I didn't recognize a student but I did see basically the white shirt with like the blood beginning to seep through, you know, and so in my mind, there are thousands because each guest that had, each student had 10 tickets.

01:00:52 - 01:01:00

Right? So there are thousands of people around me that needed more help and I saw somebody that I probably couldn't help.

01:01:00 - 01:01:07

Right. And so I didn't, and at that point I was kind of calling for people to come over.

01:01:07 - 01:01:14

Right. Um, but I didn't put my hands on the student because I wasn't sure that I could help at this point.

01:01:14 - 01:01:21

Um, there was another student that kind of came up and they're like, man, when I find out whoever did this to my cousin right now.

01:01:21 - 01:01:24

I was like, calm down. It's gonna be OK.

01:01:24 - 01:01:34

Um And see a lot of this, it's, it's hard to put together because there are a lot of things that happen.

01:01:34 - 01:01:36

So just really like the order of things.

01:01:36 - 01:01:50

But I do remember um when I got my phones and I came back, there was another family basically hysterical.

01:01:50 - 01:01:52

I mean, so many people were hysterical, right?

01:01:52 - 01:01:60

But um they were wondering like they thought the dad was shot in the leg, right?

01:01:60 - 01:02:04

And so I it was a Latino family.

01:02:04 - 01:02:09

And so I was, when the dad went down, he basically knocked over grandma or something.

01:02:09 - 01:02:38

And so I was like, is she OK, take care of her, I grab the dad and I basically put his hand over, you know, my shoulder and I carried him over to a curb and he said, sit down here as I was doing that um people were showing up, sirens were going, oh, before this happened, there was another commotion where I feel like at this point, whoever, probably the person who, who then was apprehended later, right?

01:02:38 - 01:02:60

Was running towards the theater. Um But there is a commotion of people running towards the theater and now pops kind of pulling up and just getting out of their car and there are people with like large guns running towards this, this commotion that was going across the front of the Altria theater basically from the corner all the way across the front and into the alley.

01:02:60 - 01:03:05

That must have been where the person was apprehended.

01:03:05 - 01:03:09

Right. And I almost followed. But I was like, no, they, they got it right.

01:03:09 - 01:03:13

This isn't he out? This is, we're out now and they can't handle this.

01:03:13 - 01:03:28

Um, I did turn and I remember seeing, so I was like, looking at the bodies and then I turned and I remember seeing the superintendent cameras, the principal and the assistant principal and I said to them, is it safe inside?

01:03:28 - 01:03:31

And they're like kind of all in shock.

01:03:31 - 01:03:40

And the only person who opened his mouth was um the principal because he was just like, there's just no way of knowing, right?

01:03:40 - 01:03:43

And I was like, because I need to know what to do with these people, right?

01:03:43 - 01:03:46

Like, do I direct them inside? Is that not good?

01:03:46 - 01:03:55

Um But it quickly seemed like it was like the danger was not inside, especially seeing that commotion kind of go towards that.

01:03:55 - 01:04:02

I was like, I don't think anybody is inside and it doesn't seem like this was a, I'm gonna kill as many people as I can situation, right?

01:04:02 - 01:04:17

The police now was approaching the Bonnie and there was one student who kind of was like hysterical and like, no, that's my homie like this and that and the police were being kind of a little more forceful, right?

01:04:17 - 01:04:23

And so I went up to that student and I was like, look at me, look at me, it's Mr S.

01:04:23 - 01:04:26

Right. I was like, look at me, you're ok, you're ok.

01:04:26 - 01:04:30

Just sit here, just stand here with me, but you can't get too close.

01:04:30 - 01:04:35

These people are gonna help. Right. But don't make things worse by getting aggressive with this person.

01:04:35 - 01:04:39

Just look, it's me, it's, you're ok, it's going to be ok.

01:04:39 - 01:04:41

This really fucking sucks. But it's gonna be ok.

01:04:41 - 01:04:48

Right. Like um so he calmed down a bit and then I believe maybe the principal went to be with him.

01:04:48 - 01:04:53

Right. There were other students that were kind of hysteric like around, right?

01:04:53 - 01:04:57

And maybe, maybe even someone tried to take a picture or something.

01:04:57 - 01:05:06

I don't know. But I do remember thinking like, man, I'm close enough for like if my eyes were recording things or photographing things you would have had everything you needed, right?

01:05:06 - 01:05:18

Because I'm there. Um And, and I believe that the, the older man for a while was convulsing a little bit, you know, but, but they all, I mean, it was a body really.

01:05:18 - 01:05:21

I mean, I didn't even think that there's a way.

01:05:21 - 01:05:25

So when the other counselor started giving CPR and she had blood on her hands and everything.

01:05:25 - 01:05:33

II I told her later, right? Because later we all cut up and I was like, I just don't want you to feel like you didn't do enough, you know what I mean?

01:05:33 - 01:05:43

Like if it makes you feel better, like I saw the body way before you did, presumably you saw it, you tapped in because like whatever we see person was helping was getting tired.

01:05:43 - 01:05:47

But like, I don't know, you're pumping blood out of the body at this point, right?

01:05:47 - 01:05:57

Like this is, there's no and I was just like, I, I just if it makes you feel better, like I thought I saw dead body, I appreciate you stepping in but don't, don't feel like you didn't do enough, you know.

01:05:57 - 01:06:06

Um And I had more details at that point, I was like, whoever did this like wasn't trying to hurt him was they're trying to kill it, right?

01:06:06 - 01:06:08

So you could have done whatever you wanted.

01:06:08 - 01:06:14

So and you know, so um but I stayed calm throughout this.

01:06:14 - 01:06:38

So, you know, now there's medical attention, police tape is going around me around us and there's a lot more of the kind of incidents I just described where it's like aggressive interactions, but you're like, you need to move, you need to go back inside and um because people knew me and recognized me, I was like, hey, is Mr Rice come with me, you know, like just just, you know, just listen to them.

01:06:38 - 01:06:39

OK? We need to clear this area, right?

01:06:39 - 01:06:47

Um The family, the Latino family had fun again, I direct, I think this is when I did the whole thing and carried him over to the curb.

01:06:47 - 01:06:52

I remember an ambulance kind of making a six point turn and pulling up right over there.

01:06:52 - 01:06:58

Um, again, police tape is going around us but then it's getting wider.

01:06:58 - 01:07:10

Um, it was just, uh, kind of hard to figure, but I was, I was outside, I came inside, um, briefly as a detective shut up and said, I need to know where all the cameras are at.

01:07:10 - 01:07:17

Right. And I was like, ok, come with me and I ran inside and I found the guy that I knew worked for all three.

01:07:17 - 01:07:21

And I was like, you need to talk to this detective, he needs to, he needs to get some footage, right?

01:07:21 - 01:07:29

And they're like, all right. And while I was in there, I was right, I was kind of getting the sense of like what's in here, right?

01:07:29 - 01:07:33

And it was chaotic, of course, but it wasn't dangerous.

01:07:33 - 01:07:36

And so I was like, ok, it's safe in here, right?

01:07:36 - 01:07:44

Because there were people who were inside the theater who were thinking is there a shooter outside who were kind of locking in, in dressing rooms and stuff?

01:07:44 - 01:07:54

Right. But another secondary thing is like older family members, people falling is an older um bigger black woman.

01:07:54 - 01:07:59

It was outside but still within the perimeter of the, of the police tape.

01:07:59 - 01:08:02

And I was like, man, let me help you inside, helped her inside.

01:08:02 - 01:08:14

There's another student who recognized me and her brother was their younger brother was there and um and she was like, in total shock, you know, and I was like miracle.

01:08:14 - 01:08:19

Look at me, it's Mr S, where's your family?

01:08:19 - 01:08:25

And she's like they're there, Mr S and I was like, you guys need to go, go to your car, go home.

01:08:25 - 01:08:27

That's the safest place you can be in right now.

01:08:27 - 01:08:32

And so I saw mom and I connected her with miracle and I was like, you guys need to head out.

01:08:32 - 01:08:36

It's safe to go this way or you can go through the inside.

01:08:36 - 01:08:36

They're like, no, we don't want to go outside.

01:08:36 - 01:08:38

And I was like, ok, that's fine.

01:08:38 - 01:08:42

But please, you know, we need to make this, we need to kind of clear this area and you need to go somewhere safe.

01:08:42 - 01:08:49

A lot of that kept happening as we started clearing who all was outside.

01:08:49 - 01:08:59

Um There was one staff member who was near a tree and she was in total like, you know, just crying and, and miserable.

01:08:59 - 01:09:15

And I said, hey, Miss Turner, it's me, it's Mr S come with me, let's go inside and then she started crying, uh you know, when she was holding me, but then I walked her inside, I gave her to another staff member who said, there's pe there's stuff downstairs and I said, can you take her downstairs to make sure she gets some water, you know.

01:09:15 - 01:09:20

Um and she's like, yeah, I got her Mr S what what else should I do?

01:09:20 - 01:09:22

And that's what I told I came up with this thing.

01:09:22 - 01:09:29

Just kind of, I guess just intuition of, like, find kids look for the robes, right.

01:09:29 - 01:09:33

Ask if they're hurt, you know, reading anywhere, right.

01:09:33 - 01:09:37

Like, safe and as if they're with their family and tell them to go home.

01:09:37 - 01:09:45

And so, um, people also, as I kept running into them or, like, is it safe in here?

01:09:45 - 01:09:46

And I was like, yes, it's safe in here.

01:09:46 - 01:10:01

You're, you know, like, they're good. I ran into, um, no, this was later when I went into the SRO but at one point I ran into the SRO and I asked him and I said, what's the, you know, what's the situation?

01:10:01 - 01:10:14

And he said, um, he said, potentially, he said, that's when he said two deceased, right?

01:10:14 - 01:10:18

When he said potentially five victims, two deceased, the subject is apprehended.

01:10:18 - 01:10:21

So that's when I started feeling a little more comfortable.

01:10:21 - 01:10:23

This was maybe I'm fast forwarding, maybe like 20 minutes.

01:10:23 - 01:10:34

Um But, but yeah, I went outside and I saw the school board chair, Stephanie Rizzi, you know, and she was also miserable and crying.

01:10:34 - 01:10:43

And I was like, man, you gotta, you gotta head out, we gotta clear this area and, and she was like, where's the superintendent?

01:10:43 - 01:10:47

Right? And she was crying again. I was like, all right, madam chair, let's go come with me, right?

01:10:47 - 01:10:54

So I walked, and I walked her over to near where the bodies were to be with superintendent cameras.

01:10:54 - 01:11:01

So they were together like this chair and the superintendent, um, Jonathan Young was near the front entrance.

01:11:01 - 01:11:07

I think he even we have done an interview or something with someone near the front entrance doors.

01:11:07 - 01:11:12

Um Everybody else was being cleared and told to leave the theater.

01:11:12 - 01:11:14

But uh but the front was locked, right?

01:11:14 - 01:11:24

But again, quickly, it became like I was someone who, because I had a Huguenot pain also and everything that was cleared.

01:11:24 - 01:11:46

Um, that's when I walked that student that I told you about with the family and they were in the front and I said, um, folks, so let me just check if somebody is see if somebody can cover my lunch.

01:11:46 - 01:11:58

But, um, that's what I walked to that talk to that student who I had previously in a class and he was like, Mr S what, you know, and I saw him in the family and I said, do you have everybody there?

01:11:58 - 01:12:01

And they're like, hey, I get, you know, get the aunt or whatever.

01:12:01 - 01:12:03

And I said, all right, let's all go follow me.

01:12:03 - 01:12:07

They're like, is it safe? And I said, yes, just, it's safe, just stay with me.

01:12:07 - 01:12:17

So we walked inside, walked into the actual building, then walked into the actual theater, walked all the way down the road and up to the stairs, like I said, back outside the back door.

01:12:17 - 01:12:25

When I went outside the back door. I saw a group of some staff members because there the buses were pulled up there for those who took the bus to the theater.

01:12:25 - 01:12:29

We're gonna go back. One bus had already departed another assist, Principal Mr Monroe was out there.

01:12:29 - 01:12:33

Um and I saw a few students cadets.

01:12:33 - 01:12:42

I also ran into a few TJ administrators that I recognized because that was the next graduation and there were a couple red robes, right?

01:12:42 - 01:12:47

And that's why I texted camera. I said, I said, can you postpone teacher's graduation?

01:12:47 - 01:12:51

He said I already did. So then I went back to them in one of the dozens in and out.

01:12:51 - 01:13:00

Right? I went back to them and I said, you need to get all your people put it on social media, whatever you need to do and prevent anybody else from coming to this area.

01:13:00 - 01:13:08

Right? So no more students, your graduation has moved no more students but get all of your staff members and everybody out of the area.

01:13:08 - 01:13:11

And they were, you know, they were like, what happened as a student been shot?

01:13:11 - 01:13:19

And I said, yes, just i it's really horrible, you know, but we need to, I need you to help me clear the space.

01:13:19 - 01:13:23

Last thing we need is another school and students in there, right?

01:13:23 - 01:13:28

And so they did a little bit but I think they got the message.

01:13:28 - 01:13:30

All right. But I was also like trying to follow orders.

01:13:30 - 01:13:35

The principal at this point kept calling me because I was the kind of the runner, right?

01:13:35 - 01:13:42

He was with the body and the press, but I was, you know, taking care of business inside.

01:13:42 - 01:13:49

I saw another teacher, Mr Peterson and him and he was like younger and also said, like Mr S, how can I help?

01:13:49 - 01:14:01

And I was like, fine students ask if they're OK, ask if they're a family, tell me to go home and what, what kind of support was uh the principal Gilstrap asking for when he was calling you during that time?

01:14:01 - 01:14:05

Um I, I, so he doesn't call me during this time.

01:14:05 - 01:14:10

Like an example was shortly after that when he said I need you to get my glasses for me.

01:14:10 - 01:14:27

They're on the podium, you know, um or like I need you to get everybody out of the theater and home, you know, staff included because I told him somebody inside the theater is saying that no one can leave that all the staff members need to convene in the theater.

01:14:27 - 01:14:41

And he was like, no, I don't know who that is, but don't tell him no discussion at that point about Sean Jackson being the person who was that was, that was, that was a little later, that was days later or the same day.

01:14:41 - 01:14:46

Yeah, I mean, it was, this was like three years worth of emotions in like 20 minutes.

01:14:46 - 01:14:49

And so that was later than like the next five minutes.

01:14:49 - 01:14:53

And can I just um draw your attention to that conversation?

01:14:53 - 01:14:59

What was that conversation besides him saying that was Sean or, or, or he may have come in later?

01:14:59 - 01:15:10

What was that conversation around Shawn Jackson? So at this point, there are fewer people in the theater and the conversation and the conversation was like, and I said there were five or six shot maybe seven.

01:15:10 - 01:15:18

And um, and two deceased, one is a student, one is a, is a relative of them.

01:15:18 - 01:15:24

Do you know who the student is? And he was like, can you look up a Shawn Jackson?

01:15:24 - 01:15:30

Right. And I said, yeah, and I, that's when I dropped everything again.

01:15:30 - 01:15:40

This was way later, but I dropped everything and I went up to the school systems, student information systems set them up and I pulled him up and I said, yeah, he's a student, here's the date of birth, the address and everything.

01:15:40 - 01:15:48

Um, and I was with my school resource officer who also had blood on his hands because I guess he also did CPR for a little bit.

01:15:48 - 01:15:51

Um And I made sure he had the information as well.

01:15:51 - 01:15:55

What information did you need to get about, Sean?

01:15:55 - 01:16:00

Um The school resource officer kind of always checks like name, date of birth.

01:16:00 - 01:16:09

Yeah, but I, I, and then the principal kind of shared at this point he's a home bound student.

01:16:09 - 01:16:18

I believe he was a homebound student. Can you check and I checked and I was like, yeah, any other discussion?

01:16:18 - 01:16:25

No, that was really it, I mean, I must have checked this part or the comments.

01:16:25 - 01:16:29

I, I might, I might be able to check the history here because right now it just is graduate.

01:16:29 - 01:16:37

Um But yeah, I just, I just shared, you know that yes, he's one of our students.

01:16:37 - 01:16:39

This is the name, this is the date of birth.

01:16:39 - 01:16:45

Ok. So basically it's just identifying and demographic information.

01:16:45 - 01:16:54

Yeah. And at what point in this conversation did uh Mr Gilstrap mention that he thought maybe he showed up late.

01:16:54 - 01:16:60

Oh, that wasn't until the next morning when we talked.

01:16:60 - 01:17:14

What was that conversation? That was him saying um Did you see Sean before this?

01:17:14 - 01:17:21

And I said no, but if I did, I don't think I would have recognized them and he said, I think he was a little late.

01:17:21 - 01:17:30

Do you remember him coming in late? And I said I don't, he may have, I just wouldn't have recognized him and that was pretty much it.

01:17:30 - 01:17:49

Is there anything? So what you said you left the theater late one of you and uh uh the school board member, Jonathan Young were some of the latest um people to exit the theater after everything kind of.

01:17:49 - 01:18:06

Yeah, I mean, I, you know, I, I guess I was going into too much detail but it was, it was a lot of recovering like people in in um reintroducing families, you know, so they could be together um reuniting, sorry.

01:18:06 - 01:18:20

Um I ran up to the dignitaries room at one point and saw the rest of the scuba members there um, and grabbed the water bottles and ran them downstairs and gave them to our staff members and I instructed them, you guys need to get out if you're safe and everything.

01:18:20 - 01:18:26

Please go home, you know. Um I took some water bottles to the ushers who were downstairs.

01:18:26 - 01:18:33

It was more reunification and we, I'm just checking in on everybody until it started slowly but surely being fewer and fewer people.

01:18:33 - 01:18:41

At one point, the, the principal had gathered all these regalia and you know, these uh stools.

01:18:41 - 01:18:44

I took him downstairs, I took that and threw it into my car.

01:18:44 - 01:18:48

I moved my car at one point when I had to get his glasses and come back and meet him.

01:18:48 - 01:18:50

He was in the other side of Monroe Park.

01:18:50 - 01:18:52

So I had to run all the way around the cathedral.

01:18:52 - 01:18:56

And then at one point when I was running around the cathedral, I called my mom.

01:18:56 - 01:19:09

She didn't pick up when I ran around the other time to get um my car, that's when my mom picked up and I like cried for a bit and I was like, horrible thing has happened, but I'm ok this whole time my phone is blowing up.

01:19:09 - 01:19:16

Of course, people are like, yo, um, but it was a, there was a lot that happened leading up to.

01:19:16 - 01:19:21

Now it's a few of us here, a few counselors and I'm telling them, go ahead, go home.

01:19:21 - 01:19:30

I'll call you if I need anything. The principal had asked me, I need to get a list of all the staff members who are present and I was emailing that to the other assistant principal.

01:19:30 - 01:19:38

Um, and then I had pulled up my car to load up the stuff from downstairs and that's when I had opened my, my laptop basically.

01:19:38 - 01:19:44

And I was like, I'm emailing the names and also have Aspen pull up, let me know if you need anything, if I can do anything.

01:19:44 - 01:19:50

Um And then eventually it was like, no, you know, at this point, you, you need to go home yourself.

01:19:50 - 01:20:01

I'm gonna go to the school and make a, a robocall, you know, but um if you could come and help me translate it and then I was gonna head that way.

01:20:01 - 01:20:05

But then he was like, that's ok. The district is taking over the communication to the families.

01:20:05 - 01:20:12

You can just go home. So anyway, that was a lot of leading up to now being one of the last to leave.

01:20:12 - 01:20:16

Jonathan Young stayed back. He was having an interview with a reporter.

01:20:16 - 01:20:33

Well, Mr Sanchez Concha, thank you for walking through that I didn't say, but I meant to say sort of as we walked into that as we walk through, take care of yourself in this interview process.

01:20:33 - 01:20:46

But I I appreciate you being will willing and able to walk through the details of that because I can understand how challenging and traumatic that would have been just with you being on the scene.

01:20:46 - 01:20:56

Um I think that's all my questions. My email address is attached to the Zoom invite.

01:20:56 - 01:20:60

If you would like to share any other information or something occurs to you.

01:20:60 - 01:21:05

You're like, oh my gosh, I forgot to say this or I forgot to say that, please feel free to email me.

01:21:05 - 01:21:16

You can email the information or you can email me and say, could you call me and provide your number and I'm happy to call either way, you know, um happy to have further conversation with you.

01:21:16 - 01:21:19

If, if there's anything else you'd, you'd like to contribute.

01:21:19 - 01:21:25

But I do appreciate your time and your sort of willingness to walk through this.

01:21:25 - 01:21:27

Of course. Of course. Yeah, no problem.

01:21:27 - 01:21:29

If anything else comes up, let me know.

01:21:29 - 01:21:36

I mean, the only other thing that happened is we all uh some of the people were at wooden iron Incon edition.

01:21:36 - 01:21:54

So II, I drove there after driving aimlessly for a little bit because I was gonna go to Huon and I didn't and I, we reconnected with a few of the counselors and um just, you know, I talked to the assistant principal and I told her I sent you all the names of who I think was here.

01:21:54 - 01:22:08

Um, and then the next day I, I, in the morning I was with the principal and again, we did this kind of debriefing, but um, yeah, good luck with everything and if you need anything, don't hesitate to, to schedule another meeting.

01:22:08 - 01:22:10

All right. Well, thank you so much.

01:22:10 - 01:22:14

You've been very, very helpful and I hope you have a, a good afternoon.

01:22:14 - 01:22:17

Thank you. Thank you. All right. Bye bye.

Richmond Public Schools Graduation Schedule 2023

Tuesday, June 6, 2023		RPS Leadership Attending	Board Attending	Number of passes needed for the loading area (Main and Cherry)
10:00 a.m.	Richmond Community High School	Dana Fox and Solomon Jefferson, Renisha Parks maybe , Jason Kamras	SR, SHM (greetings)	6
4:00 p.m.	Huguenot High School (two-hour early release)	Dana Fox, Solomon Jefferson, Jason Kamras	SR, SHM, MW, JY (greetings), NJ	8
7:00 p.m.	Thomas Jefferson High School	Dana Fox, Solomon Jefferson, Jason Kamras	SR, SHM, DP, MW, NJ (greetings)	8
Wednesday, June 7, 2023				
10:00 a.m.	Franklin Military Academy	Dana Fox, Renesha Parks, Solomon Jefferson, Jason Kamras	SR, CB (greetings)	6
4:00 p.m.	John Marshall High School (two-hour early release)	Dana Fox, Jason Kamras, Solomon Jefferson	SR, MW (greetings), DP, CB, NJ	8

Updated 06/02/2023-CVC-10:15 a.m.

7:00 p.m.	Armstrong High School	Dana Fox, Jason, Solomon	S bpR, MW, DP, CB (greetings), NJ	8
Thursday, June 8, 2023				
10:00 a.m.	Open High School	Dana Fox, Jason, Solomon	SR (greetings)	4
4:00 p.m.	George Wythe High School (two-hour early release)	Dana Fox, Jason, Solomon	SR (greetings), MW, DP	6

Updated 06/02/2023-CVC-10:15 a.m.

Unarmed Security Services - RICHMOND



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PAY DATES

RMC Events Unarmed Security Officers provide security coverage 365 days a year/24hrs a day and employs over one hundred fifty DCJS 01-E Licensed Unarmed Security Officers to provide post security and mobile patrols. Our clientele includes VCU (both Monroe & MCV campuses), the VCU Health System, Sheltering Arms Institute Rehabilitation Center, The University of Richmond, Collegiate School, Virginia State University, and the Wilton Companies.

The primary purpose of RMC Unarmed Security Officers is to enhance safety & security to the students, faculty, and staff on and throughout various locations in the Greater Richmond area. Our staff provides high visibility and highly proactive engagement with members of the community. RMC Unarmed Security Officers will often be the first point of contact for students, patients, faculty, visitors, and the public.

Essential Position Functions and Key Duties

- External Security Services (ESS) Staff serve as additional eyes and ears to the VCU Police Department in addition to various other units such as Residential Housing, Academic & Commercial Centers, & the Institute of Contemporary Arts (ICA).
- External Security Services (ESS) Staff are required to provide timely notifications to our Command Post on situations relative to hazards, suspicious persons/activity and medical/other emergencies.
- External Security Services (ESS) Staff will maintain daily Occurrence Logs and Incident specific reports to account for services they provide.

- External Security Services (ESS) Staff will be approachable, proactive, and aware of persons who appear lost or looking for assistance and provide proactive assistance to those individuals.
- External Security Services (ESS) Staff will provide the public with accurate directions, information, and assistance relative to VCU's students, faculty, and visitors.
- External Security Service (ESS) Staff will be a deterrent to crime by being highly visible and extremely proactive in engaging with a broad collegiate community.

Education, Training and Certifications Required

- Must possess a minimum of a high school diploma or equivalent. College education or equivalent is preferred.
- Previous law enforcement, military, and/or security experience is preferred.
- Must obtain a VA DCJS 01-E Unarmed Security Officer License prior to beginning work. This course will be taught in-house and includes a full fingerprint background check, classroom instruction, and final exam. Clery Act, Title IX, basic CIT, and Civil Diversity training will also be included in this instruction. This license must be renewed bi-annually by completing a recertification course also taught in-house.

Skills Required For Position

- Ability to interact cordially and communicate with a diverse community.
- Ability to operate a portable radio and provide clear transmissions in English.
- Effective oral and written communication skills in English.
- Ability to assess and evaluate situations quickly, accurately, and effectively.
- Must be able to accurately follow SOP's (Standard Operating Procedures) & Post Orders.
- Must have reliable transportation and always be punctual for assigned shifts.

Other Requirements

- Must be at least 18 years of age
- Must be a U.S. citizen or a foreign citizen authorized to legally work in the U.S.
- Must have a strong and verifiable work history with focus given to customer service positions.
- Must submit to an extensive background check including: criminal history (VA State Police & FBI fingerprints), personal & professional references, & employment and education verification.
- Must provide a DMV driving record for any mobile patrol positions.
- Must maintain a neat, clean, & well-groomed appearance always.
- Must be able to physically carry out job duties which will include up to eight hours patrolling which will entail standing, sitting, and walking for extended periods of time.
- Must be physically able to work in all kinds of weather environments and scenarios.
- Must understand the dynamics of working in a diverse and fluid collegiate setting.
- Must be able to work a permanent schedule with an on-call responsibility for a few days each month.



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00:00:00 - 00:00:07

And I have started the recording. Ok. Any questions Miss Kimberly before you go?

00:00:07 - 00:00:09

Nope. Um, nice meeting you, MS Bet.

00:00:09 - 00:00:11

And if you need anything, just let me know, Pam.

00:00:11 - 00:00:17

All right, thanks so much. Bye. All right.

00:00:17 - 00:00:21

And I have your name as Monica Feck Fecht.

00:00:21 - 00:00:37

Is that correct? Yes, Fecht. And what is the, I'm just going to assume that I'm just going to act like I haven't reviewed the org sheet and all of those things that because I know what your role is, but I will walk through all of that all formalities.

00:00:37 - 00:00:42

I understand. So, what is your title with RP S?

00:00:42 - 00:00:45

So my official title is Emergency Manager and training coordinator.

00:00:45 - 00:00:60

And I do, I fall under safety and security which ultimately falls under the Wellness Office and between above you.

00:00:60 - 00:01:05

Is it just a direct report to Miss um Parks?

00:01:05 - 00:01:09

So above me, um is now John Beasley.

00:01:09 - 00:01:17

He's my director, Risha Parks is um my chief and then it would be cameras in my chain of command.

00:01:17 - 00:01:23

And how long have you had this role?

00:01:23 - 00:01:31

Um I was hired in January of 2020 January 7th to be exact.

00:01:31 - 00:01:46

And so you would have been there then when the care and safety officers sort of transition from school security to care and safety officers.

00:01:46 - 00:01:56

Yes. Well, in so many words, yes, because I started in 2020 then uh school shut down in March because of COVID.

00:01:56 - 00:02:04

Um And then that transition from so I don't, I, I typically don't know the care and safety associates as security, you know, SS OS.

00:02:04 - 00:02:10

Um because by the time all of that transitioned at, while we were out for COVID and then when we came back, we were renamed.

00:02:10 - 00:02:21

So, um ok. And so can you just uh in a um as in as much detail as you'd like, explain what your responsibilities are?

00:02:21 - 00:02:25

Um You mean on the school level just in general?

00:02:25 - 00:02:29

Not? Yes, in general. And then we'll kind of narrow it as it relates to graduation.

00:02:29 - 00:02:53

What I do essentially, um I'm responsible, my state role and what I um my state role as far as state mandated things that I do is I ensure that the schools have um their safety plans, their drills schedules, all those state mandated things that come um with preparedness.

00:02:53 - 00:02:58

Um I make sure that we do um and I report out to D C J S on that every year.

00:02:58 - 00:03:05

Um I uh I coordinate the training for our school security officers.

00:03:05 - 00:03:11

Um I make sure that their certifications are up to date uh with Department of Criminal Justice Services.

00:03:11 - 00:03:18

Um So that those are my two main uh focuses on what I'm supposed to be doing.

00:03:18 - 00:03:28

And you, so your role is your role um a required role within every school division or is that emergency manager is a state mandated role?

00:03:28 - 00:03:39

How, what I am finding how that position is um use is it is, it does vary from division to division.

00:03:39 - 00:03:45

And you said oversight of the that role is through D C J S, correct?

00:03:45 - 00:03:51

And so you are the person who meant who does the certification, you said for the C SAS?

00:03:51 - 00:03:55

I make sure. So my role is to make sure that they maintain their certification.

00:03:55 - 00:04:02

Um I am currently now um uh an instructor for certification for school security officers.

00:04:02 - 00:04:17

And are those roles uh that certification, is that something that we could find under D C J S uh publicly?

00:04:17 - 00:04:28

What, what the certification that K through, if you look at uh school security officer, it's SS OS under D C J SK through 12, not campus because campus is college.

00:04:28 - 00:04:33

Um but the K through 12, um and you can see what those are.

00:04:33 - 00:04:46

Ok. All right. And so as it relates, so you have your state mandated responsibilities, you report to D C J S every year.

00:04:46 - 00:04:54

You're re, you're responsible for the certification, uh maintaining just kind of keeping up with the certification of the C SAS.

00:04:54 - 00:05:10

Um Anything else um In addition to I do uh security camera footage as far as helping pull Um I do control access when you say you do, couldn't do that.

00:05:10 - 00:05:16

Are you like the, as it relates to security camera footage at the schools?

00:05:16 - 00:05:19

You are you sort of the person responsible for the system?

00:05:19 - 00:05:27

I am not responsible for the system. I am one of the few people that have um rights to um export video from the system.

00:05:27 - 00:05:38

Um So I I'm also the liaison or have become more of the liaison between um, the schools and police when it comes to the police matters.

00:05:38 - 00:05:41

Um There's another gentleman who works out of facilities.

00:05:41 - 00:05:51

Um David Bertram, who is ultimately responsible for the system, although he has a boss, but he's a subject matter expert in the school division when it comes to the security cameras.

00:05:51 - 00:05:58

Um, so I have rights to do to pull the footage, view footage, um, those sort of things.

00:05:58 - 00:06:04

So when we get requests from courts or attorneys, I pull it and provide that information.

00:06:04 - 00:06:21

Ok. And David Birch of you said he's just sort of your subject matter expert about how the system works, how to, if you need to do anything unusual, he falls under facilities and he is the one who, um, has his hands in the hardware and software of it.

00:06:21 - 00:06:35

Ok. All right. And that is only for, um, video footage on RPS property only for virgin public schools, correct?

00:06:35 - 00:06:51

Ok. All right. So you have, as I see it so far, your duties are your state mandated, your two state mandated roles, you have your security cam footage, responsibility.

00:06:51 - 00:06:59

What else are you responsible for? Um, you put me on the spot pan.

00:06:59 - 00:07:07

Let's see. Um, and I know it's a lot and I probably, it probably grow, grows in sprawls every day everywhere.

00:07:07 - 00:07:29

Um, that, I mean, as far as what I'm hired, what I was hired to do that those are the, the emergency management side and the training coordinations that, that's what I was hired to do

was, you know, it's transposed into many other roles and responsibilities um within safety and security as far as in our school, um safety division.

00:07:29 - 00:07:36

But um I do trainings with principals, um you know, helping them.

00:07:36 - 00:07:42

Um We do like, it's mainly around like uh preparedness, crisis preparedness.

00:07:42 - 00:07:49

Um As far as like making sure they have their drill stuff down, um helping them with their crisis plans.

00:07:49 - 00:07:55

Um The old emergency plans for the schools, that sort of thing.

00:07:55 - 00:08:07

Ok. All right. And what is, uh and is there any, are there any other duties that we haven't talked about yet?

00:08:07 - 00:08:14

Um No, not, not that I can think of.

00:08:14 - 00:08:17

I mean, I'm sure there is but nothing that's just like popping out.

00:08:17 - 00:08:34

All right. So as it relates to graduation ceremonies and the pre preparations for graduations, how do you, how do you feed into that process at the time?

00:08:34 - 00:08:42

We did not have a director. So I did my immediate supervisor is, was Reisa Parks at the time.

00:08:42 - 00:08:49

Um, and although I was not, um, I was, I did not formally take an interim position because I did not want it.

00:08:49 - 00:08:54

Um, but I kind of fell into that role regardless of whether I wanted it or not.

00:08:54 - 00:08:58

Um, so I do have, um, a lot of background.

00:08:58 - 00:09:00

Uh, I came from the police department. I'm retired police officer.

00:09:00 - 00:09:12

So I do have a lot of background why I remember you from, I'm so glad you said that because I was like, the name was familiar and then I saw your face and I'm like, where do I know her we've met before?

00:09:12 - 00:09:30

Yes, we have, but it just didn't all click until now and because we're being formed, you know, I just like, you know, but yeah, um so I have many experience with um event planning and uh incident planning and all that kind of stuff through the police department.

00:09:30 - 00:09:32

That was kind of what I did when I left the police department.

00:09:32 - 00:09:36

Um So I do have background and experience in that.

00:09:36 - 00:09:53

So as it came to um lead events leading up to graduation as far as the planning, um I was involved with all the graduation meetings, um to make sure whatever their needs were for safety and security or what we were gonna need or, you know, that sort of thing.

00:09:53 - 00:09:59

Um So I was involved with the, the preparation meetings and when it comes to the safety and security side.

00:09:59 - 00:10:13

Um I made sure that um, we have a, another uh lieutenant, uh, Raksha Corbin, she handles all of the um off duty overtime if however you wanna uh title that.

00:10:13 - 00:10:18

So she coordinates the um security officers to work different events.

00:10:18 - 00:10:26

So she coordinate the people, you know, getting the people into, um getting the bodies in there to work in so many times.

00:10:26 - 00:10:35

Um I was just kind of like the person that sent out the official emails, like, hey, we need like 10 people, 12 people would need to work, you know.

00:10:35 - 00:10:49

So I, I sent out all of the official emails when it came to um the supervisor role as far as, you know, making sure that it was communicated what, what the needs were with the time, report times and all that kind of stuff.

00:10:49 - 00:11:07

So you would, you would have had sort of the oversight of um the staffing issues as it related to the C SAS and to RPD or just the C SAS, just the C SAS.

00:11:07 - 00:11:21

So what was um not unique because I'm familiar with it and as far as the other um graduations that I've been a part of since I've been with RPS, um they rent the venue.

00:11:21 - 00:11:25

Um It's just like, what are we gonna need?

00:11:25 - 00:11:34

And then we make it happen. So like last year it was um last school year, last year, not last school year, we had the graduations at the Diamond.

00:11:34 - 00:11:57

So we caught, so we made sure that we had our security staff there and then we did make sure that we had RPD there, um, as opposed to Altria, um, running the facility, those caveats already came with it as far as like R MC and the police, uh, when I communicated with them, I'm just like, hey, because of, you know, we had to pay for that.

00:11:57 - 00:12:00

It's part of our, um, when we had to pay for security and stuff like that.

00:12:00 - 00:12:03

So I'm just like, how many police officers are we gonna need?

00:12:03 - 00:12:27

And that sort of thing, the police department, um, and Altria dictated that, um, as far as based on our graduation attendance numbers, so Altria and RPD dictated the staffing that, uh for C SAS, that would be not for C SAS just for, um, for R MC and for RPD.

00:12:27 - 00:12:33

Yeah, we, we dictated the staff and as far as, um, our school security officers.

00:12:33 - 00:12:46

Ok. And so how did that, how did you all come up with the staffing that you would contribute from C SAS knowing that Altria had the R MC and then they were also requiring certain RPD.

00:12:46 - 00:13:03

So it's my understanding that, um, because it's not, it's even though it's a RPS event and I had the same question as far as when we did it at the Diamond, this is not our venue and we don't, we don't have jurisdiction in any of these venues because it's not on school grounds.

00:13:03 - 00:13:08

Um, however, it's because we know our parents and we know our kids.

00:13:08 - 00:13:13

So we just place them, um, deciding on where we were gonna put them in.

00:13:13 - 00:13:18

Our Tria was based on previous graduations that they have had there and where they had put their staff.

00:13:18 - 00:13:24

And I took, um, Lieutenant Corbin and another Lieutenant, um, Dangerous Hawks.

00:13:24 - 00:13:27

We went over to Altria and did a walkthrough.

00:13:27 - 00:13:33

Um So they could actually show me, you know, this is what we normally do and this is where we normally have people.

00:13:33 - 00:13:51

So we pre pretty much just like strategically placed our school security um in the population as far as inside the venue, but we were not responsible for um the perimeter um security of the building or, or really, we weren't responsible for the security of the building at all.

00:13:51 - 00:13:59

Um But we were just there to help maintain um order if things got out of hand or anything like that.

00:13:59 - 00:14:02

Um Just basically because they know the parents and know the kids.

00:14:02 - 00:14:11

So you said you strategically placed your C SAS in the building based on really just kind of, you said what had been done before.

00:14:11 - 00:14:21

And so like, for example, um even though we did not have, um we didn't control the magnetometer R MC did that.

00:14:21 - 00:14:27

We had one person just out front um in the lobby area um to help people collect tickets.

00:14:27 - 00:14:33

Um And though. And, um, which was kind of funny because R MC even did that.

00:14:33 - 00:14:34

Um, they didn't want us to do that.

00:14:34 - 00:14:38

They said we'll do it. We're like, ok, so we just kind of stood there.

00:14:38 - 00:14:50

Um, and then inside, like, I had, uh, one person at each door, I had one person down each aisle and then there was a gap between where the graduates were going to sit versus where the parents were going to start to sit.

00:14:50 - 00:15:03

So we made sure that we had um so like on the grants here on the bottom level, say it's four aisles, we had a person at each aisle to make sure that we let parents know that hey, you can't come past here or you know, that sort of thing.

00:15:03 - 00:15:05

And then we did that on each level.

00:15:05 - 00:15:13

Um and then we also had um two people on each level at the stairs to help direct people upstairs or downstairs.

00:15:13 - 00:15:19

But the um Altria also had their house Usher assistant with the, with that as well.

00:15:19 - 00:15:26

Do you have that in any document where you kind of designate it where your folks would be?

00:15:26 - 00:15:33

Yeah. So and it all of that um was in stuff that I turned over to Beasley to, to download and everything.

00:15:33 - 00:15:41

But you'll see um the out the actual seating chart for Altria and then the names that are like um typed in there in the blocks.

00:15:41 - 00:15:44

That's what, that's what I did as far as putting names in there.

00:15:44 - 00:15:57

Ok. And as far as, you know, the plan that you had for where you would, uh, station your C SAS was the plan that was actually followed out during the graduation.

00:15:57 - 00:15:60

Like every, like no one would say, oh, I'm sick.

00:15:60 - 00:16:05

I couldn't, can't, I was supposed to be designated to be standing at this row, but I'm sick.

00:16:05 - 00:16:10

So we did, we haven't like, did you have any absences or we have an a on the third tier?

00:16:10 - 00:16:27

Um I think it was Juan Mejia. Um He was on the orchestra grand uh the balcony, I think where we had him and we initially had four, I think four up there, we have to go back and look at the the thing, but I think we initially have four people up there.

00:16:27 - 00:16:32

Um And then he, he was not there on one of those days.

00:16:32 - 00:16:35

And so, um well, on that day he was not there.

00:16:35 - 00:16:41

So he, so we just had three up there and then we had um a supervisor who was sitting on the third tier.

00:16:41 - 00:16:44

Would that have just been uh guests? All guests?

00:16:44 - 00:16:60

Yeah, just ticket holders. Yeah. Yeah, only uh all the graduating students um to my knowledge were all, you know, in the grandier area, orchestra area.

00:16:60 - 00:17:15

All right. And so did you, you said there were magnetometers, were there just wands or were there the actual magnetometers that you walk through as well?

00:17:15 - 00:17:35

Walk through and wands. So, um the setup was um how it normally is if you go to Australia at Austria, um the walk through mag the walkthrough magnetometer and then, um, the secondary wand and to the best of your knowledge was how many entrances and exits were there or let's just talk about entrances to the.

00:17:35 - 00:17:49

So there was, there was the entrance, um the, the main on Laurel street side, they were using um two doors, but they were, it was mainly concentrated on the door closer to Maine and Laurel.

00:17:49 - 00:17:60

Um And then I think, um they opened the second door which would kind of be like the middle door on the still on the front of the building on Laurel Street side for if it got too busy and they could bring people in there.

00:17:60 - 00:18:07

But the main entrance was at Laurel and Maine um for people to come in the front and then graduates came in.

00:18:07 - 00:18:19

Um If you're on Main Street, um There's a little where Loden Dock is, there's a door right there that goes down, that's where the graduates were coming in.

00:18:19 - 00:18:31

And then we had also designated um the VIP S like school board members and those type people who parked on the loading dock ramp to come in that interest if they chose to do so.

00:18:31 - 00:18:35

Ok, give me that again. Graduates came on the side door.

00:18:35 - 00:18:44

I know that little loading, you mean the loading g like like when they have a show where the, where the, where the artists have their big trailers coming in and out.

00:18:44 - 00:18:51

So if you're on, if, if the front of the building is Law Street, the side of the building is uh main street.

00:18:51 - 00:18:57

Right? So if you're on main street, looking at the loading dock, um, to your immediate right is a door.

00:18:57 - 00:19:07

Um, and that was the door that the graduates went in and they were, um, there, they, there was a magnetometer there with the army.

00:19:07 - 00:19:21

I do not know if there was a R MC person at the loading dock for the VIP S like the school board members that I don't know, they told me it was gonna be staff, but I don't know if it was or not.

00:19:21 - 00:19:24

And where did the VIP S come in?

00:19:24 - 00:19:35

Um They were, they were allowed to come through through the actual up the loading dock, through that door if they chose to do so, which would be about like behind the stage, but that was not where the graduates came in.

00:19:35 - 00:19:44

No. Ok. VIP entrance behind loading dock.

00:19:44 - 00:19:47

In fact, they have to go back down that loading dock area.

00:19:47 - 00:19:54

They have to go to the dock, which some of them parked on.

00:19:54 - 00:20:14

So, ok. And you said you're not, you're not certain whether or not magnetometers would have been there on the VIP entrance?

00:20:14 - 00:20:26

No, I, I and I didn't check and do you know who would have been checking the credentials of the, of the B IP S.

00:20:26 - 00:20:33

No, just R MC. How would R MC?

00:20:33 - 00:20:55

Did they have a list? Um, I, I'm not 100% sure if they were provided a list, I wanna say they were, you would have to check with, um, Candice Chaplin and the, like that part, we didn't get involved with, um, providing lists and stuff like that for people as far as attendance.

00:20:55 - 00:21:04

Um, all the, all the school, I'm gonna say school based people, um, handled all of that names and stuff like that.

00:21:04 - 00:21:07

And Candice Chaplin, what is her role? What is her title?

00:21:07 - 00:21:14

Um, honestly, I don't know. Uh, she was the one who was always, I don't let me see if I can find it.

00:21:14 - 00:21:19

She was the one who was always, um, setting all the meeting times and stuff like that.

00:21:19 - 00:21:25

If I can, maybe she has a, I honestly don't know what her official title is.

00:21:25 - 00:21:28

I'm sure I can find her on the org chart.

00:21:28 - 00:21:39

All right. So at the VIP. So did, uh, did you have any C SAS at the graduates main, um, entrance?

00:21:39 - 00:22:05

Yes. So there, I don't know. I don't, we did not put them specifically at the door, um, because R MC was there but we always had a CS A where the graduates, um, came and gathered and it was usually somebody, um, so a Huguenot, uh, CS A was down there with the Huguenot kids because they know those kids.

00:22:05 - 00:22:08

So we, we try to do that for all the graduations.

00:22:08 - 00:22:16

Um, so there was somebody assigned downstairs and pam I didn't bring any of my paperwork with me so I could, but um, ok.

00:22:16 - 00:22:21

No, that's fine. That's fine. We'll um, we have to, I can figure that out for you if I needed to.

00:22:21 - 00:22:22

I just got to go back to my.

00:22:22 - 00:22:50

All right. All right. So, so when you, when you um had your meeting, you were at the meetings without Altria and were there meetings with Altria RPD and in planning or was it no, like in terms of planning?

00:22:50 - 00:22:55

Who? Well, then you said if there were planning meetings, who, who was at the planning meetings?

00:22:55 - 00:23:06

Oh, those are all RPS people and most of them, I, I would say all of the ones that I attended I believe are all virtual, you know, all um Google map zoom whatever.

00:23:06 - 00:23:16

Um And it was just mainly like check ins like that was all like logistical stuff on the, on the school side.

00:23:16 - 00:23:19

So say they met with um the Huguenot people.

00:23:19 - 00:23:25

Hey, what are our numbers looking like as far as graduates um tickets, all of that?

00:23:25 - 00:23:30

None of that. I was in those meetings just because I was supposed to be in the meeting.

00:23:30 - 00:23:39

Um But as far as um ever meeting with the police or um the answer to that is no, I coordinate that through Altria through Audrey Booth.

00:23:39 - 00:23:47

Um, and I believe I provided those emails which were nothing more than, hey, how many police officers are we gonna have?

00:23:47 - 00:24:00

And how much is it gonna cost? Um, you know, and then she was, she told me she would give those to, um, Nate Bynum, Lieutenant Bynum because he runs the, he runs the officers at Altria off duty there.

00:24:00 - 00:24:12

So it was for them to determine, you know, officer to officer ratio as far as each graduation and it was all ticket dependent, number dependent, potential number dependent.

00:24:12 - 00:24:17

And you said Nate Bynum, does he work for Altria or he just, is the RPD?

00:24:17 - 00:24:21

Is he still with RPD or is he still with RP?

00:24:21 - 00:24:26

Ok. So, so the off duty assignment through RPD, he's in charge of the Al Tria off duty assignment.

00:24:26 - 00:24:41

Ok. So all of that, um, I didn't have my hands and, um, like I did not have to ask for, um, police and I didn't have to ask for ems, um, like we would normally do on an event that would happen like at our school.

00:24:41 - 00:24:46

Um, because that was part of what came with renting out Tria for something like that.

00:24:46 - 00:25:07

Ok. And so I'm just trying to think so, um, because I'm looking at one of these spreadsheets and it looks like it's for Huguenot high school's graduation and it says graduation coordinator.

00:25:07 - 00:25:30

Um, but there's no person listed. Do you, do you know how graduation coordinators were as were assigned or designated because I'm looking, I have a spreadsheet but I, I have spreadsheet, I have Huguenot high schools and underneath it has phase one diplomas, phase two commencement programs, graduation ceremony.

00:25:30 - 00:25:44

So I'm gonna tell you probably Candace Chapman will be able to answer that question because all of those, um I'm not saying she made all of those documents, but she was certainly the one that was sharing all of the documents when it came to the meetings and stuff like that.

00:25:44 - 00:26:04

All of those were, um, I was able to access everything through, um leading up to the graduation through her emails with those landing um, points and she was the one sending out the meeting invites as well.

00:26:04 - 00:26:12

Correct. However, she did not any of those meetings that I have with Austria like I did that.

00:26:12 - 00:26:18

Um, and I only, um, I don't know if I did too.

00:26:18 - 00:26:32

I, I'm pretty sure I know I did one walk through just so I could physically, um, see what, um, the lieutenants were telling me they normally do, um, which was sufficient with, you know, with what they did then that we don't have any authority in the building.

00:26:32 - 00:26:40

Um, so it, it was sufficient with what we did um, as far as the placement of the people and, and why they wanted to put them where they did.

00:26:40 - 00:26:49

So, ok, so you said you believe you had two meetings with, without Tria I know I did one walkthrough and I think I responded back a second time.

00:26:49 - 00:27:01

Um, just to, and it, I think it was more just for a clarification on what the cost was gonna be when it came to the police side because initially that was coming out of, um, security budget to pay for that.

00:27:01 - 00:27:10

Um, and I know that, um, I don't know if I was ever able to get a solid answer on how many we were gonna have as far as police and Ems.

00:27:10 - 00:27:17

Um, I just know for that day, I believe there were four total.

00:27:17 - 00:27:26

But, um, and it was a female and another male that I saw specifically and I think somebody was outside during traffic control.

00:27:26 - 00:27:31

So four R PD, I think there were four total.

00:27:31 - 00:27:37

Do you know about em SS um, EMS, they had fire, they had RFD.

00:27:37 - 00:27:49

So, and it was 12, I believe it was three of those, which is the standard for an event like that just to have a EMS team like that.

00:27:49 - 00:28:02

Do you recall? Do you have, uh any recollection or is it in your documentation of when you did, did that walk through?

00:28:02 - 00:28:08

Um, I think it's, I think it's in some, one of my emails.

00:28:08 - 00:28:13

It was may, I might be able to pull that up for you.

00:28:13 - 00:28:31

Yeah, I went through all of my emails and stuff and did a total dump on Thursday and I just shared it in a Google Drive and Beasley said he would, he would upload it to whatever um they were uploading all the documents to um let me see.

00:28:31 - 00:28:50

Oh, looks like it was May 31st. Ok.

00:28:50 - 00:28:57

And you, and, and you may have told me this, but I I don't trying to take good notes here.

00:28:57 - 00:29:18

The purpose of your walk through was for what the purpose of my walk through that day was to um literally see inside of the building as to where um I could look at a seating chart and it made sense, but to visually see it made more sense um of where we were gonna put people.

00:29:18 - 00:29:29

Um you know, this all that out this door, this door um where to announce your C SAS, say it again where to place your C SAS C SAS, correct?

00:29:29 - 00:29:45

Mhm. Ok. Um A and really because you, your C SAS are they armed, not armed?

00:29:45 - 00:29:49

00 powers of arrest, no powers of arrest.

00:29:49 - 00:29:58

Um zero authority, there's, there's no authority sort of the power of persuasion really to try to persuade people to do the right thing.

00:29:58 - 00:30:08

Um And just, I mean, honestly, that was kind of something that kind of blew my mind when I first got here.

00:30:08 - 00:30:09

I'm like, what do y'all mean y'all work there?

00:30:09 - 00:30:12

Like we don't have any authority there, you know what I mean?

00:30:12 - 00:30:17

It's just like um and they were just like, you know, we know the kids we know the parents, it's still a rps even.

00:30:17 - 00:30:25

I'm like, ok, I mean, it makes sense and, you know, but when it comes down to, we have zero authority anywhere, um, especially outside of school grounds.

00:30:25 - 00:30:31

But, so it's really just to leverage relationships to try to kind of keep, just keep the people control.

00:30:31 - 00:30:39

Yep. Mhm. It all makes sense until things don't make sense.

00:30:39 - 00:31:02

Right. All right. And you said you had, did you tell me 26?

00:31:02 - 00:31:06

What was that number? You said the C SAS?

00:31:06 - 00:31:14

I don't know if I told you a number but um as far as total for the day.

00:31:14 - 00:31:19

Yeah, I think it might have been somewhere maybe 17, 17.

00:31:19 - 00:31:25

Ok, maybe 16, 16 to 17 C SAS.

00:31:25 - 00:31:38

I think we tried to staff 18 and then that one guy that didn't come obviously we lost the body then and then um so I would say it was 16 to 17.

00:31:38 - 00:31:47

Ok. Let me just double check this. All right.

00:31:47 - 00:31:54

And that was, were there any was the I know there were several set for um Altria.

00:31:54 - 00:32:05

So yes, which one was Huguenot was Huguenot 1st, 2nd, third, I think Huguenot was the second because TJ was supposed to be after Huguenot.

00:32:05 - 00:32:18

Matter of fact, it's not, I think I know TJ was supposed to be at the Huguenot because TJ staff had arrived and when we had to cancel it.

00:32:18 - 00:32:24

Ok, so yeah, you, you all do you stack them throughout the day.

00:32:24 - 00:32:32

Yeah, that we had three a day and we had a morning one, and then afternoon, mid and then evening.

00:32:32 - 00:32:57

All right. And so you do your walk through, is there any part of your, your responsibilities that are ps either as it relates to graduation or in the school that real, that deal with threat assessments related to students?

00:32:57 - 00:33:05

Not like, you know, homeland security type threat assessments for a while.

00:33:05 - 00:33:19

I, I did, I do receive so when we do threat assessments, um, I am in the RPS email, um, group that receives those threat assessments, um, when the schools do them.

00:33:19 - 00:33:31

Um, but as far as, um, sitting on and I participate or, or have in the past participated in the meetings when we needed to meet about, um, the g, you know, globally as far as threat assessments.

00:33:31 - 00:33:36

Um, but as far as a school based team, um, I do not sit on school based team threat assessments now.

00:33:36 - 00:33:53

So, uh, and, and I'm just, I just trying to figure out where information goes then.

00:33:53 - 00:34:17

So if a student says something to a staffer or a parent says something to a staffer, like this person is gonna have a gun on them or they're always carrying a gun and, you know, that and, and that staffer knows that that person will be either in the school with a gun or possibly in the school with a gun.

00:34:17 - 00:34:29

How, how, what is it that, you know, or don't know about how that type of information can, is, is shared and is shared within the organization.

00:34:29 - 00:34:41

So, um I will say I, I do have a part in that as far as so like the example you gave, um there's a social media threat and somebody says they're gonna bring a gun to the next school.

00:34:41 - 00:34:58

Um So because of my relationship um with the police department, um like their Homeland Security or somebody would be like, hey, there's a lot of information sharing so they may filter information to me, to Beasley, um, to Angela Jones.

00:34:58 - 00:35:05

Um, sometimes a staff, you know, students get it all the time so they'll show it to like, hey, did you see this?

00:35:05 - 00:35:07

And, um, our school lieutenants would get it.

00:35:07 - 00:35:18

So the, um, I would love to say there's a, there's a formal, um, protocol as to how it's filtered but it, it's all dependent on how the information came in and who it came from.

00:35:18 - 00:35:27

So for, for me, um, if it's something to do with the weapon or, you know, something that we have to act quickly on, then, yes, I'm information sharing.

00:35:27 - 00:35:33

I'm letting Beasley know, um, I'm letting, and he's letting Risha know or we're all talking about it together.

00:35:33 - 00:35:48

We've already contacted the police department. Um, I always reach out to our SRO sergeant, um, because they're the ones who can follow up on the police side and then we normally they will, you know, they will look at it, see where it came, they try to find out where it came from, who sent it, that sort of thing.

00:35:48 - 00:35:58

Um, if they can't identify it, um, then normally we have a, a larger presence, um, available at the school, you know, depending on if we cannot figure out where it came from because we just can't ignore it.

00:35:58 - 00:36:12

Right. Um, but if we know who it came from or we can identify a source that it came from, then the police are doing a visit um to follow up on their side and then the school does their side as far as like, you know, whatever that disciplinary action is that the school thing does.

00:36:12 - 00:36:19

And do, you know, as far as, you know, because you said that and I, I did hear you say, you know, I wish it was more formal.

00:36:19 - 00:36:33

But do you know, like if it, so if that teacher or staffer has that information other than just sort of knowing to bring it to you or Beasley or um is it Miss Corbin you said?

00:36:33 - 00:37:05

Oh yeah, she's one of the supervisors, one of the so to just sort of saying like if I'm a principal out at Armstrong and maybe say not on social media, but some kid says, and it's not like immediate like John's in bathroom with a gun, but it's more sort of like, oh John on suspension said when he comes back to school, he's gonna do X you know Xy and Z OK, what is the reporting chain like?

00:37:05 - 00:37:10

Is there a formal reporting chain? Like what is that principal expected to do?

00:37:10 - 00:37:19

Is that formalized? And then is there a process for what happens with that information once it's brought into the organization?

00:37:19 - 00:37:30

Honestly, I don't know if there's a document that exists that says if this happens, do this, this and this um I can tell you on the more extreme sides.

00:37:30 - 00:37:44

Um like, you know, there are school, every school has an emergency um plan but those are for like um it doesn't cover all those scenarios that you're talking about as far as like somebody said, they had a gun.

00:37:44 - 00:37:55

Um Clearly there's reporting, I don't know, on the on the academic side, on the school side, even I work for schools, but it's still like, I don't dabble in that warehouse.

00:37:55 - 00:37:59

So I don't know if there is something that exists on their protocol.

00:37:59 - 00:38:04

Like this is what you need to do and this is who you contact and they, they very well could be.

00:38:04 - 00:38:07

But because that's not on my side, I don't know.

00:38:07 - 00:38:19

Um but I will, it doesn't appear to me, it doesn't appear there is because it's always, it's never always the same um steps.

00:38:19 - 00:38:45

So and I guess in my thinking, knowing your role that if there were a formalized, a document that a principal or a social a counselor gets information if there were a document of that nature that said Johnny is on suspension and when Johnny comes back, Johnny said he's gonna shoot up Armstrong high school.

00:38:45 - 00:38:59

I would think if there is a formal document and a formal process that that is something that in your emergency management planning and how to deal with it, it should make its way to your office.

00:38:59 - 00:39:17

Right. Yes, something. So, and I will say, I'm not gonna say we don't have anything because, you know, we have our threat assessments and that is a form and I know there, there are steps and questions that maybe help, um, escalate to whatever needs to be done next to what the follow through is.

00:39:17 - 00:39:21

And then that gets, then that all gets sent to the school division Threat Assessment team.

00:39:21 - 00:39:29

Um, and I believe, uh, like Angela Jones, um, her shop, the student culture climate office.

00:39:29 - 00:39:33

Um, they, they see all those reports and do some follow up with some things.

00:39:33 - 00:39:46

So, um, I will say it doesn't appear that they, um, we, we have consistency, um, because perhaps like, everyone doesn't know like how to fill the form.

00:39:46 - 00:39:54

I will say sometimes we'll, we'll get, um, we'll get a threat assessment and then, um, sometimes people say as a response.

00:39:54 - 00:40:10

So like I'm also gonna add the threat assessment team email because maybe that whoever sent the threat assessment didn't know that they needed to add that email or something, you know, so there's always, um, it's not always done 100% the same way every time.

00:40:10 - 00:40:14

And I don't know how that information gets filtered on the school side.

00:40:14 - 00:40:58

And that might, that is not necessarily that I feel like as the emergency manager, um, I would necessarily have a hand in, um, but to know the process would be help, you know, and I can information share, but so would, and, and this is just kind of, you know, if we could all sort of have it the way we like it, would you think it would be ideal for you as the emergency manager to have to be in that chain of that documentation making its way to you all all threat assessment, documentation making its way to your office um and safety and security office.

00:40:58 - 00:41:02

Yes, to my, to me specifically. No, not necessarily.

00:41:02 - 00:41:19

Um because that's what we have our, our director for and as far as you know, do these all, all of these threat assessments make it to your director's office.

00:41:19 - 00:41:26

So if they send it to, if, if they send it to the threat assessment team, email.

00:41:26 - 00:41:43

Yes. And he, he is the director now, Miss John Beasley is, is a person detailed on the distribution list for all threat assessments, correct?

00:41:43 - 00:41:54

And I am as well. But um it's like a secondary thing for me to open them if that makes sense.

00:41:54 - 00:42:05

Like I know I'm sure there are people in the division, like when they get them, like they open and investigate and read it and follow up with whatever or making sure those follow ups are done.

00:42:05 - 00:42:10

Um, I only address the ones that, um, get sent to me.

00:42:10 - 00:42:13

Um, and then I make sure they get to the right people.

00:42:13 - 00:42:22

It's, and those are, those are like those, um, I wanna say for lack of a better term, those quick fire ones like, hey, did you see this picture of the gun?

00:42:22 - 00:42:31

And then I'll like um and a lot of that is just me uh helping information share just because of my networking of coming from the police department.

00:42:31 - 00:42:37

And I have those quick contacts and I have, you know, those relationships where I can go like, hey, um homeland security, like what the heck is this?

00:42:37 - 00:42:40

Like, are y'all, do y'all know about this?

00:42:40 - 00:42:42

And a lot of times they'll immediately send it back.

00:42:42 - 00:42:44

Yeah. And, and sometimes they'll send it to me.

00:42:44 - 00:42:46

Hey, Monica, have, have y'all seen this?

00:42:46 - 00:42:47

This is what Henry just shared with us.

00:42:47 - 00:42:56

I'm like, yeah, thank you. And then um I'll make sure that our information, share stuff that is not rps specific, but we know it's going around social media.

00:42:56 - 00:43:00

I do share those things with our neighboring um divisions.

00:43:00 - 00:43:06

Um like uh Glenn Pike is the Chesterfield and is the me of Chesterfield.

00:43:06 - 00:43:09

And so I'll, I'm like, hey Glenn do, do y'all have this, have you seen this?

00:43:09 - 00:43:11

And he'll be like, yeah, thanks for the information.

00:43:11 - 00:43:13

I note we haven't seen this yet or that sort of thing.

00:43:13 - 00:43:36

So, um, that is typically what my hand is and in those things, um, but in terms of the academic side of the day to day threat assessments that they do, like, you know, a kid is having a moment

at school and says I'll, you know, I'll kill everybody in here and they do that little sort of internal threat assessment to see how serious it was, what action needs to be taken.

00:43:36 - 00:43:40

Those don't need, need to come to your office.

00:43:40 - 00:43:45

But what I'm trying to, I guess I'll be specific to this case.

00:43:45 - 00:44:01

Like in this case, we had a kid who have banning at least not a participant in, but certainly present for a violent, uh, I believe a homicide or justifiable homicide.

00:44:01 - 00:44:09

He's out, I'll say this for you. So you don't have to because I, you have to be more politically correct and I get that.

00:44:09 - 00:44:38

So, um, as far as, um, safety and security was not aware that, um, as a potential, um, attendee that had, um, an issue with this graduate, um, no one specifically ever came to safety and security and said, hey, by the way, just to let you know, this student is, is walking, um, because honestly I knew nothing about this particular student.

00:44:38 - 00:44:41

Um, until all after the fact of that day.

00:44:41 - 00:44:50

So no one in the safety and security team knew of the risk.

00:44:50 - 00:45:02

Nope. Perhaps if we would have known there would have maybe been different conversations.

00:45:02 - 00:45:09

Um, hey RPD, I could ha would have been and could have been certainly more comfortable going to RPD.

00:45:09 - 00:45:13

Hey, are y'all aware that um, this kid is walking?

00:45:13 - 00:45:15

Not that it's any of their business, right?

00:45:15 - 00:45:22

It's, this is our graduation but hey, we have a kid who's walking, who's been on homebound because of XYZ.

00:45:22 - 00:45:27

They don't need to know why he's been on homebound, but just the back story.

00:45:27 - 00:45:38

We have a, we have a student that has a history of potential violence um with another kid maybe like he, he will be walking just fy I here's his picture, you know, that sort of thing.

00:45:38 - 00:45:42

None of that was, we were never afforded that opportunity.

00:45:42 - 00:45:46

Um Right, wrong or indifferent. Um, you know, people are like, well, why was he even able to walk?

00:45:46 - 00:45:48

I'm like, I don't even know who this kid is because I don't know who this kid.

00:45:48 - 00:45:57

It, you know, I didn't until that day and then, you know, you hear all the rumor in the back mail of what, you know, two years ago might have happened between TJ.

00:45:57 - 00:46:01

You know, none of that, um, was shared with safety and security.

00:46:01 - 00:46:11

Some of our safety and security staff knew, um, after the fact, but none of them knew, um, we had safety and security that specifically work.

00:46:11 - 00:46:18

Um Huguenot high school, that's their normal um school to work and they were not aware that this kid was walking.

00:46:18 - 00:46:21

So the C SAS at Huguenot did not know he was walking.

00:46:21 - 00:46:27

No, did the C SAS at Huguenot know the background for him.

00:46:27 - 00:46:42

Um I'm gonna say yes, but ii I can't say what they knew, but it would appear that there were some people who have not who had knowledge of um this kid's history in so many times.

00:46:42 - 00:46:57

Um None of which I knew any of it, you know, because I'm just, I don't work in the school so I don't know these kids like the school security officers do, do you know which C SAS um were the, the Huguenot C SAS at that time?

00:46:57 - 00:47:05

Um They were all, yes. So uh Robert Crosby Wyatt uh Crosby.

00:47:05 - 00:47:10

Uh what did I say? Yeah, Robert Crosby uh Wyatt Venable.

00:47:10 - 00:47:23

Um mm John and Blank Pam. I'm trying to remember.

00:47:23 - 00:47:25

I could tell you who all were there.

00:47:25 - 00:47:32

I just don't remember. I know those two specifically work um hug and I, and I know they were working that day.

00:47:32 - 00:47:38

I would have to go back and look at the list of, look at the other names to find out if they were when you, when we get off the call.

00:47:38 - 00:47:45

Could you look and just um because I have a list of all the C SAS, but I don't believe I have assignment designations.

00:47:45 - 00:48:03

And I'm, and I'm sure since they probably move around a little bit, but for the 22 23 school year, if you could just tell me who the Huguenot C SAS were and then maybe put a sort of an asterisk next to those Huguenot C SAS that were present at the graduation.

00:48:03 - 00:48:22

Sure, that would be helpful. Ok. So as far as you know, and just to recap and I thank you for sort of breaking out of the political correctness of it all just to get to the, to the soup and nuts of it all.

00:48:22 - 00:48:38

You had C SAS that you assign to their particular graduations because they know the kids, they can sort of have the relationships, you want them in the building for their graduations.

00:48:38 - 00:48:48

But the C SAS that may have had some knowledge about this kid did not know that this kid was going to be on the scene.

00:48:48 - 00:48:56

Um I can't speak for them, but um I would, I would feel very confident to say that they did not know that kid was gonna be there.

00:48:56 - 00:49:25

And is there a process in this all of the graduation planning where, you know, if you're gonna have the C SAS there for relationships perhaps where the C SAS can take a look at the list of graduation graduates or you know, invitees of that are other students of Huguenot can say, oh, you know, even if we're seeing this kid should not be sitting next to this kid or this kid.

00:49:25 - 00:49:44

Why does this kid even, you know, that kind of sort of, I know, um when it gets to, I'm gonna say my level as far as just like, hey, we need 11 people to write graduation, send me the names like um that I don't have, I would say I wouldn't have any part of that.

00:49:44 - 00:49:48

Perhaps, maybe moving forward. Hey, has anybody seen the list?

00:49:48 - 00:49:56

But to my knowledge, no, no one has um no one shared uh or no, and this would be on the school level for graduation planner.

00:49:56 - 00:50:03

Right? So to my knowledge, nobody at Hugh and I sat down with the C SAS and be like, hey, here's our list of graduates.

00:50:03 - 00:50:05

Like where do you see problems? You know?

00:50:05 - 00:50:09

So I, I promise you that didn't take place that.

00:50:09 - 00:50:15

Well, I, I guess I can't 100% sure it didn't take place, but I don't get the impression that that ever took place.

00:50:15 - 00:50:20

Um nor in any of my graduation meetings throughout this whole thing.

00:50:20 - 00:50:30

Um leading up to was that like, um that was never brought up in any of the meetings that I um was attending.

00:50:30 - 00:50:41

Um and that's for any of the graduations not specifically for, well, I will say like um someone just thought out that John Marshall, right?

00:50:41 - 00:51:01

So we had a student at John Marshall who was arrested um a couple of days or leading up to um and this was um before graduation when we had to reschedule the graduation, he got arrested in

another jurisdiction um for some pretty serious charges like gun drugs or whatever that jurisdiction found out that he was an RPS student.

00:51:01 - 00:51:27

Um They shared the information with RPS like, hey, do you know that we have one of your students um with these charges, blah, blah, blah, of course, the principal didn't know and the principal made a decision like, hey, you're, you're not walking like she didn't allow the the the graduates to participate in the graduation just based on his behavior and whatever, you know, out even though it was outside like no, so so that can happen.

00:51:27 - 00:51:34

That's a thing. Apparently it can happen. So um right, wrong or indifferent.

00:51:34 - 00:51:50

Like I said, I can tell you I would, I had zero knowledge of a student with some sort of violent history or violent beef ongoing issue, whatever.

00:51:50 - 00:52:09

Um whether it was the student that was actually a victim or any other students, like no one will ever say, hey, we don't unless the unless our C SAS knew just from school related type things like there's no, there was never a formal like information session like these six students XYZ.

00:52:09 - 00:52:23

And uh you know, I'm not gonna assume, I, I know, I don't assume anything that I read in the paper is accurate.

00:52:23 - 00:52:30

So as far to the best of your knowledge, the student who, um, did the shooting?

00:52:30 - 00:52:34

Was he a Huguenot student or another school student?

00:52:34 - 00:52:46

Um, I don't know, I don't think, I don't think, um, mm, the one the student that was charged, is that what you're asking me?

00:52:46 - 00:52:49

Um, I don't know if he was a Huguenot student or not.

00:52:49 - 00:52:57

I thought maybe he was a, uh, used to be a, a TJ student years ago but I don't know, honestly.

00:52:57 - 00:53:18

Ok. All right. So if you could sort of had a magic wand and you could make a system that makes sense to you from your knowledge as an RR uh PD officer.

00:53:18 - 00:53:33

And now where you are, maybe not something that is necessarily falls in your Bailiwick, what would an ideal system look like that could have brought intelligence to this process?

00:53:33 - 00:53:36

Maybe not prevented it, but could have brought some more intelligence.

00:53:36 - 00:53:40

Like where, where is the intelligence failure if any here?

00:53:40 - 00:53:53

I think um this is just me Monday morning quarterback and because I do so this is what we do know, we do know that a gun did not get into a Tria.

00:53:53 - 00:53:59

We do know that. How do we know that the police department has made that statement several times?

00:53:59 - 00:54:16

Um and public forum. Um So there was, there was rumors about um people, you know, coming late and didn't walk through the magnetometer.

00:54:16 - 00:54:19

All of that not saying people didn't come in late.

00:54:19 - 00:54:25

I can't, 100% say somebody didn't everybody came to the magnetometers because I didn't work the perimeter.

00:54:25 - 00:54:29

I didn't work the door and I, nor did I stand there at every door to, to double check that.

00:54:29 - 00:54:42

So. Right. But I feel confident in saying that there were no, there were no security failures at that graduation.

00:54:42 - 00:54:50

Could there have been more, uh, security heightened?

00:54:50 - 00:55:06

I don't know. And then, and since, and even me, I, I double, you know, now I'm just like, well, if this ever happens again, I'm gonna make sure Xy and Z I wanna make sure like somebody, um, I'm gonna, I'm gonna physically walk to the VIP door even though I'm not responsible for it and find out who is at the door.

00:55:06 - 00:55:16

And what are you doing? Um, I'm gonna double check the student entry door and say, you know, no, what we're, what we supposed we paid for, is it actually in place?

00:55:16 - 00:55:20

Like, is there a R MC person here 100% of the time?

00:55:20 - 00:55:24

And are they wanting everybody through? But all things that are giving you like the real mind messed up right?

00:55:24 - 00:55:27

To like, double check. And you're like, well, why didn't I check that?

00:55:27 - 00:55:28

And I'm like, why would I have checked that?

00:55:28 - 00:55:39

Like we are paid for that we're paying for, um, we rented out a venue that came with these caveats and this is what they do normally.

00:55:39 - 00:55:42

So why would it be a big deal now until something happened?

00:55:42 - 00:55:45

Outside of the venue across the street. Right.

00:55:45 - 00:55:57

Right. So would it be safe to say that as you said, there are no security failures and I'm, I'm underlining that cause I think that's an important, I do not think we had security.

00:55:57 - 00:56:01

I think everything that you've, you've said to me indicates that right.

00:56:01 - 00:56:15

There was nothing, I mean, in all of my years of police experience and all of my years of, of doing security, you know, at events as a police officer, there was nothing that was done differently that would not normally be done.

00:56:15 - 00:56:24

Um You know, even if that was not a RPS event at Altria, Altria did business as usually like they normally do.

00:56:24 - 00:56:40

They have R MC there, they have police there, there's always a VIP door, I promise you not, you know, even people who, there's not magnetometers and things at VIP doors and stuff like that because that's why it's VIP but moving forward.

00:56:40 - 00:56:42

Do we need to second guess these things?

00:56:42 - 00:56:45

Sure. Right. That's just the way of the world.

00:56:45 - 00:56:51

So II I feel, feel confident in, in what you're saying about no security failures.

00:56:51 - 00:56:54

Would you say there was an intelligence failure?

00:56:54 - 00:57:14

There was a definite intelligence failure. And even with that being said, Pam, I don't know if there was anything we could have done differently, you know, other than making sure that student or these students, you know, they still came through the same way everybody did are we gonna triple check them?

00:57:14 - 00:57:23

Maybe, I don't know. You know, or maybe if we had a guest list that's kind of impossible to have because who the heck is gonna do background checks on the guest list?

00:57:23 - 00:57:29

You know? I mean, these kids each graduate had like, 10 tickets or something.

00:57:29 - 00:57:32

I don't know what the number was, but are we now gonna check?

00:57:32 - 00:57:35

Now, are you gonna have to provide me every guest list?

00:57:35 - 00:57:39

Name and those, and those get exchanged a minute?

00:57:39 - 00:58:04

Right. It's, it's because I know for my daughter's graduation that someone has to take, hey, you want to go, you know, so, I mean that we're talking about impossible things but the bottom line is security did not know that, um, a child that was on home bound for X amount of years because of whatever, um, on homebound for academic mental health, whatever those reasons were.

00:58:04 - 00:58:11

Um, but at the, in the background, if you knew the noise was, this kid has a potential to, to violence and all these other things.

00:58:11 - 00:58:26

And even though that, that was not, maybe the particular reason he was on homebound, then why didn't we know he was gonna be there, period if he can't be at school for whatever reason, but then you decide to let him walk.

00:58:26 - 00:58:43

Why, why didn't we just get the heads up and, and again, I don't know if there's anything differently we could have did because it didn't happen inside, it happened right outside, right?

00:58:43 - 00:58:48

And if, if, um let me write that down because that's a good thing.

00:58:48 - 00:59:10

So if you were, cause I, I just like your statement where you said, if you can't be at school for any reason, why didn't we get the head, didn't we get the heads up in an ideal world?

00:59:10 - 00:59:25

Where should that information have gone such, such, such, no, you know, the organization, you know, where, where information goes and how information can get acted on better than I can figure it out from looking at the org chart or even doing interviews.

00:59:25 - 00:59:30

Where is a place for that information to, to go.

00:59:30 - 00:59:38

So, and I don't know, everybody's um, title, you know, in these.

00:59:38 - 00:59:45

Um, but you have people in, in the, in the school that is responsible for graduation rate.

00:59:45 - 00:59:53

I'm just gonna, that may not be like their title, you know, but like they're, they're, they're to ensure that these kids graduate, right?

00:59:53 - 00:59:59

So they have a list of kids who are potentially not graduating or on the fence or, you know, they need this whatever.

00:59:59 - 01:00:21

Um, there is somebody in the school that has that information and then those numbers, the graduation rate numbers and all of that was shared in the meetings leading up to um, the graduation because we're like, oh, well, you know, we have 70 kids graduating from this school, but it might be 74 depending on if they pass the set, you know, that sort of thing.

01:00:21 - 01:00:30

So it's not like they don't know specific numbers when it comes down to specific uh specific students circumstance.

01:00:30 - 01:00:43

So that would have been a good time to be like, hey, um we have three homebound students that are gonna walk or we have this one Patricia kid who is on homebound and we're, we're gonna allow them to walk.

01:00:43 - 01:00:48

What do y'all feel about this? And then, well, and then I would have been like, well, why should I feel any type of way about this?

01:00:48 - 01:00:51

Well, because the student has XYZ. Ok.

01:00:51 - 01:01:00

Well, let's take that back and let's, you know, do a little research and like whether this kid, so should it be like safety and security decisions to whether let a kid walk who has a safety issue?

01:01:00 - 01:01:03

No, you know, would, would be nice.

01:01:03 - 01:01:11

But the reality of that is no. Um, but a again, I, there's no perfect answer.

01:01:11 - 01:01:22

We did not know. And I, but I promise you when that kid was laying on the ground, Robert Crosby knew who that kid was when he saw him.

01:01:22 - 01:01:28

So don't know if he saw him beforehand.

01:01:28 - 01:01:35

I, I don't know any of that, you know, because I don't know, um, who was standing, um, well, I do know who was standing in the highway, but so it wasn't Crosby.

01:01:35 - 01:01:44

So as the graduates marched in, you know, I don't know if, if Shakira is like, oh crap you know, that kid's there, you know, like it's all, it's all happening.

01:01:44 - 01:01:52

Right. So he, so here, here's a piece of information that I've pulled out of some email communication with the mother.

01:01:52 - 01:01:56

Um, uh, probably eight or nine months before the graduation.

01:01:56 - 01:02:03

The beginning of the school year. It was an email that said Sean showed up to take a test.

01:02:03 - 01:02:06

It was a, maybe an so l or something that he had to take and he had to do it in person.

01:02:06 - 01:02:13

I thought you were going to make sure that certain studentss were not present.

01:02:13 - 01:02:18

When Sean showed up to take this test, he showed up these kids were in the room.

01:02:18 - 01:02:24

Those are the same kids that tried to kill him before that information.

01:02:24 - 01:02:35

That should have been in that loop when we're talking about an information loop that would have been at the least helpful to have a conversation about the graduation planning.

01:02:35 - 01:02:40

Yeah, because perhaps this kid doesn't need to walk.

01:02:40 - 01:02:51

I mean this, well, any, any information of that magnitude that is that impactful for somebody to feel not safe?

01:02:51 - 01:02:57

Yes, it needs to be shared. Like where should that information?

01:02:57 - 01:03:06

Who can, who can make use of that information such that it gets vetted and the right decision making gets made with that information.

01:03:06 - 01:03:26

So I'm gonna say in my shop right now, if Risha Parks, Angela Jones and John Baley have that information, perhaps they can help make better decisions on how to, what to do whether yay or nay or?

01:03:26 - 01:03:59

Ok, if the answer is gonna be yay, then, hey, what are we gonna have in place to ensure we have extra eyes and hands, which is all gonna be, you know, perhaps security because we're definitely extra eyes, perhaps police presence because we know that this, we had this person here that something could happen and I don't know what, um, what other information was forming out there.

01:03:59 - 01:04:04

You know, I'm sure moving forward, somebody probably knew that other kid was gonna be there.

01:04:04 - 01:04:10

You know, it's just um how did, how did that kid know that that kid was gonna walk?

01:04:10 - 01:04:13

What, you know, all those things that we can't control?

01:04:13 - 01:04:15

I don't know. Did he post on his social media?

01:04:15 - 01:04:40

You know, I'm walking today and we don't know all that, but we would have been nice to know that we, the bottom line is we didn't know and it may not have changed anything if it was not and I may have per perhaps and I don't know if that would have been like, you know, I don't know, I just know that we didn't know like who, who thought that that would happen?

01:04:40 - 01:04:46

Nobody um not saying that we're naive to the world right now, especially I'm OK.

01:04:46 - 01:04:48

I can speak for myself. I am not naive to the world.

01:04:48 - 01:05:09

I do know that I there was nothing that was happening that day from my experience in law enforcement, my experience in working in those type of events as law enforcement and now switching over to civilian side and looking at there was nothing that I can be like this was wrong.

01:05:09 - 01:05:21

Like why are we doing this? Um And I can even say at one point, um I wanna say it was Franklin military but don't hold me to that.

01:05:21 - 01:05:30

There was a school bus that arrived because whatever kids were on that bus were performing for the graduation and it was kind of a rush to get them in there.

01:05:30 - 01:05:33

And I went downstairs were like, hey, have the kids arrived?

01:05:33 - 01:05:34

I'm like, nope, I'll go downstairs and check.

01:05:34 - 01:05:38

I went downstairs lo and behold the school bus pulls up on main street.

01:05:38 - 01:05:47

The kids start to come in and I instinctively opened that, that side door on main street, like come on because we're trying to get them where they need to be to perform.

01:05:47 - 01:05:49

The R MC supervisor came up to me.

01:05:49 - 01:05:51

He said, ho ho ho they have to go around.

01:05:51 - 01:05:59

I'm like, you're absolutely right. And I'm like, no, go around, you know, and we sent them, it was like two or three kids that were in the and we sent them out and they went back around.

01:05:59 - 01:06:04

So the people that were in place to do what they had to do were paying attention.

01:06:04 - 01:06:09

People just weren't. So there was nothing that I could say.

01:06:09 - 01:06:22

Um if I had known Sean was walking and if I had known all of the players that were in his wheelhouse of issues, did that mean that they can't come?

01:06:22 - 01:06:28

Not necessarily? Right. Um, but it would have been nice to be like, hey, security, do y'all know Sean?

01:06:28 - 01:06:32

Yeah. Well, he's walking. They probably been like, what the hell, you know, like, are you kidding?

01:06:32 - 01:06:37

We can't control that. He's walking, keep your eyes open.

01:06:37 - 01:06:40

right? You can control your portion of, right.

01:06:40 - 01:06:50

So, having the knowledge or not, um, I don't think would have necessarily, I don't know, we, because we can't predict.

01:06:50 - 01:06:52

Right. I don't know if it would have changed anything.

01:06:52 - 01:07:02

I think it just definitely, I think it was a bad decision for him to be there personally, but that's neither here nor there at this point.

01:07:02 - 01:07:23

And even, you know, I don't know, even if that would not have happened again at exit people coming out, spilling out into the street.

01:07:23 - 01:07:28

None of that is any different than any other event that goes on at a venue.

01:07:28 - 01:07:33

Police are there to control traffic, you know, stop traffic.

01:07:33 - 01:07:38

I mean, nothing other than the shooting, nothing was happening that it was just like, why is this happening?

01:07:38 - 01:07:45

You know, like, sure. Yeah. And I, and I, you know, I don't know, and I'm still, we've still got a ton of people.

01:07:45 - 01:07:57

You're only the third person we talked to, but we got a ton of people to talk to and, uh, it just seems to me that had that information going to the people who could act on it.

01:07:57 - 01:08:02

You might have said, hey Sean, you walk, you graduate, you're going out.

01:08:02 - 01:08:06

I mean, I'm gonna tell you the police officer.

01:08:06 - 01:08:19

So, uh, um, and I don't know if y'all are interviewing police or not but, uh, wi Willie Ruffin who was at the time, the SRO at Huguenot, um, he's been moved now.

01:08:19 - 01:08:24

He was even at the graduation and not, not working.

01:08:24 - 01:08:30

Um he was in uniform, but he wasn't there in a, in an official capacity to work the graduation.

01:08:30 - 01:08:34

He was there to see his kids graduate, you know, to support.

01:08:34 - 01:08:42

So, hey, wouldn't it have been nice if even the SRO at the time of the school would have had that information?

01:08:42 - 01:08:50

So, I mean, it just, it's just very interesting that um there was no information sharing.

01:08:50 - 01:08:55

I don't know who made that decision. I don't know who that information got shared with.

01:08:55 - 01:09:11

We certainly didn't have it. Well, this has been very, very helpful um just because, you know, the organization, you know, how information can and cannot move throughout the organization.

01:09:11 - 01:09:26

Um So this has been the most helpful interview I've had so far just in terms of figuring out kind of the moving parts um of the organization as it relates to security, the academic side and information flow.

01:09:26 - 01:09:40

Um And I'll be more than happy to um so clearly this is, you know, fact finding and improve whatever the end result of this to satisfy whatever needs to be satisfied.

01:09:40 - 01:09:54

But I would be more than happy and more than willing to reinterview or whatever the next step is after this to improvement plan, that would be very helpful.

01:09:54 - 01:10:06

Just making a note of that because that I may take you up on that.

01:10:06 - 01:10:12

No problem. Thank you so much and just give me for my notes.

01:10:12 - 01:10:17

Um How long were you with RPD? 21 years?

01:10:17 - 01:10:24

Really? Oh, yeah, I think the 20 did stay 21.

01:10:24 - 01:10:26

Did you do the, do they still have the plop?

01:10:26 - 01:10:27

Is that what they call it the drop?

01:10:27 - 01:10:33

Yeah, they still do it. I was gonna drop for like three months and then this job came up and I just went for this.

01:10:33 - 01:10:36

Good. Well, that's still waiting on you.

01:10:36 - 01:10:44

So it was, yeah. All right. So you're there 21 years and you went straight from there to RP S literally two weeks.

01:10:44 - 01:10:48

I took two weeks off. I don't ever recommend that ever attending law enforcement anybody.

01:10:48 - 01:10:57

But um, but I will truly say, um, you know, I lived in this, I went to RPS schools as an elementary middle schooler.

01:10:57 - 01:11:03

Um, not high school. Um, you know, I was impacted by elementary school.

01:11:03 - 01:11:08

I did dare. My dear officer was a RPD officer and I came back to be a RPD officer.

01:11:08 - 01:11:14

My 21st birthday and I stayed and now I'm back where I started, you know, so I have a vested interest here.

01:11:14 - 01:11:26

Um And we have a lot of things that we could change and do, but it's just um we have got to get pro formalized processes and protocols.

01:11:26 - 01:11:31

Um And it's just, it was another time, you know, no one predicted this.

01:11:31 - 01:11:42

I just felt like it was a bad decision, um whatever, whoever made the decision, um, did not share or share far enough that it was happening.

01:11:42 - 01:11:49

Um, and here we are so right. Well, thank you very, very much.

01:11:49 - 01:11:60

Let me give you my cell phone number just in case anything comes up that you're thinking about or you just wanna shoot me a note or whatever or when this is all over, we can go have a cocktail together or something.

01:11:60 - 01:12:11

I don't know that part 8048691484. Ok. Got you in there.

01:12:11 - 01:12:21

All right. Well, thank you. It's been nice catching up and I'm so I was just staring at you like the name, the face are all and I know her, but I'm not gonna say anything.

01:12:21 - 01:12:35

You know what's interesting. So you've seen me outside of after RPD as well at church at, um, oh my gosh, I don't, uh, I don't know the name at Saint Stephens.

01:12:35 - 01:12:39

You remember there? My dad is my mom and dad.

01:12:39 - 01:12:44

Are you serious? Earl Roy? Earl Rooney is.

01:12:44 - 01:12:51

Oh, my gosh. And, yeah. And I met your mom, your mom recently passed right in 20 in 21.

01:12:51 - 01:13:08

Yeah, because I remember I saw your dad soon after because he and he and your mom were like, click and always there there in church, like, together and they'd always together have some joke, you know, that, that they shared with me.

01:13:08 - 01:13:14

So, I'm sorry for your loss. But, oh, I love, love, love your dad, but he's still there.

01:13:14 - 01:13:18

He's still a fix, you know, fixture there.

01:13:18 - 01:13:26

So never go around, go visit them. Well, I was, I was there like, probably second to him.

01:13:26 - 01:13:28

I was, you know, he was probably there more than anybody I knew.

01:13:28 - 01:13:33

But I used to be there four days a week because my daughter sang in the Virginia girls choir there.

01:13:33 - 01:13:35

And so I used to be there all the time.

01:13:35 - 01:13:43

So I see your dad all the time and then the pandemic happened and I stopped going to church and I just not have rebuilt the habit yet.

01:13:43 - 01:13:51

But I need to. It's, and honestly with probably within the last six months and I might be stretching it.

01:13:51 - 01:13:55

They're finally finally getting back to schedule as usual, whatever that means.

01:13:55 - 01:13:57

But yeah, but yeah, he's still there.

01:13:57 - 01:14:03

Never stop out there. Give him my love and tell him because I know he cares about this.

01:14:03 - 01:14:09

Tell him I promise I'll get back because he's always, you know, encouraging our members to be so involved.

01:14:09 - 01:14:12

So, oh my gosh, that's small world.

01:14:12 - 01:14:16

Such a connection. But I got your number.

01:14:16 - 01:14:24

You have mine. Oh, let me give you my cell number then it's 8049087831.

01:14:24 - 01:14:32

All right, I got you in there and I will go and look for that list and I'll shoot you an email um with those shooting at C SAS.

01:14:32 - 01:14:37

Um and all of that sounds good. Thank you so much.

01:14:37 - 01:14:40

You're welcome. You have a good day. Be safe.

01:14:40 - 01:14:41

You too. Bye bye.



**Care & Safety Associate
Standard Operating Procedures**

Revised August 2022

SECTION I – ADMINISTRATION

A. ADMINISTRATIVE PRINCIPLES

Relationship with Site Administrators

A school or site administrator is any official of the division having overall responsibility for a particular school site or facility. This includes principals or personnel designated by the principal. Security Care and Safety Associates assigned or dispatched to a site are expected to perform their duties according to their job description. Whenever there is a question, the Care and Safety Associate is expected to contact the Zone Supervisor.

Chain of Command

The chain of command will be respected in all matters. It shall be the responsibility of persons at each level of authority to forward information and communications to the next immediate higher or lower level of authority.

B. SUPERVISION

1. Extent of Supervision

Each Care and Safety Associate shall have a supervisor. The supervisor is accountable for the proper execution of every directive or standard operating procedure. The supervisory chain of command is provided as follows:

SECTION I – ADMINISTRATION

SUPERVISOR

SUPERVISED POSITION

Director of Safety and Security

Supervisor, Care and Safety Associate, Administrative Office Associate, Emergency Manager / Training Coordinator, Administrative Security Supervisor

Supervisor, Care and Safety Associate
“Zone supervisors”

Care and Safety Associate
Lead Care and Safety Associates

School Based Lead Care and Safety Associate

Care and Safety Associates
assigned to the school

2. **Completion of Duties**

Each supervisor shall take the necessary steps to determine that his/her subordinate performs all duties completely and promptly in compliance with department rules.

3. **Chain of Responsibility**

Each supervisor shall assume ultimate responsibility for the supervision of all Care and Safety Associates subordinate to him/her in the chain of command.

4. **Evaluation of Care and Safety Associate's Work**

Evaluations shall be a requirement for all personnel in Richmond Public Schools in accordance with [Richmond School Board Policy 7-6.5](#)

SECTION II – PERSONNEL

A. Conduct

The department is obligated to attract and select the most qualified Care and Safety Associates available for school security services. It must be realized that the future leadership of the Department and continued forward advancement of the profession will depend upon those selected. Each person is important and each satisfactorily completed task contributes to the achievement of the basic objectives of the Department.

1. Adherence to Laws, Regulations and Directives

- Care and Safety Associates shall not violate any federal statute, state law, or local ordinance.
- If a CSA is arrested, they are to notify the Director of Safety and Security within 72 hours. (DCJS mandate)
- Maintain a valid mailing address and report changes of address within 10 days (DCJS mandate)
- Care and Safety Associates who violate any law, rule, regulation, practice, or policy of the Department or division shall be subject to disciplinary action up to and including termination.
- Care and Safety Associates need to comply with all School Board Policies.
- Care and Safety Associates shall strictly obey and properly execute any lawful directive issued by any superior.
- When assigned to duty with other employees of the Department, each CSA shall be jointly responsible for compliance with the rules, regulations and proper performance of duty.

2. Conduct Towards Others

- Care and Safety Associate shall treat all persons in a respectful, courteous and civil manner free of harassment and bullying as outlined in School Board policies [POLICY 7-1.2 HARASSMENT-SCHOOL PERSONNEL](#) and [POLICY 7-3.20 WORKPLACE BULLYING](#)
- Care and Safety Associate shall perform their duties in a courteous, firm, impartial and business-like manner. They shall scrupulously avoid any display of officious or overbearing attitude and shall not use any language designed to belittle, ridicule or embarrass any person.
- Care and Safety Associates shall not display in their work environment, any material that is racially or religiously derogatory, offensive in nature, or sexually explicit or degrading.

3. Drug-Free and Alcohol Free Workplace.

The School Board of the City of Richmond is committed to the health, safety and well being of its employees. [POLICY 7-3.1 DRUG-FREE AND ALCOHOL-FREE WORKPLACE](#)

Our employees are the indispensable key to our goal of providing the best possible educational program for our students. The School Board considers the influence of drugs and alcohol in the workplace to be detrimental to its employees and school division, as well as to the continued personal growth and academic success of our students. Employee substance abuse increases the potential for accidents, absenteeism, substandard performance, low morale, and tends to undermine public confidence in the school division. Such tendencies are counterproductive to the policy of the School Board. Recognizing that drug and alcohol abuse pose a direct and significant threat to its goals, the School Board is committed to maintaining a drug-free and alcohol-free working environment throughout the school division which is designed to foster a safe, healthy and productive work environment for all employees.

The division superintendent or his/her designee shall develop the necessary procedures to implement this policy and take such steps as may be necessary to ensure maximum employee awareness of and compliance with this policy. In addition, the Department of Human Resources shall create and maintain an alcohol and drug awareness program for all School Board employees.

This policy and subsequent procedures apply to all applicants and all School Board and Richmond Public Schools employees regardless of service, position or appointment status. All employees, persons working in personal service arrangements and covered contractors, have an obligation to report any violation of this policy.

4. Use of Tobacco

Smoking is prohibited at all times and under all circumstances in all Richmond Public School buildings as provided in federal, state and local law. Each principal shall post signs stating "No Smoking" as applicable within each school building. Smoking, chewing, the use of electronic cigarettes, or any other use of any tobacco products by staff, students, patrons and visitors shall be prohibited on School Board property. See [School Board Policy 7-3.18 – Tobacco Products and Nicotine Vapor Products](#) for more information.

5. Immoral Conduct

Care and Safety Associates shall maintain a level of moral conduct in their personal and business affairs which is in keeping with the highest standards of the profession. Care and Safety Associates shall not participate in any incident involving moral turpitude which tends to impair their ability to perform their duties or causes the division to be brought into disrepute.

6. Derogatory Language

Care and Safety Associates shall not use coarse, profane, derogatory harassing or insulting language nor use uncomplimentary or threatening terms of speech towards any individual.

7.False Statements

Care and Safety Associates shall not make false or misleading statements in reports or when questioned or interviewed.

- False and misleading statements are considered work related dishonesty, for which Care and Safety Associates may receive disciplinary action, up to and including dismissal.

8. Professional Affiliations

Involvement in professional organizations is encouraged, but shall not interfere negatively with the job duties of the employee.

B. Public Relations (Media inquiries, Freedom and Information Act requests and RPS Internal Event notifications)

Media Inquiries

Care and Safety Associated who receive an inquiry either formally or informally should inform the requester that all media inquiries and interview requests should be directed to mediarelations@rvaschools.net

Freedom of Information Act requests

Freedom of Information Act (FOIA) requests should be directed to foia@rvaschools.net.

The following positions are the only designated the official spokespersons for Richmond Public Schools: Superintendent, Chief Engagement Officer, Chief of Staff, Director, Advocacy & Outreach and Associate Director, Advocacy & Outreach

C. Richmond Public Schools Internal Events Notifications

In order to keep leadership informed of noteworthy events, Richmond Public Safety and Security uses Remind to communicate. When a CSA is made aware of any event listed below, they are to call the Safety and Security Office to report the incident. If the event is a tier one incident, the Director of Safety and Security shall be immediately notified.

Daily Safety Notifications – Business Rules

The Safety and Security Department uses Remind (RPS's notification platform) to alert stakeholders of security disruptions.

Tier I – Major disruptions. These are significant events that broadly threaten the safety of the school/staff and/or involve notable property damage.

- Homicide
- Use of a bomb; bomb threats
- Assault with firearm (shooting)
- Using any weapon to injure school personnel, students or staff
- Possession of a firearm, taser, knife, or other weapon
- Abduction on school property
- Attempted robbery (of a person)
- Significant disturbances created by adults
- Significant injury/illness to student or staff
- School evacuations to an off-site location
- Incidents resulting in significant property damage
- Possession of a weapon such as a taser (other than a firearm which is Tier I)
- When a school is in lock down due to neighborhood threats
- Bus accidents (if there is injury)
- Major physical altercations between students (3 or more students)

Tier II - General notifications. These are lesser events that do not broadly threaten staff/students and are more discreet incidents.

- Complaints against RPS staff that involve students
- Physical altercations between two students with no serious injury
- Restraint of a student
- Students stating violent threats towards others
- Title IX incidents (These should also be reported to the Title IX Coordinator by a site administrator)
- Possession of drugs, vape, or drug paraphernalia
- Sex offender registry violation and arrest (adult who shows up to school)
- Bus accidents (no injury) or other transportation issues
- Lesser disturbances created by adults
- Vandalism of significant nature
- Larceny of significant value

In the past notifications for the following items were sent but will no longer occur:

- Threat assessment (unless it meets a Tier 1 or 2 criteria)
- Students leaving campus without permission
- Burglaries/larceny (unless what was stolen is of significant value)
- Custody issues
- Child protective services calls (if the incident took place off school grounds)
- Detention orders served by police
- Personnel related investigations that do not involve students such as alcohol suspicion or drug testing

Template for Remind Notification

This is the information needed to send out a Remind Notification -

- Name of School
- Type of Incident
- Who (student / staff / parent / guardian - no names)
- What – One or two sentences describing the incident

Remind Notification Recipients

- Tier 1 – School Board, Leadership Team, Safety and Security, Culture and Climate, Advocacy and Outreach, Principal Directors
- Tier 2 – Leadership Team, Safety and Security, Culture and Climate, Advocacy and Outreach, Principal Directors, Hearing Officer.

The following Safety and Security personal are the only authorized persons to send a Remind event notification: Administrative Office Associate, Administrative Security Supervisor, Emergency Manager / Training Coordinator and the Director of Safety and Security,

D. Responsibility

1. Personal Information

- Care and Safety Associates shall provide the Department with their correct address, telephone number, correct name, and the name of the person to be notified in the case of an emergency. Care and Safety Associates shall notify the Department of Safety and Security of any change in their emergency contact within 24 hours of such change.

2. Telephone Service

As a means of contact, Care and Safety Associate shall maintain an operable cell or landline phone service.

3. Care of Department Property and Equipment

- Care and Safety Associates shall be responsible for the proper care, maintenance and serviceable condition of any property issued or assigned to him. A written report must be submitted within 24 hours to the Lead Zone Supervisor for loss of, theft of, damage to, or the unserviceable condition of such property.

- The authority regarding equipment lost or rendered unserviceable due to negligence by the employee, rests with the Director of Safety and Security of Security who shall make a determination whether the Care and Safety Associate shall replace that equipment at face value or any portion thereof and whether the Care and Safety Associate will be subject to disciplinary action.
- Upon 72 hours separation of service with the Department, an employee shall turn in all issued equipment and uniforms to their Zone Supervisor, Care and Safety Associates.
- Only equipment issued by the Department of Safety and Security is authorized to be carried by CSAs and Supervisors.

4. Injury or Personal Property Damage

Care and Safety Associates shall promptly notify the Department of any injury to any person or damage to real or personal property resulting from the execution of their official duties and responsibilities. The first notice of injury report documentation must be completed and submitted to Risk Management within 24 hours.

Injury:

Zone supervisors - Please keep copies (electronic and/or hard) of your staff so we can make sure we are complying with this policy.

Guidance from Risk Management regarding injuries:

- Ensure all work related incidents are documented and reported when they occur (onsite investigation reports, witness statements, etc.) and provided to Risk Management.
 - Ensure staff members receive the correct workers compensation package which outlines their duties and responsibilities.
- [Link - injury paperwork](#)
- Ensure staff members are providing work status notes after each medical visit .
 - For Worker's Compensation claims, if a staff member is released to return to work with restrictions, work with Risk Manager and/or Employee Relations to locate alternative work.

5. Statements During Departmental Investigations

School board Policy _____ requires employee cooperation in internal investigation.

E. Job Performance

1. Performance of Duty – While on duty, Care and Safety Associates shall follow rules:

- Care and Safety Associates shall devote their time and attention to the service of Richmond Public Schools and shall direct and coordinate their efforts in a manner which will establish and maintain the highest level of efficiency.
- Care and Safety Associates shall maintain a professional demeanor and shall perform their duties in a calm and firm manner acting together to assist and protect each other in maintaining a safe and nurturing atmosphere which is conducive to learning.
- Care and Safety Associates shall serve Richmond Public Schools loyally and discreetly, using reasonable judgment for the circumstance and supporting their fellow members in the performance of their duties.

2. Interaction with Students

- All contact with students must be prudent and conducted in such a manner that precludes any concerns of impropriety. Situations should be avoided which would result in a Care and Safety Associate becoming isolated in a location, (i.e., behind closed doors in an office) with any student without another responsible adult present. Contact with students should be limited to on-duty status or Richmond Public Schools sponsored activities only.
- Using any means of electronic communication, either provided by the School Board or via personal device, for the purpose of soliciting sexual contact or romantic relationship with a pupil is expressly prohibited. Violation of this policy or related administrative procedures will result in disciplinary action, up to and including termination from employment with the school division and/or legal action as deemed appropriate given the nature of the offense.
- Whenever possible, pupils that are designated to receive school transportation traveling to and from school and school activities should be transported in a school division owned bus or vehicle. Unless related to the student, school employees shall not transport pupils in their private vehicles except under the circumstances described [Richmond School Board policy 7-3.14](#)

- Care and Safety Associates should be receptive to student problems; however, if the problem does not fall within the scope of the Care and Safety Associate's duties, the student shall be referred to the appropriate counselor and/or administrator.
- Care and Safety Associates are not permitted to have any student run personal errands.

3. Duties of Care and Safety Associates

It is incumbent upon all Care and Safety Associates to protect life and property, preserve the public peace, protect individual rights, prevent crime, detect law violators, enforce the Student Code of Responsible Ethics (SCORE) as required to maintain the efficient operation of the educational process and perform assigned duties.

4. Hours of Duty

All regular hours will be assigned by the Director of Safety and Security. Regular hours of active duty shall be assigned to coordinate with the building principal when assigned to a school. Care and Safety Associates shift will start a half hour prior to doors opening for student arrival and work eight hour shifts. Care and Safety Associates shall be considered off duty during other hours.

5. Punctuality

Security Care and Safety Associates shall be punctual in reporting for duty. Habitual failure to report promptly at the specified time shall be deemed neglect of duty and/or insubordination. Care and Safety Associates are expected to acknowledge the schools need as prescribed by the calendar and other activities as a priority to all other commitments, activities or other work. Please refer to the School Board Policy 7-3.6 – Staff Time Schedules.

Safety and Security Office staff will sign into Raptor to start each shift. If by chance a Raptor machine is not available due to a particular assignment to start their shift to, for example, monitor a particular bus stop for suspicious persons for example, notify the Director of Safety and Security.

For accountability, zone supervisors will sign into Raptor as they visit each school. Zone supervisors' visit all your schools once a week at a minimum, especially those schools not assigned a permanent CSA.

6. Leaving Duty Assignment

When leaving your assigned duty station (i.e. court appearance, family emergencies, doctor visit, etc.) Care and Safety Associates shall:

- Notify the Department of Safety and Security when leaving the building.
- Advise the appropriate school administrator, lead Care and Safety Associate, and Zone Supervisor.
- Return to the work site as soon as possible.

Upon return to your assigned duty station, immediately notify the Department of Safety and Security, Communications Officer and the appropriate administrator.

7. Absence

Safety and Security members shall make every effort to adhere to normal working hours and will follow department procedures for absences. Leave must follow school board policy and be approved in advance.

Safety and Security members must report absences as follows:

When possible, except in emergencies, shall be reported at a minimum one hour before scheduled duty.

- Record absence using the Absence Management System one hour before scheduled duty
- Notify your building administrator Safety and Security central office staff (Office Associate, supervisors, CSA, Supervisor, Administrative, Emergency Planner / training coordinator) notify the Director of Security prior to the start of your scheduled shift.
- Notify the Central Office/Communications Officer. After hours, report your absence to the Central Office by leaving a voicemail message at (804) 228-3285 or (804) 780-8550. Include the following:
 - Name
 - Date and time of Absence
 - Nature of absence
 - Work Location
 - Job Number
- Covid - (effective October 17,2022)

Protocol for Positive Covid Cases

Individuals with a positive test results should notify the principal or their supervisor (phone or email is acceptable) as the first point of contact. The principal/supervisor will then contact the school nurse and COVIDrps@rvaschools.net via email. Please **indicate name, location, and last date at an RPS site.**

For more information click [here](#).

F. Dress Code and Appearance

1. Standards

In an effort to exhibit a professional image, unless otherwise approved by the Director of Safety and Security, Care and Safety Associates will report to their assignments with the authorized uniform using the following guidelines laid forth in the following section. (To be considered for medical or religious exemptions, Care and Safety Associates must contact the Director of Safety and Security of Safety and Security. Exemptions will be addressed individually.)

a. Cleanliness and Neatness

- It shall be the duty of all Care and Safety Associates to keep their person, clothing, uniforms and/or equipment, in a neat, clean and sanitary condition.
- Uniforms shall be clean, pressed and properly tailored.
- Belts shall be department issued.
- Shoes shall be flat soled dark blue or black. Tennis shoes or hiking boots are allowed.
- Socks shall be solid black or dark blue.
- Accessories – Earrings shall not be the type which can be easily grabbed or pulled. Only stud earrings will be worn by officers with pierced ears. Any other accessories shall be of the type which is conducive to a professional image.
- Hair
 - Care and Safety Associates shall keep their hair neatly groomed and properly trimmed. Hair will not be arranged to interfere with vision and safety, or the wearing of departmental headwear. Hair shall not present a hazard. Facial hair must be neat and trimmed
 - In addition, headgear that is not blue or black in color, and not departmentally issued or approved shall not be worn.

b. Uniforms and Ornamentation

- Only authorized clothing shall be worn with the issued uniform.

G. Job Assignment

Currently there are Care and Safety Associates assigned to 18 schools throughout the division. All Care and Safety Associate school assignments will be made by the Director of Safety and Security or his/her designee according to the needs of the Department of Safety and Security and school division.

Care and Safety Associate staffing is based on a variety of parameters such as workload, overall student population, square footage, building design, and

neighborhood concerns. The primary driver for staffing assignments is workloads based on previous years reported incidents. The schools generating the most amount of work will typically have more staffing. A Lead Care and Safety Associate at each school will be assigned by the Director of Safety and Security.

H. Training

1. Mandatory Training and Certification/Recertification

Annual training and recertification of Care and Safety Associates is mandatory. New Care and Safety Associates will be required to pass the Department of Criminal Justice Services' School Security Officer training and to pass any certification testing during the training period.

Annual training and recertification will be conducted before the beginning of each school year. The training/recertification will consist of updates and review of current procedures.

2. Staff Meetings

Staff meetings for the Zone Supervisors will be conducted by the Director of Safety and Security or the Lead Zone Supervisor. These meetings ensure that each Zone Supervisor receives current training information and remains informed about operational concerns. There will be an opportunity for current, pertinent data to be shared during these meetings and each Zone supervisor is required to distribute needed information to Care and Safety Associates in their assigned area.

3. Department Information

Changes and/or updates in Department information will be distributed to all involved parties. Changes in policy or procedures will be distributed to the entire Department.

I. School Access and Visitor Management

Authority of Principals

As the manager of the school building, principals are also authorized to adopt and enforce procedures that govern and/or limit visitor's access to their schools in addition to, or that are more restrictive than, those set forth in this policy, including but not limited to, procedures that limit the length of a visitor's stay and that limit locations in the school that are available to visitors. All visitors, including division employees, contractors and vendors shall follow all such procedures except as otherwise expressly waived by the principal, or the principal's administrative designee.

Staff:

All exterior doors shall remain locked at all times. Propping exterior doors open is strictly prohibited. All staff members should display their RPS photo identification cards.

Students:

Student arrival should be limited to no more than two entrances. For example, one for walking students and another entrance for students who ride the bus. All entrances are monitored by staff members and Care and Safety Associates if applicable.

Magnetometers are used at Armstrong, George Wythe, John Marshall, Huguenot Richmond Technical Center and Thomas Jefferson high schools. All students regardless of their arrival time will walk through a magnetometer when arriving at school.

Middle schools do not have metal detectors; however, middle schools that have more than one full time Care and Safety Associates at a minimum will conduct random arrival and/or classroom searches once a week. Schools with one Care and Safety Associate or other schools without that request random searches will be coordinated by the security supervisor assigned to the school. More information on random searches can be found under G. Search and Seizure below.

All visitors are expected to adhere to School Board policy 4-3.7

Schools will establish one entrance for visitors which is typically the main entrance. The identified entrance for visitors will have a video camera, intercom and buzzer. Utilizing the intercom, school staff will screen all visitors prior to allowing them to enter. Once a staff member has screened the visitor by greeting them, ensuring the visitor has school business, the staff member will instruct the visitor to open the door and direct them to report to the office. All visitors will sign in using Raptor.

During school hours, school areas that are generally open to the public after hours such as playgrounds, tennis courts, etc. are not accessible to visitors. Visitors who are in these areas during school hours should be asked to leave. If the party refuses to leave, please contact the zone supervisor, the school's SRO, and/or the non-emergency RPD number for additional assistance. .

Visitor management - Raptor

The Raptor visitor management system will be housed in the main office. Using a government issued identification, Raptor screens and tracks everyone that comes into your building, including screening for sex offenders and alerting staff of custody violations. If a visitor does not have a government issued ID card, school based staff can manually enter the visitor's information (first name, last name, date of birth and last four of their social security number). Approved visitors will be issued an ID badge to wear while in the building.

If an issue occurs (such as possible offender alert), the following message is displayed: *Your request could not be completed. Please proceed to the front desk for assistance.* The office associate should contact Safety and Security at (804) 780-8550 for further instructions.

When a visitor's actions threaten to disrupt the orderly conduct of the school, a visitor's access to the school can be limited. For that reason the School Board and the Administration of Richmond Public Schools requires all visitors to the school to comply

with [School Board Policy 4-3.7](#). This policy dictates the expected behavior of all visitors when they are on the premises of any Richmond City Public Schools site. If a visitor does not comply with the RPS visitor policies, access on RPS properties can be restricted.

To start the process of banning a visitor from school grounds, a school administrator fills out a "[ban letter](#)". The administrator fills out the highlighted parts and delivers (in-person or through the United States Postal Service) a copy to the visitor. Then, an electronic copy is sent to Safety and Security who will enter the ban letter with an expiration of six months after issuance into Raptor to show as an alert in Raptor should the banned visitor show up at any RPS property.

Sex Offenders:

Any adult who is convicted of a sexually violent offense, as defined in § 9.1-902 of the Code of Virginia, as amended, shall be prohibited from entering or being present, (i) during school hours and during school-related and school-sponsored activities, upon any property he knows or has reason to know is a public elementary or secondary school, (ii) on any school bus as defined in § 46.2-100 of the Code of Virginia, as amended; or (iii) upon any property, public or private, during hours when such property is solely being used by a public or private elementary or secondary school for a school-related or school-sponsored activity. Every adult who is prohibited from entering upon school property may after notice to the attorney for the Commonwealth, Superintendent of Public Instruction and the chair of the School Board, petition the Richmond Circuit Court for permission to enter school property.

This provision does not apply if an individual who is so convicted (i) is a lawfully registered and qualified voter, and is coming upon such property solely for the purposes of casting his vote; (ii) is a student enrolled at the school; or (iii) has obtained a court order allowing him to enter and be present upon such property, has obtained the permission of the School Board for entry within all or part of the scope or the lifted ban, and is in compliance with the School Board's terms and conditions and those of the court order.

School property includes any school bus as defined by the Code of Virginia and/or any property, public or private, during hours when such property is solely being used by a public elementary or secondary school for a school related or a school sponsored event.

Ban letters -

J. Care and Safety Associate Discipline

Discipline is the enforcement of policies, procedures, rules, regulations, and other administrative or legal requirements of the position. The primary objective is to bring about positive changes in the attitude and action of the individual whose work or conduct has not been in conformance with department standards.

1. Authority to Initiate Disciplinary Action, Dismissal or Demotion

Disciplinary action will be initiated by the Director of Safety and Security of Safety and Security. All supervisory Care and Safety Associates are required to file a report concerning any alleged violation of department policy or procedure. The

Director of Safety and Security will determine the need for disciplinary measures and take the necessary action. Refer to School Board Policy 7-8.1 – Employee Discipline - Generally.

2. Cause for Disciplinary Action

In addition to the causes set forth in the School Board policy and RPS administrative procedures, the following are considered justifiable cause for termination, dismissal or disciplinary action of Care and Safety Associate:

● Inattention/Dereliction of Duty

Care and Safety Associates shall maintain sufficient competency to properly perform their duties and assume the responsibilities of their positions. Care and Safety Associates shall perform their duties in a manner which will maintain the highest standard of efficiency in carrying out the functions and objectives of the Department. Inattention/Dereliction of duties shall include, but are not limited to:

- Failure to conform to established work standards.
- Failure to take appropriate action on the occasion of crime, disorder, or other conditions of priority deserving attention.
- Absence without leave.
- Unnecessary absence from an assigned area during a tour of duty.
- Habitual tardiness.
- Appearing to be sleeping or asleep while on duty or engaging in any activity which reduces their availability to respond to security issues and/or job duties.

● Incompetence

Incompetence consisting of any one of the following:

- A lack of knowledge of the application of policies to be enforced.
- An inability to perform assigned tasks.

● Insubordination

Insubordination is defined as refusal to carry out any lawful instruction given by a supervisor or refusal to follow instructions that are given by the communications Care and Safety Associate will be considered willful insubordination.

● Neglect of Duty

Failure to perform any lawful assigned duties and /or the failure to complete any assigned task in a timely fashion or within a given time frame is neglectful.

● Negligent or willful damage of school division property or waste of or fraudulent use of school division supplies or equipment.

● Misappropriation of funds or property.

- Conviction of a felony, crime of moral turpitude or any offense involving sexual molestation, physical or sexual abuse or rape of a child.
- Sexual harassment.
- Arrest or Criminal Investigation of a Care and Safety Associate
The acceptance of any security position imposes responsibility and accountability beyond that of the average person and employee. It follows that any illegal conduct by a Care and Safety Associate reduces the effectiveness and may reflect unfavorably on the Department. This applies to both on and off duty conduct. Therefore, should any personnel, or Care and Safety Associate of the department, become the subject of an arrest or criminal investigation, he shall advise the Director of Safety and Security or his designee as soon as possible so as to permit a Departmental review of the allegations surrounding such arrest/investigation.
- Conduct unbecoming an employee which tends to bring the school division into disrepute.
- Noncompliance with school laws, regulations, and other personnel or departmental rules.

3. Complaints against Care and Safety Associates

Any allegation of misconduct committed by a Care and Safety Associate, received from an outside or internal source is considered to be a complaint. Complaints against Care and Safety Associates must be reported to the assigned zone supervisor and will be reviewed by the Director of Safety and Security of Security for further action.

SECTION III – POSITION DESCRIPTION

Organizational Chart

1. Director of Safety and Security

The Director directs the division's safety and security program to ensure the physical safety of students, staff, and the protection of the district's physical property. The Director of Safety and Security provides direction, training, and procedural structure to satisfy the school division's safe and nurturing school goals.

Duties of the Director

- Directs zone supervisors, all central and building level safety and security staff to ensure optimal preparation and performance.
- Ensures that security services provided by the school division personnel are consistent with the law and school board policies.
- Conducts routine inspections to determine the effectiveness of current methods and programs designed to maintain the safety of students, staff, and school property.
- Plans and implements in-service training related to safety and security for school division personnel to include but not limited to safety and security plans, emergency preparedness and crisis.
- Identifies special problems related to building conditions and assists in the coordination of preventative and remedial measures.
- Provides investigations on civil and criminal matters affecting the school district.
- Prepares reports and maintains necessary records.
- Serves as liaison to criminal justice agencies and social services.

2. Administrative Office Associate, Department of Safety and Security

Composes non-routine letters, answers telephone and informs and advises the public, students, and faculty on a variety of matters related to the department operations and policies by telephone or through personal contact. Maintains office/department budget and accounts for monthly incomes and expenditures and may approve or reject requests for additional expenditures in accordance with operational requirements and available funds. Receives, opens and distributes mail. Establishes and maintains working relationships with other schools, offices, and governmental agencies. Administers the communication system that includes operating a two-way radio in accordance with federal regulations, maintaining incident activity logs, submits and reviews incident reports and provides daily reports to district leaders. Performs other job related duties as assigned.

3. Emergency Manager / Training Coordinator

Supports the Division's vision for safe and nurturing schools. Develops, implements and improves the Richmond City Public Schools' emergency management plans. Ensures RPS satisfies all emergency operations plans, drills, training and record keeping as required by the Richmond School Board, Code of Virginia, Virginia's Department of

Criminal Justice Services and Federal regulations. Develops partnerships with Richmond Police, Richmond Fire, Department of Emergency Communications, and other local emergency response stakeholders. Monitor weather and attend all weather related briefings and conference calls. Serves as a contact person for RPS weather-related shelter locations. Coordinates annual in-service training on school safety topics as well as training related to crises and emergency management situations/responses and other staff development training throughout the school year. Monitors changes in Federal, State and local laws that pertain to school safety. Heads the RPS Safety and Security committee. Renders assistance to school authorities and first responders during emergencies. Handles confidential and sensitive information. Performs other related duties as assigned.

4. Supervisor, Care and Safety Associate

The Security Supervisor provides management to RPS Care and Safety Associates, alongside the Director of Safety and Security and school based leadership teams to cultivate and maintain a safe and loving school culture. Essential Duties and Responsibilities:

- Supervises and evaluates a team of Care and Safety Associates (CSA) to ensure safe and loving school environments
- Models and implements trauma informed and restorative strategies such as conflict resolution, mediation, and de-escalation techniques
 - Provides ongoing professional development to CSAs, including training programs prior to the opening of school
 - Works proactively to build authentic relationships with CSAs, students, families, school based staff and other stakeholders that are centered around safety and support
- Identifies and corrects safety concerns
- Reviews and approves incident reports
- Serves as a member on schools' threat assessment team
- Serves as a liaison during critical incidents between school officials, fire safety officials, and law enforcement
- Completes state mandated safety audits and reports
 - Oversees scheduling requirements for CSAs under their supervision
- Performs other related duties as assigned

5. Lead Security Care and Safety Associate

The Lead Care and Safety Associate will be selected by the Site Principal and/or Director of Safety and Security of Safety and Security. It is imperative that the Lead Security Care and Safety Associate develop a Safety and Security Plan and a positive and professional working relationship with the school site administration, namely principals, staff, students, community and partners in the criminal justice and social services arena.

Duties of the Lead Security Care and Safety Associate:

- Conducts a continuous surveillance and patrol of the school premises, the prime objectives being the protection of pupils and District personnel and the security of District property.

- Investigates incidents involving school codes and law violations that occur at any location that impacts the school and affects the orderly conduct of its operation.
- Follows all procedures consistent with the District established policies.
- Acts in an advisory capacity regarding the possible need to involve local law enforcement.
- Assists in the preparation of the emergency procedure plan.
- Coordinates and directs the strategies of the building administrator through building Care and Safety Associate.
- The Lead Care and Safety Associate is expected to perform all related duties as noted for Security Care and Safety Associate

6. Care and Safety Associate

The Care and Safety Associate works collaboratively with the Director, Safety and Security and school-based leadership to cultivate and maintain a safe and loving school culture using both trauma and restorative lens. Additionally, the Care and Safety Associate serves as a mentor to students in need of additional social emotional support and works to engage parents and families as partners, in alignment with the Division's priorities.

Essential Duties and Responsibilities:

- Works proactively to build authentic relationships with students, families, school based staff and other stakeholders that is centered around safety and support
- Supports the implementation of tiered supports for students struggling to meet behavioral expectations, including participation in alternatives to out-of-school suspensions
- Models and implements trauma informed and restorative strategies such as conflict resolution, mediations, de-escalation including engaging students in conversations about peaceful resolution to conflict, and the importance of using social-emotional skills to resolve conflict
- Leads community and healing circles with students to support their social and emotional development
- Works collaboratively with school based staff including school administrators to identify and address safety concerns
- Supports the implementation of the Student Code of Responsible Ethics (SCORE)
- Conducts home visits with school staff to support student attendance efforts
- Adheres to the State requirements for the Safe Schools Assessment, planning and reporting
- Serves as a member of both school based threat assessment teams and school culture and climate teams
- Assists in breaking up physical altercations (when necessary) between students and using appropriate measures to keep them safe during the duration of a physical conflict
- Renders First Aid when appropriate
- Prepares incident reports

- Performs other duties as assigned

7. Administrative Security Supervisor

General Description:

The Administrative Security Supervisor provides a wide range of administrative support for the Safety and Security Department and serves as a liaison between the department and external stakeholders.

Essential Duties and Responsibilities:

- Provides exemplary customer service in person and on the phone
- Monitors radio communications and dispatches calls for service
- Provides daily and continuous incident notification to division leadership
- Serves as Department's point of contact regarding Title IX incidents
- Operates office specific applications including OMINGO, RAPTOR and AS400, as well as specialized equipment such as handheld radios, video systems, handheld and walk-thru metal detectors
- Assists in preparing payroll, accounting and other financial documents
- Completes fingerprinting for newly hired employees as part of the onboarding process
- Conducts preliminary screening, interviews and selections of team members
- Conducts staff development training throughout the year for Department staff
- Receives and processes subpoenas district-wide from Richmond City Sheriff's Office for RPS employees
- Performs other related duties as assigned

Qualifications:

- High school diploma or its equivalent required; Associate's degree in social work, police science, criminology/criminal justice or related field preferred
- Virginia School Resource Officer/School Security Officer Certification preferred
- At least three years of recent, successful experience in juvenile justice, law enforcement, or social services, preferably with juveniles, or related experience
- At least 2 years of office associate experience
- Ability to effectively communicate with and work cooperatively and collaboratively with co-workers, department and school staff, vendors and the general public both verbally and in writing
- Ability to effectively plan, organize, and coordinate work, both independently and as a team leader
- Experience with windows based computers and with Microsoft Office Excel, and Word software applications
- Successful completion of a background investigation and criminal record check
- Completion of the Virginia School Resource Officer/School Security Officer Certification within 60 days of hire
- Possess a valid Virginia driver's license and a satisfactory driving record
- Bilingual/fluency in Spanish preferred

SECTION IV – OPERATIONS

A. Records, Reports and Communication

Confidential Information

Official business of the department is confidential and shall only be discussed with authorized personnel. Employee personnel records are confidential. This includes medical records / status, discipline records, active policy investigations pertaining to employee conduct, alcohol and drug testing results, etc. Members shall not speak, write, write for publication, make speeches, or conduct interviews giving any confidential information relating to the official business of the department.

Reporting Information

Safety and Security personnel are mandatory reporters.

Notice of Duty to Report Child Abuse or Neglect.22.1-291.3

Any person employed in a public or private school who has reason to suspect that a child is an abused or neglected child, including any child who may be abandoned, is required to report such suspected cases of child abuse or neglect to local or state social services agencies or the person in charge of the relevant school or his designee; and (ii) all persons required to report cases of suspected child abuse or neglect are immune from civil or criminal liability or administrative penalty or sanction on account of such reports unless such person has acted in bad faith or with malicious purpose.

Conduct and Acts for Which Reports by Employees Shall be Made School Board Policy 7-3.16

Reports shall be made to the division superintendent and to the principal or his designee on all incidents involving (i) the assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school sponsored activity; (ii) the assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person as described in Section 18.2-60.3 of the Code of Virginia, on a school bus, on school property, or at a school-sponsored activity; (iii) any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property or at a school-sponsored activity, including the theft or attempted theft of pupil's prescription medications; (iv) any threats against school personnel while on a school bus, on school property or at a school-sponsored activity; (v) the illegal carrying of a firearm, as defined in Section 22.1-277.07 of the Code of Virginia, onto school property; (vi) any illegal conduct involving firebombs explosive materials or devices, or hoax explosive devices, as defined in Section 18.2-85 of the Code of Virginia, or explosive or incendiary devices, as defined in Section 18.2-433.1 of the Code of Virginia, or chemical bombs, as described

in Section 18.2-87.1 of the Code of Virginia, on a school bus, on school property, or at a school-sponsored activity; (vii) or any threats or false threats to bomb, as described in Section 18.2-83 of the Code of Virginia, made against school personnel or involving school property or school buses; or (viii) the arrest of any pupil for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the nature of the charge.

Omnigo – ReportEx the official reporting system for Safety and Security. Violations of SCORE and other noteworthy events are to be written and submitted no later than the close of business on the next school day.

A Care and Safety Associate shall report any information given to him in good faith that might indicate the need for action by the department.

When calls are received from the public concerning complaints or requests for information regarding the department, the inquiries shall be referred to the immediate supervisor.

Emergency calls: In emergency situations, schools should notify 911 first and then the office of Safety and Security second. Any person reporting a situation to this department requiring emergency action shall not be required to make a second phone call, nor shall the call be transferred.

Removal of Records

Care and Safety Associates shall not remove any official record of the department except as directed by their supervisor or under due process of law. A Care and Safety Associate shall not obtain or attempt to obtain information from department files, reports, or tape recordings. Care and Safety Associates shall not use any department records or information for their own private purpose.

B. Vehicles

Care and Safety Associates shall not use district vehicles without the knowledge and permission of an authorized person.

1. Condition/Operation of Vehicles

Care and Safety Associates are expected to take care of district vehicles. Vehicles must be clean, inside and out, and scheduled preventive maintenance appointments must be kept. Care and Safety Associates driving any District vehicle shall not violate traffic laws. In cases of emergency, Care and Safety Associates shall be guided by the laws and Department regulations regarding emergency operation of vehicles.

2. Unauthorized Driver/Passengers

Care and Safety Associates operating any District vehicle shall not permit anyone other than authorized employees of the District to ride in the vehicle while on duty. An exception shall be made when Care and Safety Associates are required to transport other persons in the performance of their duties or as authorized by order of higher authority. Care and Safety Associates shall not allow an unauthorized person to have the keys to operate a District owned vehicle.

Personal Vehicles

Care and Safety Associates are **NOT** authorized to transport any student in a personal vehicle.

3. Accident or Damage to Vehicles

Accidents or damage to division assigned vehicles must be reported to the supervisor immediately or as soon as reasonably possible given the circumstances.

In the event of an accident, please follow this procedure:

- In case of accidents involving other vehicles, persons or private property, remain at the scene until a police report is made by the Richmond Police Department.
- Notify a Transportation Supervisor who will write a report.
- Promptly notify security supervisor of the incident.

C. Investigations

Security Care and Safety Associate responsibilities

1. Security Care and Safety Associates are responsible for the investigation and completion of all reports involving the school to which they are assigned. Complex investigations, which may require an inordinate amount of time or are beyond the physical capability of the Care and Safety Associate, shall be reviewed by the Director of Safety and Security or his designee
2. Director of Safety and Security-or designee, if it is deemed appropriate, may then request assistance from a Care and Safety Associate Supervisor to investigate. The Care and Safety Associate Supervisor assigned will assume responsibility for the case in its entirety and all accompanying reports. Security Care and Safety Associates will provide that assistance necessary to expedite the successful completion of the investigation.
4. Evidence - Recovered Property/Recovered Evidence and forms.
 - a. Handling of Evidence - Care and Safety Associates shall not appropriate for their own use any evidence, recovered or found property.
 - When an individual is found to be in possession of contraband (e.g., weapons, prohibited objects or controlled substances) the contraband will be seized, and the team facilitator must notify the appropriate school official, who in turn must summon the police, if necessary. If an arrest is made, the police will take custody of the contraband, if

appropriate, after the school completion of an Evidence/Property Form. An entry will also be made in the Property Inventory Report.

- In cases where the police do not arrest the individual, an administrator/security officer will take custody of the objects seized and confiscate them. A Evidence/Property Custody Form will be completed and noted in the Administrative Random Inspection Report.

b. Disposition of Property

Care and Safety Associates shall not fabricate, withhold, or destroy evidence of any kind. Care and Safety Associates shall secure evidence in criminal matters and immediately notify law enforcement officials and establish a chain of possession.

Contraband (not criminal evidence) will be turned over to a school administrator for safe keeping. Contraband will be returned to a parent or guardian and not given back to the student.

5. Arrest - Whenever juveniles are arrested by the police, it is mandatory that the parents be contacted either by the arresting officer or school building administrator, so they can be advised of the circumstances and disposition of the case.
6. Safeguarding Persons Being Detained - Once a person is detained, Care and Safety Associates shall properly safeguard persons and their property. Care and Safety Associates shall not physically or verbally abuse any detained person. The school board has not approved the use of physical restraint devices by security personnel. They can be only used by security Care and Safety Associates at the direction of a police officer requesting assistance during a major disruption.

D. Court Cases and Appearances

Care and Safety Associates who must make appearances in court are expected to supply true, professional and accurate testimony. Each Care and Safety Associate must be prepared for court by possessing any needed reports or case files.

1. Preparing for Court

- a. Attire and promptness – Care and Safety Associates appearing in court on behalf of RPS shall dress in uniform. Care and Safety Associates are expected to be punctual in court attendance. Care and Safety Associates should notify the court if they anticipate any delay.
- b. Case review – Review reports. Take a copy of the official report with you (No handwritten notes). Do review any other documents or items of evidence you are ordered to bring to court.
 - Speak with the Commonwealth Attorney assigned to the case ahead of time and review the case with him. Be sure to make the Commonwealth Attorney aware of any unusual facts about the case.

- You are not obligated to discuss the case with the defense attorney unless directed to do so by the Commonwealth Attorney.

2. Court Testimony

Your court testimony is that of a witness. It is expected to be fair and honest. Do not use third party language when referring to yourself (“this officer”).

- Do not try to guess your response. Always make your answer clear. If you are uncertain about an answer just say, “I do not remember”. If you do not know the answer to a question, say “I don’t know”.
- Do not state your opinions about a case unless you received a specific request. Do not become involved in negotiating any compromise or arrangement concerning the outcome of the case which could lead to the release of the juvenile.

E. Radio Communications

The Safety and Security Department utilizes two different radios building radios and 800Mhz Radios.

Building radios which are used to communicate to other staff members on campus only. Every Member of Safety and Security is issued one building radio.

The 800Mhz radios are used to communicate with:

- Transportation (Ch1)
- Facilities (Ch 2)
- Safety and Security (Ch3)

One 800Mhz radio is issued to each school and only supervisors, care and safety associates.

1. Radio Transmissions

Security Care and Safety Associates are to be attentive to all radio contacts and respond appropriately and professionally. All radio transmissions will deal strictly with Department business and will be conducted in a professional manner. Transmission shall be concise, accurate and spoken in a clear and precise manner.

Radio Procedure for Zone Supervisors

All Care and Safety Associates assigned a radio shall immediately respond to calls on the air. Care and Safety Associates shall speak clearly and concisely. Courteous and professional demeanor is required at all times on the radio.

Zone supervisors shall at all times advise the department of unit status, additional information and disposition of every call. Care and Safety Associates should not be off-the-air for an extended period of time. When zone supervisors are out taking a report, they shall:

- Keep the radio on so they can be contacted.
- Adhere to communication dispatcher's request without contest.
- Limit airway communication to security issues.
- Refrain from personal exchanges.

2. Radio Dispatching

The Communications Officer or designee shall be considered the primary dispatcher of information. All information concerning student transport, parental notifications and security checks will be transmitted to the central office. The dispatcher will record this information on the daily log.

Due to the confidential nature of school security, any information that must include the juvenile's name for clarity shall be transmitted by phone to the communications officer at the Safety and Security department.

F. Emergency Drills

Each security Care and Safety Associate is expected to know the emergency procedures for the following and be familiar with the emergency crisis plan for his assigned school.

- Fire Drills
- Tornado Drills
- Earthquake (Shake-Out) Drills
- Lock-down Drills

G. Search and Seizure

To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks, or automobiles driven to school by students and/or automobiles parked on school property and may seize any illegal, unauthorized, or contraband materials discovered in the search, consistent with applicable law.

As used in this policy, the term "unauthorized" means any item that: (1) violates the law; (2) is dangerous to the health or safety of students or school personnel; (3) is disruptive of any lawful function, mission or process of the school; or (4) is described as unauthorized in school rules available beforehand to the student.

A student's expectation of privacy and freedom from unreasonable search and seizure must be balanced against the school division's responsibility to protect the health, safety and welfare of all persons within the school community and maintain a safe learning environment for all students. The locations at which searches of students and student property may be conducted are not limited to the school building or school property, but may be conducted wherever the student is involved in a school-sponsored function.

If illegal, unauthorized materials are found during a search, law enforcement officials shall be notified in accordance with the division memorandum of understanding and the relevant Standard(s) of Student Conduct shall be enforced.

Locker and Desk Searches

Lockers, desks, and other storage facilities made available to students for temporary storage of their personal possessions remain under the joint control of the students and the school administration. The school administration has the right to search lockers, desks, and other storage facilities for unauthorized items. Lockers, desks, and other storage facilities are subject to periodic searches for any reason at any time without notice, without student consent, and without a search warrant.

Personal Searches

The school administration may also search property belonging to students when there is a reasonable basis to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of that violation. Property belonging to a student includes, but is not limited to, items that can be connected to a student, carried by a student, or stored by a student in areas made available to the student by the school, and may include, but is not limited to, backpacks, book bags, handbags, notebooks and books.

The school administration also has the right to search any student's person when there is a reasonable basis to believe that the student is in possession of an unauthorized item. A pat down search of a student may only be conducted if a school administrator has established a high level of reasonable suspicion that evidence will be found to corroborate suspicion that a law or school rule has been broken.

If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex present.

Strip searches are not authorized by RPS employees. Strip searches may be conducted only when an extremely serious situation exists requiring immediate action. Such a search should be used only in the context of imminent threat of death or great bodily injury to any person. A strip search, when warranted, may be conducted only by a sworn law enforcement officer of the same sex as the person to be searched and shall be conducted in the presence of a same-sex witness. The sworn law enforcement officer shall consult with the building principal and the Office of Safety and Security prior to conducting the search. No Richmond Public Schools' employee shall engage in the strip search of any student. [Richmond School Board Policy 8-3.9](#)

Metal Detectors / Handheld Metal Detectors

Richmond Public Schools' Office of Safety and Security is authorized to use metal detectors to aid in searches in accordance with applicable law and Richmond Public Schools' administrative regulations. Metal detectors may be used when school administrators have individualized suspicion that a student possesses property that threatens the safety of students and school personnel. They may also be used on a random basis to deter the possession of weapons and other illegal and/or dangerous objects.

Walk Through Metal Detector (WTMD) Searches

Security Care and Safety Associates shall conduct walk through metal detector searches daily during morning arrival. Students who are late must also walk through metal detectors. Handheld metal detector searches may also be used upon building entry.

Protocol for using WTMD:

- CSAs should have latex gloves, flashlight and a hand held metal detector.
- Only one person walks through the metal detector at a time
- If a student refuses to walk through a metal detector, access to school is denied and a school administrator should be requested.
- CSA greet the student, make eye contact and remain courteous
- CSA should ask the student to place bags and phones on the table prior to walking through the metal detector.
- Bags placed on the table will be searched ideally by a second CSA
- Have the person walkthrough the metal detector
- If there's an alert, CSA shall use a handheld wand to determine where the metal item is located

2. Random Searches -

Random searches are completed in order to deter individuals from bringing contraband into schools. In order to ensure random searches do not target any particular individual or group of students, random searches are to be conducted as follows:

Random searches are best conducted during morning arrival and occur at our middle schools at at least once a week.

- Random selection is based on a predetermined guideline or criteria such as every 10th student, or a random classroom or the arrival of a random bus for example.
- The criteria used should be determined by a school building administrator or Supervisor, Care and Safety Associate.
- An administrator or CSA supervisor will document the following [link](#):
 - Date _____
 - School _____
 - Supervisor responsible for the random search _____
 - Search Criteria (Every number of students for random search is _____, classroom_____ or bus number _____).
 - Contraband recovered if any _____.

During random searches, students will walk through a metal detector or wanded ([Garrett Super Scanner Instructional Video](#)) with a handheld metal detector and their bags will be searched for contraband. Ideally one CSA will wand students and the second CSA will search bags.

2. Tactical

A hall sweep is conducted at the request of the school principal at times of unrest or potential unrest. Tactical sweeps are designed to clear hallways of students who have chosen to remain in the halls after the tardy bell has rung. Students are taken to a designated area where they are given notice of their violation.

4. Restraints and Restraint Reporting.

Mandt training is a de-escalation / restraint program which all CSAs must attend and successfully pass. It's up to each CSA to maintain their recertification.

Restraints are a last resort after attempts to de-escalation have failed. However, if there's an active assault, there's no need for attempts to verbally de-escalate and you shall intervene to prevent injury.

Physical restraint should only be used in an emergency, i.e., a sudden, urgent, usually unexpected situation that requires a person(s) to take immediate action to avoid harm, injury, or death to a student or to others when there is immediate danger to the student and/or to others. Less restrictive interventions should be employed first unless in an emergency when, in reasonable judgment of school personnel, less restrictive intervention would be judged to be ineffective. Physical restraint is not a teaching procedure or behavioral intervention and should NOT be administered as punishment or to address behaviors for non-emergency reasons, such as noncompliance, disrespect, disobedience, misuse of property, disruption, threats, etc."

Additionally, Virginia law allows restraint in schools under the following circumstances:

8VAC20-750-40. Use of physical restraint and seclusion.

A. Nothing in this chapter shall be construed to require a school division to employ physical restraint or seclusion in its schools. School divisions electing to use physical restraint and seclusion shall comply with the requirements of this chapter.

B. School personnel may implement physical restraint or seclusion only when other interventions are or would be, in the reasonable judgment of the particular school personnel implementing physical restraint or seclusion in an emergency situation, ineffective and only to:

- 1. Prevent a student from inflicting serious physical harm or injury to self or others;*
- 2. Quell a disturbance or remove a student from the scene of a disturbance in which such student's behavior or damage to property threatens serious physical harm or injury to persons;*

3. *Defend self or others from serious physical harm or injury;*
4. *Obtain possession of controlled substances or paraphernalia that are upon the person of the student or within the student's control; or*
5. *Obtain possession of weapons or other dangerous objects that are upon the person of the student or within the student's control.*

C. Physical restraint and seclusion shall be discontinued as soon as the imminent risk of serious physical harm or injury to self or others presented by the emergency situation has dissipated.

D. Nothing in this section shall be construed to require school personnel to attempt to implement a less restrictive intervention prior to using physical restraint or seclusion when, in the reasonable judgment of the school personnel in an emergency situation, a less restrictive intervention would be ineffective.

E. Unless a student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property does not itself indicate an imminent risk of serious physical harm or injury and shall not be the justification for the restraint or seclusion of a student.

F. Any incident involving physical restraint or seclusion in any of the circumstances described in this section shall be subject to the requirements of [8VAC20-750-50](#) through [8VAC20-750-100](#).

Notification procedures for restraints:

Care and Safety Associates shall:

- Notify your zone supervisor as soon as possible.
- Who, When, What, Why & Where
- Notification needs to happen the same day as the restraint.
- Begin documentation / investigation
- If the restraint takes place after school hours (athletic events, after school programs, etc.) then notification is made no later than 5pm the next CALENDAR Day.
- A written report needs to be generated no later than two school days after the incident

Supervisor, Care and Safety Associate shall:

- Obtain preliminary information
- Notify the Director of Safety and Security of the incident with the below information (preferably by phone for fastest notification)
- Preliminary information to include:
 - Any injuries by staff or students - Medical aid provided?
 - Your preliminary assessment of the restraint (in policy / out of policy)

- Notify the director of safety and security. (If the director is not working, make notifications for the director. See below)

Director of Safety & Security Shall:

- All restraints, notify the Talent Office by sending an email to slee7@rvaschools.net AND tandeers2@rvaschools.net
- In cases of improper restraint or severe injury, call immediately Teresa Anderson (804.659.2042) AND Sandra Lee (804.310.0066)
- Reports must include the below information and a synopsis of the event per state code 8 VAC 20-750-60

1. Student name, age, gender, grade, and ethnicity;
2. Location of the incident;
3. Date, time, and total duration of incident, including documentation of the beginning and ending time of each application of physical restraint or seclusion;
4. Date of report;
5. Name of person completing the report;
6. School personnel involved in the incident, their roles in the use of physical restraint or seclusion, and documentation of their completion of the division's training program;
7. Description of the incident, including the resolution and process of return of the student to the student's educational setting, if appropriate;
8. Detailed description of the physical restraint or seclusion method used;
9. Student behavior that justified the use of physical restraint or seclusion;
10. Description of prior events and circumstances prompting the student's behavior, to the extent known;
11. Less restrictive interventions attempted prior to the use of physical restraint or seclusion, and an explanation if no such interventions were employed;
12. Whether the student has an IEP, a Section 504 plan, a BIP, or other plan;
13. If a student, school personnel, or any other individual sustained bodily injury, the date and time of nurse or emergency response personnel notification and the treatment administered, if any; Claim of Injury, notify your lieutenant immediately.
14. Date, time, and method of parental notification of the incident, as required by this section; and
15. Date, time, and method of school personnel debriefing. – How could this be better handled?
16. Was the student handcuffed by police? If yes, were they arrested by police?
17. Photos of student and officer(s) using restraint – even if no injury claimed.

H. Special Events Staffing

Care and Safety Associates may be assigned to provide security services during a special district event. Requests for security services must be granted by the Central Office. Assignments for Care and Safety Associates will be made by the Director of

Safety and Security. ion by a visiting dignitary or other persons/events which require special security precautions, Care and Safety Associates shall advise the Director of Safety and Security The Director of Safety and Security of Safety and Security will ensure that the necessary coverage is provided.

I. Security for Athletic Games, School Sponsored Activities, and Other Activities

Care and Safety Associates will provide security coverage for athletic events on a voluntary basis. School administration requiring or requesting security coverage must contact the Department of Safety and Security to confirm the provision of coverage. Requests for security coverage shall be made 10 days in advance using the appropriate forms. Care and Safety Associate assignments will be made by the Zone Supervisor in charge of Athletic Events.

J. Summer School Staff

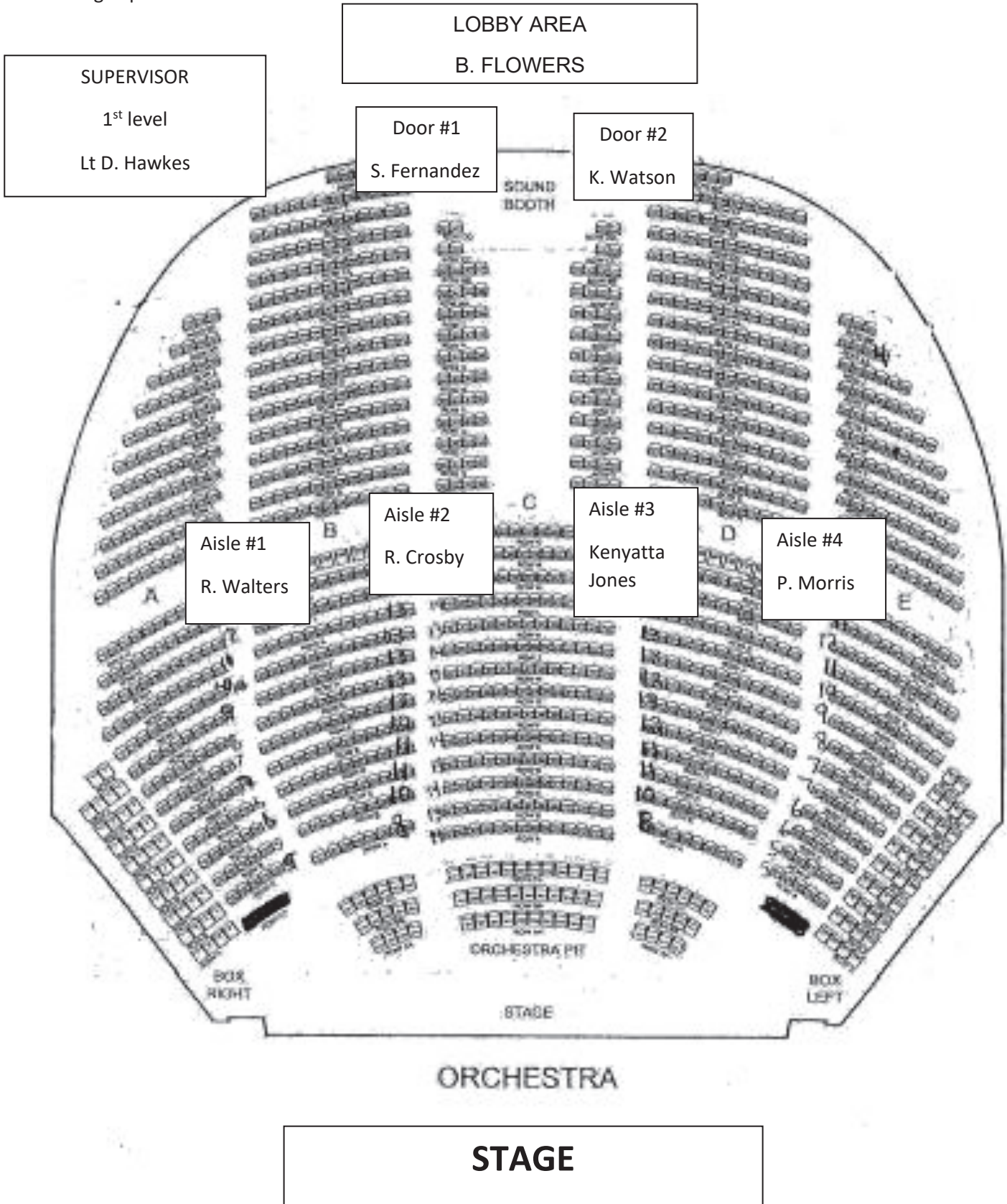
Care and Safety Associates must submit an application to work summer school. Assignments will be made based on those selected. Care and Safety Associates working summer school shall follow the same guidelines as during the regular school year.

K. Inappropriate Photographs / Videos / Pornography

With regards to Inappropriate videos / pictures we've been advised by RPD not to view the video/photo and immediately call police or tell your School Resource Officer.

- When members of RPS Security receive information about inappropriate content or pornography on cell phones and or videos, RPS personnel will immediately notify the Richmond Police Department.
- Do not under any circumstance view, share through text, email etc. any questionable images / video.
- Seizure of a cell phone by RPS Security / administration is not a FERPA violation. Cell phones should be turned over to police as evidence.
- Do not under any circumstance share questionable photos. No taking pictures of a picture, do not text, do not download, do not upload, and do not show anyone.
- Ensure school administrators start Title IX paperwork.

Tuesday, June 6, 2023
Huguenot High School 3:00pm report time/ceremony 4pm
Roving Supervisors: B. Corbin and M. Fecht



Tuesday, June 6, 2023

Huguenot High School 3:00pm report time/ceremony 4pm

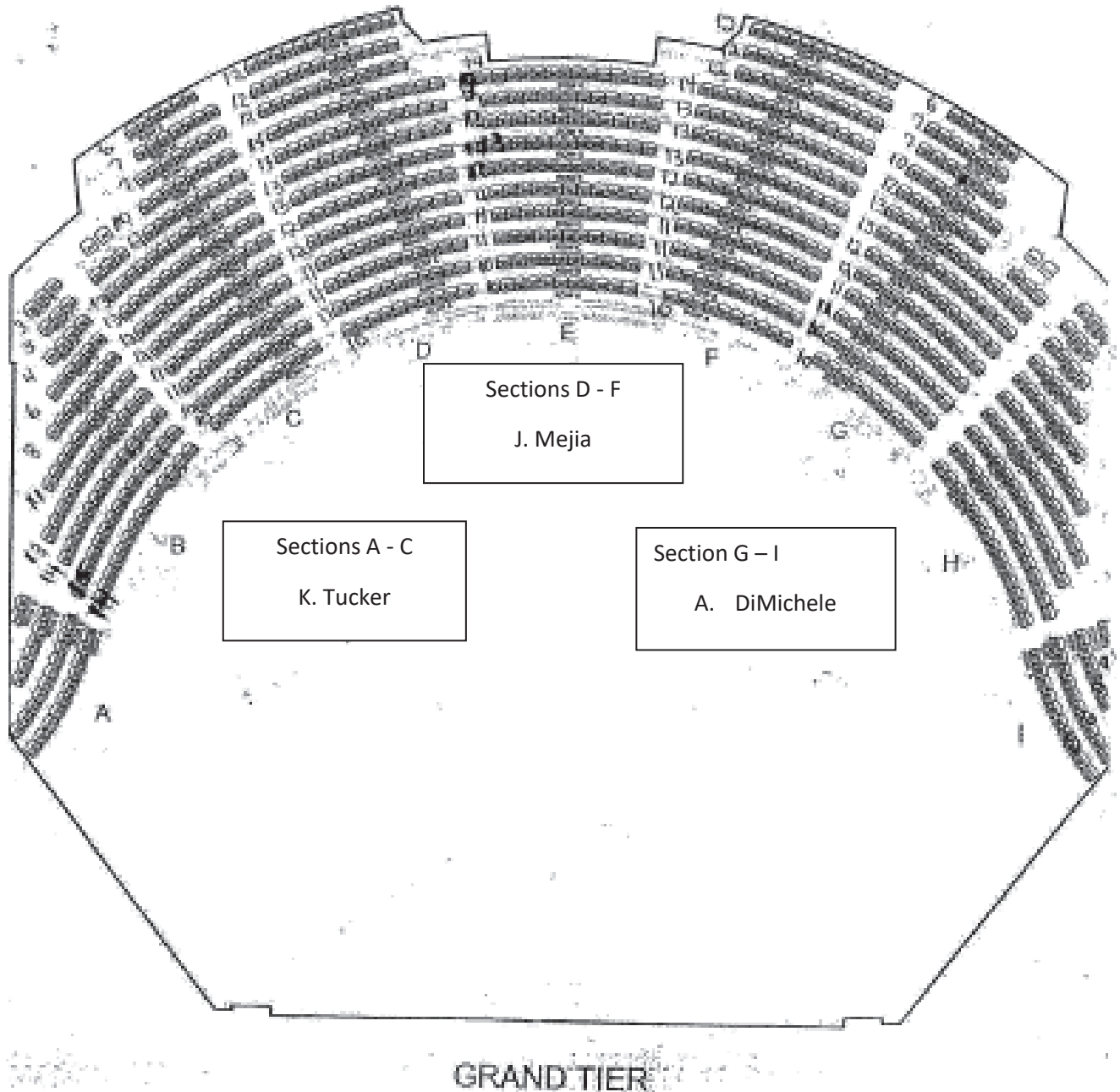
Roving Supervisors: B. Corbin and M. Fecht

STAIRS
E. Adams

SUPERVISOR
2nd & 3rd Level
Lt. J. Tucker

STAIRS
K. Thomas

School Board
Room
Cara Gill



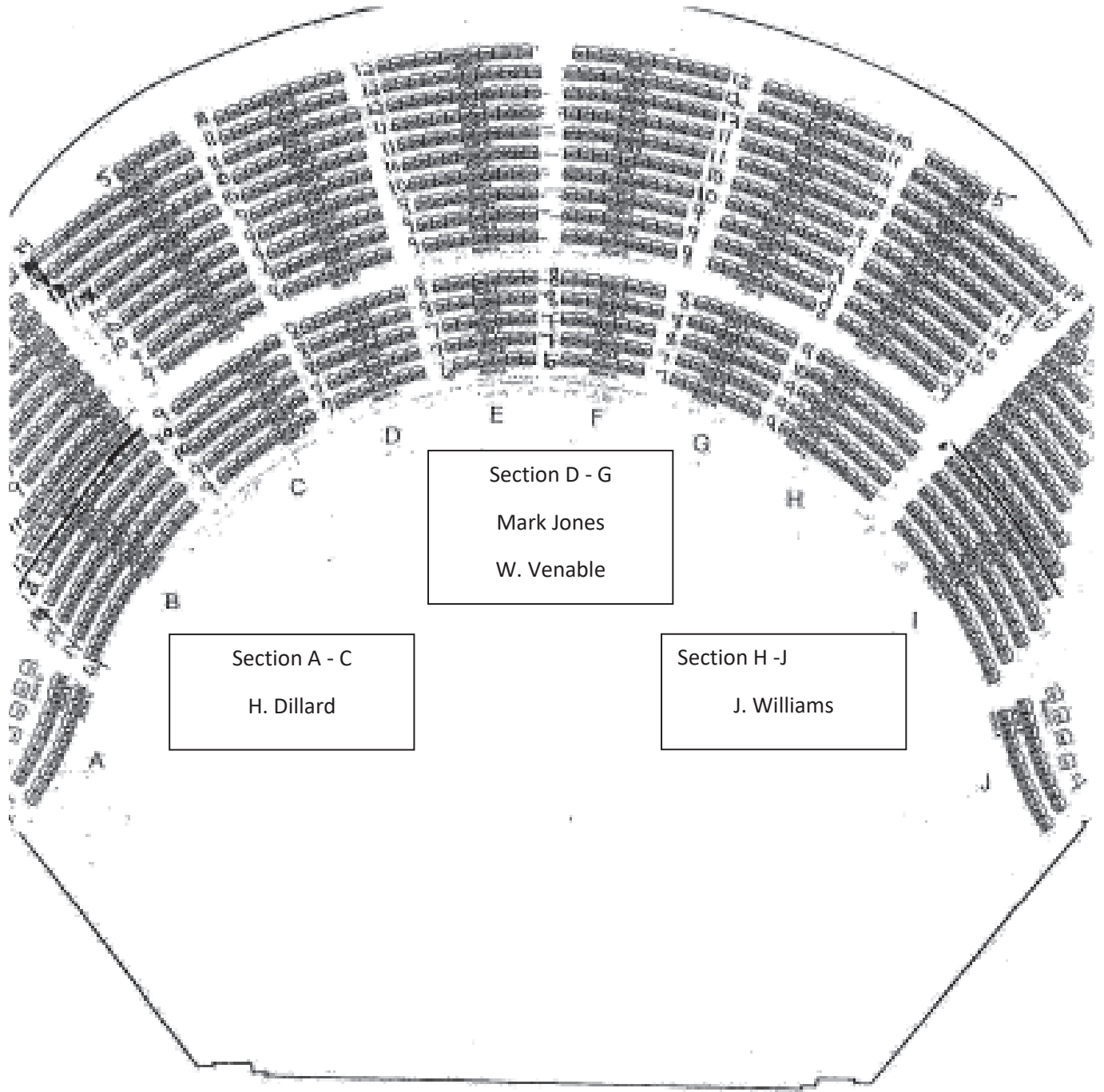
Tuesday, June 6, 2023

Huguenot High School 3:00pm report time/ceremony 4pm

Roving Supervisors: B. Corbin and M. Fecht

SUPERVISOR

Lt. J. Tucker



Section D - G

Mark Jones

W. Venable

Section A - C

H. Dillard

Section H - J

J. Williams

UPPER BALCONY

2023 GRADUATION INFORMATION for CSAs:

Uniform: Issued Green Polo, pocket pants, belt, and black shoes

Equipment: Bring your CSA RADIO – CHARGED (Motorola XPR 3500e)

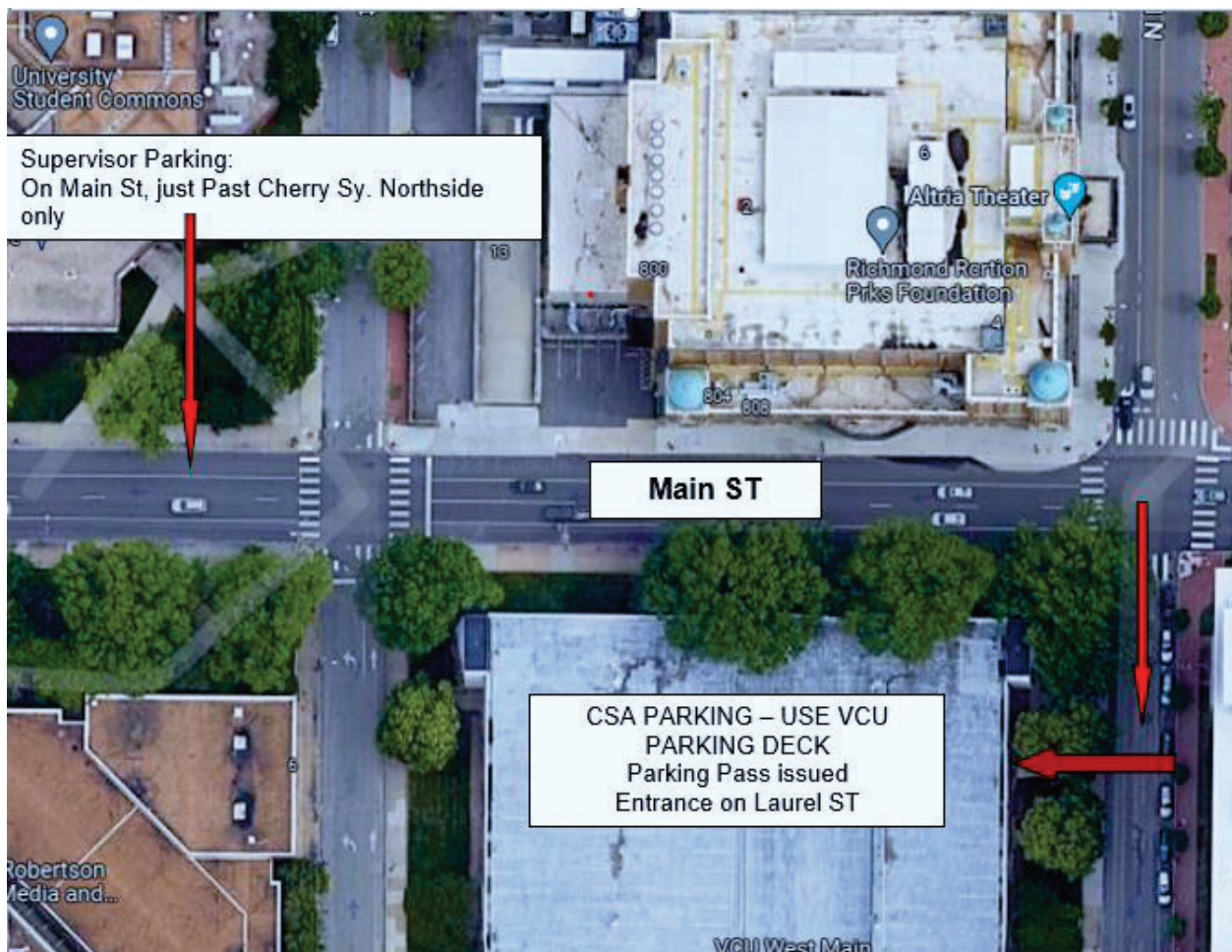
Give yourself enough time to park and be in the lobby of Altria Theatre for briefing.

Briefing times will be 9:00am, 3:00pm, and 6:00pm

Parking: You will be issued a parking pass for each graduation for the VCU parking deck.

These passes can not be shared or replaced, so please leave in your vehicles once issued.

There is a pass for each graduation.



Notes from Altria Walk-thru on 4.5.23

- Students will enter from the side door leading from the parking lot near Cherry Street, the students will head downstairs & into the ballroom - magnetometer at door
- Staff working the event and VIPs will enter from the door near the back of the loading dock (School board members can enter from the front door if they choose but will be subjected to being searched)
- Will need the capacity of the auditorium, we can get that information from Audrey
 - Will need the capacity for ticket order to ensure that we do not go over
 - After the graduation ceremony, Main street will be closed so that the guests can cross the street safely into Monroe Park and out of the building
- VIPs will be held in Ferrer Lounge which is on the 1st floor (note: the main entrance is considered the ground floor and the floor above is the first floor)
- The balconies will be opened as needed.
- Guest are not allowed seat near the graduates that front area will be roped off
- Audience members who arrive after the processional will be directed to balcony seating.
- We bring our own organ on the 5th but we will need to talk to Christie-Jo about the rental that we may be using (spoke to Christie-Jo 04/10–need to determine if this comes from the graduation budget–need quote from CJA)
- If you are looking at the stage the students will walk onto the stage from the right side and exit from the left
- We need to bring risers if we are utilizing a choir- talk to Christie-Jo about that
- There will be 8-10 parking spots max in the parking lot near N Cherry St near the loading dock (RPS/SS will determine parking)
- Working staff and dignitaries will enter from the door near the loading dock, this door can also be used by VIPs & we will need to have someone at the door to direct them to the Ferrer Lounge
- Parking in the VCU deck, this will be Principals and their graduating staff: there will be 4 spots per school at \$10 each so that's \$40 per school and \$320 estimated total
- We will need to verify with each school if they have any students with special needs so that accommodations can be made for them
- Put the mascot for each school on the parking passes along with the time of each schools graduation
- Doors will open 45 minutes before each graduation
- NO ONE will be allowed to enter the auditorium during the procession
- RPS Safety & Security is responsible for paying for the RFD & RPD personnel
- We will have Bizport deliver the programs to the Altria located at 804 W Main Street to Ms. Audrey's attention
- Need to let Ms. Audrey know who is the person responsible at RPS Safety & Security
- If there is a situation RMC will be onsite and be the first point of contact with the parents, if they do not settle down, the RPS Safety & Security will step up, if still not resolved RPD will get involved and the person will be escorted from the Altria.

**Graduation Programs and Tickets
Numbers for Print Order
Graduation 2023**

School	Stage/Admin	Potential Grads	Grad Guests (gradsx10)	Ticket Print (rounded up)	Program Print (rounded up)
Armstrong	25	135	1350	1400	1550
Franklin	25	34	340	390	430
George Wythe	25	185	1850	2100	2125 +500 IN SPANISH TRANSLATION 2625 TOTAL
Huguenot	25	310	3100	3150	3435 +500 IN SPANISH TRANSLATION 3935 TOTAL
John Marshall	25	101	1010	1180	1280
Open	25	46	460	510	550
Richmond Community	25	40	400	600	630
Thomas Jefferson	25	223	2230	1890	2500

May 12, 2023

Dear Parents and Guardians of the Class of 2023:

Graduation is approaching, and the ceremonies for Richmond Public Schools are scheduled to take place at the Altria Theater located at 6 North Laurel Street, Richmond, VA. June 6-8, 2023. The purpose of the graduation ceremony is to create a formal setting to present each graduate the evidence of their academic achievement, the diploma. For students, it marks the passage to adulthood and all of the opportunities that life with a diploma in hand can bring. For parents and guardians, it is a moment filled with emotion and pride.

To ensure the safety of our graduates and families we will conduct bag checks for all visitors, similar to checks that take place at amusement parks, major sporting events and large concerts. Please note the following prohibited items at all graduations:

- No food or drinks
- No smoking or vaping
- No balloons
- No large purses (**no larger than 5.5"x8.5"**) with or without a handle or strap
- No drugs
- No noise makers
- No signs

Schools will manage their own graduation rehearsals at a site other than the Altria. Please communicate with your school for the date, time and location of rehearsal. At the rehearsal each graduate will receive 10 tickets that admit **one guest per ticket**. Children over the age of 2 require a seat and must have a ticket to attend. Graduation will begin on-time; any guests arriving after the processional will be directed to the balconies for seating.

Graduates are to arrive at the Altria Theater one hour before the ceremony, entering at the Main Street door near Cherry Street. Only graduates can enter here; their cap and gown will be used as identification. Students should not bring phones, purses or keys. The students will go downstairs to the ballroom to line up. Students may not leave anything in the ballroom as there is no reentry after the ceremony. Paid parking for guests is available in the parking deck near the Altria or on the streets where allowed.

We want all students to participate in this milestone event, however, poor behavior prior to graduation may result in the loss of that privilege. Additionally, please note that guests engaging in disruptive behavior during the ceremony will be immediately removed by security.

On behalf of your Principal and myself, we are deeply honored to recognize our graduates' achievements. We look forward to hosting you and your family as you celebrate the accomplishments of your graduate with all of the dignity and grace deserved on this momentous occasion.

Sincerely,



Solomon Jefferson
Chief Academic Officer, Secondary
Principal Director

[-Guidelines on Individualization of Graduation Attire](#)
[-Graduation Schedule](#)

2023 Graduation Support

Graduations begin on June 6th and the Language Justice Team needs some additional bilingual support. There are 7 graduations that need Spanish interpretation. For each of those graduations we need at least:

- **1** bilingual person to help sign out the headsets for families
 - This can be seated or standing, it only requires that you ask families their name, phone number, and then hand them the headset and headphones
 - After the ceremonies, this person will ensure families give the headsets back to us and cross-check with the sign out sheet
- **2** bilingual people that will be walking families to their assigned section
 - This will require walking/standing, but can be seated after the ceremony starts
 - Plan to use your customer service skills to be as welcoming to families as possible and help answer any questions they may have

Things to know:

- Graduations will all be at the Altria Theater next to Monroe Park
- Doors will open 45 minutes before each graduation
- Staff can enter through the main doors or the back entrance that leads backstage
- Doors will close once the procession starts
- All families must exit towards Monroe Park
 - Police will direct traffic to make it safe to cross
- Families and staff are encouraged to bring only the bare minimum
 - No large backpacks, unnecessary items

A member of the Language Justice Team will be at every graduation and will be the point of contact when you arrive. Please plan to be inside the theater at least 30 minutes before graduation ceremonies start. Parking around VCU is not the best, so give yourself ample time to arrive and find parking.

Thank you!

School	Date/time	Support Staff
Richmond Community HS	Jun 6, 2023 10:00 AM - 11:00 AM	LJT: Luis Martinez Headsets: Dianna Almazo Runner #1: Amelia Castaneda Runner #2:
Huguenot HS	Jun 6, 2023 4:00 PM - 5:00 PM	LJT: Luis Martinez Good Headsets: Runner #1: Tara Pyciak Runner #2: Angela Flores
Thomas Jefferson HS	Jun 6, 2023 7:00 PM - 8:00 PM	LJT: Karla Roca Headsets: Runner #1: Amelia Castaneda Runner #2:
John Marshall HS	Jun 7, 2023 4:00 PM - 5:00 PM	LJT: Karla Roca Headsets: Runner #1: Pilar Morfin Runner #2:
Armstrong HS	Jun 7, 2023 7:00 PM - 8:00 PM	LJT: Karla Roca Headsets: Runner #1: Amelia Castaneda Runner #2:
Open High School	Jun 8, 2023 10:00 AM - 11:00 AM	LJT: Luis Martinez Headsets: Runner #1: Gabriel Hernandez Runner #2:
George Wythe HS	Jun 8, 2023 4:00 PM - 5:00 PM	LJT: Luis Martinez Headsets: Rachel Gonsalves Runner #1: Tara Pyciak Runner #2: Pilar Morfin
Franklin Military Academy	No interpretation needed	

Interview conducted via Microsoft Teams

Transcribed using Microsoft Teams

This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text

Prepared by
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**PYO handling TEAMS PHONE CALL with S Jefferson WE
are to initiate call with Jefferson 14046680863 RPS
ThirdParty Investigation PRIVILEGED AND
CONFIDENTIAL VFOIA EXEMPT-20231026_163852-
Meeting Recording**

October 26, 2023, 2:26PM


2h 12m 9s

 started transcription


 **Paulsrud, Kimberly A.** joined the meeting

 **Pamela O'Berry** joined the meeting

 **Pamela O'Berry** 4:23
OK.


 **PA Paulsrud, Kimberly A.** 4:23
Umm.
So we'll need to let Mr Jefferson know that.


 **Pamela O'Berry** 4:27
OK.

 **PA Paulsrud, Kimberly A.** 4:28
So let me call him.

 **c910373a-72bd-476c-aa06-889eea2eed63** joined the meeting


 **C c910373a-72bd-476c-aa06-889eea2eed63** 5:04
Hello.

 **Pamela O'Berry** 5:06
Good morning.


 **C c910373a-72bd-476c-aa06-889eea2eed63** 5:08
Hey, good morning.


 **Pamela O'Berry** 5:09
This Mr Jefferson.

 **C c910373a-72bd-476c-aa06-889eea2eed63** 5:11
Yes, ma'am.


 **Pamela O'Berry** 5:12
Oh, good morning, Mr Jefferson and I so regret that we've had to.
We've had to, like, intrude on your recovery time and you stepping away from work


for a little bit, so I'll try to move through this so you can get back to relaxing and and healing.


 **c910373a-72bd-476c-aa06-889eea2eed63** 5:32
Ohh no problem at all, no problem.

 **Pamela O'Berry** 5:35
Well, I think you were on the phone call when I initially met with Mr Cameras and Miss Parks.
But I'm Pam O'berry with sands.
Anderson and I have on the phone, Kimberly, also with Sands.
Anderson, she is set up the call for us, which we're doing through teams, but it is already this one called because it's a phone call.

 **c910373a-72bd-476c-aa06-889eea2eed63** 5:49
OK.

 **Pamela O'Berry** 5:59
We had to do through Microsoft Teams and it immediately starts recording the minute we set it up.
The other meeting meetings have been by via Zoom, where we ask for permission to record, but I wanted to just kind of let you know that this one is already recording because that's the way the software works.
Do you have it at any problem with the recording?

 **c910373a-72bd-476c-aa06-889eea2eed63** 6:16
Yeah.
Ohh, not not at all, not at all.

 **Pamela O'Berry** 6:21
OK.
Well, in that case, Kimberly, I think I don't think you can fall off because you initiate it, but you'll you're gonna go into a a mute and not monitor status, right?

 **Paulsrud, Kimberly A.** 6:32

Yeah, I'm just going to mute and UM, do some other things, but if you need me just kind of get my attention because you are on the screen so.



Pamela O'Berry 6:39

Uh.

OK.

Yeah, I'll.

I'll ping if I need you.

I'll ping you through a teams chat.



Paulsrud, Kimberly A. 6:46

Perfect.

Thank you.



Pamela O'Berry 6:47

Alright, thank you.

Alright, alright.

Well, good morning again, Mr Jefferson.

Can you first tell me what is the exact title that you have with Richmond public schools?



c910373a-72bd-476c-aa06-889eea2eed63 7:02

I'm the chief academic officer for a secondary academics. Yeah.



Pamela O'Berry 7:10

And how long have you had that role?



c910373a-72bd-476c-aa06-889eea2eed63 7:14

Efficient.


Well, I would say last October, as interim officially, uh, March.





Pamela O'Berry 7:26


Well, congratulations.


 **c910373a-72bd-476c-aa06-889eea2eed63** 7:29
Thank you.

 **Pamela O'Berry** 7:32
And what is your as an educator?
What's your background as an educator?

 **c910373a-72bd-476c-aa06-889eea2eed63** 7:38
Uh, wow, this is my 25th year in education.
All of my work have been entitled one schools turn around principal.
Turn around.
Work.
Umm yeah.
Been in three districts.
Uh Atlanta Public Schools rest with most of my career.
Henrico.
Uh in Richmond public schools.

 **Pamela O'Berry** 8:07
No, you don't take the easy ones, do you?

 **c910373a-72bd-476c-aa06-889eea2eed63** 8:10
Yeah, my family.
Uh.
As I get older saying I need to take a different route, so I'm starting to listen to
maybe five more years and I just have to do something different.

 **Pamela O'Berry** 8:22
Well, I'll tell you what these title one schools would not be standing, but for people
like you who who know, know how important it is to have good people there.
So thank you for that for sure.

 **c910373a-72bd-476c-aa06-889eea2eed63** 8:33

I appreciate it.

I appreciate it.



Pamela O'Berry 8:36

So what?

What are the roles and responsibilities of as a chief academic officer?

Like, what is?

What do you have oversight of?



c910373a-72bd-476c-aa06-889eea2eed63 8:47

Yep.

So the first thing that I have oversight of is the the secondary school.

So middle schools and high schools.

So I oversee 2 principal directors.

Uh.

And I previously wasn't principal director for four years before the promotion.

I was the principal director of middle schools.

Uh, and then I also oversee everything, curriculum and instruction.

That's six through 12.

Ohm, I also manage the data analytics department out of academics.

So you know any type of dashboard that needs to be created that department does it.

Uh also oversee exceptional Ed for academics?

For the division.

And the last department that I have is.

It's actually called secondary success pathways and under that umbrella is CTE, UM also alternative programs and the last piece is is what we call.

Ohh, like our college and career pathways.

Uh secondary counselors.

I supported there so though that's my primary responsibility.

But if I was to say in sum it up, it really the three, the three buckets is to make sure that principles are supported on the secondary level.

Uh.

Making sure that we actually have the strong curriculum and things in place to support middle school accreditation, high school accreditation and on time

graduation and then the last piece would be, you know, making sure we're in compliance with the CTE and college and career and exceptional education pieces.



Pamela O'Berry 10:52

OK.

And do I know you said you have oversight of two principal directors?

So does that mean you don't directly oversee principles?

Principles are overseen by principle.

Directors and then the principal directors report to you.



c910373a-72bd-476c-aa06-889eea2eed63 11:10

Yep, that's correct.

Yeah.

And this is actually a a pretty new structure because before this we had one chief academic officer that service pre K through 12 uh and I you know Jason considering the lift and Richmond Public Schools decided to split it elementary uh and secondary to try to get some better results.



Pamela O'Berry 11:39

Trying to figure out.



c910373a-72bd-476c-aa06-889eea2eed63 11:39

Yeah.

And so I also have I have managers for uh, have a manager of data analytics. I actually have a manager of CTE, a manager of College in career pathways have a directive, secondary success pathways, a directive, exceptional Ed director of curriculum and instruction.

Umm.

And so they really, uh.

As I said, also the two principal director, so they managed their departments.

But again, I provide the oversight, instructure for them, yeah.



Pamela O'Berry 12:11

Over 70.

Got you.

OK.

That makes sense.

Now, who were your two principal directors during the 2223 last 2223 school year?

 **c910373a-72bd-476c-aa06-889eea2eed63** 12:22

Well, it was just me.

I was just pretty interesting because at the time I'm not sure if you followed in the paper at the beginning of the school year, August 2022, we actually had the passing of the principal over at George with at the time.

And so my my counterpart J, often Brown, who was the director of high schools, Jason placed him mobile as the principal because we didn't really have any options. The interim principle and that he eventually retired in December.

And so I actually had both middle schools and high schools at the time.

And then eventually in October, Jason, because we didn't have a chief academic officer asked.

Uh.

Lovely.

Who?

Doctor Wiggins at the elementary is Cao and asked me to take on secondary.

So at the time I was actually doing 3 jobs and so it was just me primarily.

 **Pamela O'Berry** 13:25

So the structure you just the structure you just described that's now in place with the two principal directors that will report to you and then those principal directors would oversee the schools.

 **c910373a-72bd-476c-aa06-889eea2eed63** 13:26

Last year.

 **Pamela O'Berry** 13:38

You were doing the position you have now.

Plus, you were acting as the principal directors.

 **c910373a-72bd-476c-aa06-889eea2eed63** 13:44

Yeah.

So I was acting as the principal director of Middle School High School and the Cao second.

What interim Cao?

Secondary.

Uh. Yep.



Pamela O'Berry 13:57

OK.

So you would have had direct oversight of of the principle at the Huguenot for last year.



c910373a-72bd-476c-aa06-889eea2eed63 14:03

Yep, Yep.

And So what?

Uh, But what ended up happening was I, I guess until December.

Ohh, they often brown who was the high school director, was trying to do both jobs. He was trying to do interim at George wife and also handle some of the high school pieces and so to be completely honest, I would actually say that I stepped into the complete role in January after Jason.

He really had no choice.

We we know it's ludicrous.

I mean, it's it's hard enough to do one job and RPS, but at the time you really didn't have any choices.

So initially when they often took on the principal interim principal role and August him and I had created a division of Labor in terms of the things that I would handle. So he continued to have like graduation meetings and he continued that we have something called monthly principal meetings.

He continued to help me facilitate those and for the most part, principles that had, uh, you know, major issues with actually include both of us on those chains initially.

Uh, and I really took on his parent complaints and I took on the piece in terms of really structuring the principles meetings and, you know, all of the data day things that involve high schools.

My kind of took on.

He also kept graduation and his hat on his shop until December.



Pamela O'Berry 15:43

And who took it on after December?



c910373a-72bd-476c-aa06-889eea2eed63 15:45

So.

Ohg.

My God, this is such a messy story.

Umm.

So in the absence of a Cao, we had an executive director of teaching and learning who, but supposed to be leading our department, principal directors and Director of Exceptional Ed.

So that was her responsibility.

However, she was out on after mail quite a bit, and her mom, I feel them passed away.

So what I would say is maybe.

Does she eventually resigned in January?

I'm not mistaken.

January, February.

But essentially what I would dare to say is from the summer until.

Her resignation?

She was probably there about a month and in aggregate.

Umm.

And so she was really supposed to be leading the department in the absence of a chief academic officer.

Umm.

So she was supposed to be leading the graduation charge as well.

Uh, we have to say Austin.

And so to be completely honest, it just didn't happen.

Umm.

And So what I found in January was I just took on everything, all things high school, even though I don't have a high school background, I was elementary and middle school.

I learned everything high school pretty quickly and took on the graduation charge.



Pamela O'Berry 17:23

OK.

And that person's name that was supposed to be doing it the same.



c910373a-72bd-476c-aa06-889eea2eed63 17:26

Her.

Yeah, yeah.

Her name was Tara Harrison.



Pamela O'Berry 17:30

OK.



c910373a-72bd-476c-aa06-889eea2eed63 17:32

Yeah, but she was the executive director.

Teaching and learning.



Pamela O'Berry 17:38

And she left RPS.



c910373a-72bd-476c-aa06-889eea2eed63 17:40

Yes, you left RPS and I believe was February or March, she turned in her resignation.

I'm at their mom passed and and I said she has some FML challenges.

Uh, and ICAO at the time, went out.

FML as well and I believe she resigned in July.

It was pretty messy.

Umm.

And I know myself, Doctor Wiggins and also doctor, doctor, Doctor Parks, who at the time was the director of Exceptional Ed.

You know, we kind of stepped up to keep everything afloat, you know, in the absence of, you know, the folks who were supposed to be leaving.



Pamela O'Berry 18:24

Got you.

So then then just taking it back to the oversight of principles, roles, did you from the

time you stepped into, I guess pretty much from the from the time you were interim, you were having direct over you would have had direct oversight of the principle at at Huguenot since October?

 **c910373a-72bd-476c-aa06-889eea2eed63** 18:44

Yeah.

Yep, Yep.

That Mister gilstrap?

Yeah. Yeah.

 **Pamela O'Berry** 18:55

And and I put in my notes that you since October 2023, but that would have been last month.

So that was October 2022, alright.

 **c910373a-72bd-476c-aa06-889eea2eed63** 19:02

Yeah, yeah.

And like I said, they often actually a lot of them still went to him because he had the closest relationship with them.

And so there were some things that.

And I'm I'm sure you looked at the notebook that I put together.

There were some changes around things that I wasn't even included on.

Because I think Rob was one of those principles that needed a lot of hand holding.

And so Jay Austin tended to.

Uh, you know, he knew my plate was pretty heavy.

So I think that he tried to help him navigate through those things because he had a relationship.

But yeah, there were some, some things that I had to step into, particularly over at Huguenot, enrich from high school at the arts pretty frequently.

 **Pamela O'Berry** 19:56

All right.

Now, did you did Huguenot High School as far as you knew?

No, it did.

Did it have like a any org chart or any any document or policy about OK?

A Gilstrap on the principle when I can't act as principled.

This person is my designee or for these types of issues.

If I'm not making the decision, I designate this person to be the designee to make these types of decisions.

Was there any sort of document or policy or procedure in place for that kind of thing?

 **c910373a-72bd-476c-aa06-889eea2eed63** 20:31

Yep, yeah.

So let me explain the the the procedure and the request that we made of them.

Even when I started as principal directed because it was pretty ludicrous to me, some of the practices and so essentially we said to every principle that they should actually create a very clear division of Labor ohm.

And so that division of Labor included what they were responsible for, so gave them a pretty.

Simple Excel spreadsheet.

Uh, to say these are the things that the principals responsible for.

These are the things that the assistant principal director of counseling and so we did a lot of work with them primarily on the role of.

Of Division of Labor for their senior leadership team and their leadership team.

So senior leadership team is the principals and assistant principals and their leadership team would include like department chairs like they have technology leads and the building umm.

And so every principle was mandated every year to actually have a division of Labor which outlines the responsibilities of senior leadership team, including the director of counselor, and then from there.

 **Pamela O'Berry** 21:47

And and and was that called a division of Labor spreadsheet.

 **c910373a-72bd-476c-aa06-889eea2eed63** 21:52

Yeah, it was actually called.

It was actually called senior Leadership Team Division, division of Labor, yeah.

And I'm trying to think whether we actually.

Ohh cause I I know we had a gap with our office associate but we normally collected

all of those things and A in the drive.

Uh, just even for us, like we went into a building.

If somebody was over map, we wanted to go to the person that was responsible for math because it could have been a P versus the principle. Right.

Uh, so I'm not sure if we have that, but I I know every summer that was one of the exercises that we did with them and we also tried to help them be crystal clear around like don't just put their responsible for testing like what does that mean?

It would have facets of it, and if there's a plan that can be done, just make sure you attached artifact in the plan.



Pamela O'Berry 22:53

So again, you said you don't know if that was something kept in a drive that was in central office or like, where would that document we reside unless I haven't seen that document yet.



c910373a-72bd-476c-aa06-889eea2eed63 23:04

Yeah.

And I'm it it.



Pamela O'Berry 23:06

So I don't know if it's something that's still exists or who has it and how I can see that.



c910373a-72bd-476c-aa06-889eea2eed63 23:14

Yeah, I would have to.

I mean, I would dare to say that it resided with the principles I know for dental school.

I had access to all of the middle school principal division of Labor in their handbooks.

There were certain things that I just required to see, and as I said, I'm not sure Jay Austin had our secretary collectives or not.

So when do you need all the documents?

I can actually share with you some examples from middle school if that's helpful, or the actual document that we shared with them.

I'm not sure if.

You know, if we have access to hers or not.

 **Pamela O'Berry** 23:58

Yeah, I would be interested in seeing one if you just have a representative sample of what it should look like, but I am, as in, more interested in seeing whatever the one the the senior leadership Team division of Labor spreadsheet would look like for the 2223, for Huguenot.

 **c910373a-72bd-476c-aa06-889eea2eed63** 24:18

OK. OK.

Yeah, let me umm I can definitely share some middle school examples with you and just the template itself.

I guess I would have to connect with Dana to see if she could possibly open up, you know, cause Rob is left.

I mean, maybe his emails and maybe we could search his emails to see if, you know it's still existed.

 **Pamela O'Berry** 24:40

And Dana is his admin that was there.

 **c910373a-72bd-476c-aa06-889eea2eed63** 24:43

No Dana is our Chief Operating Officer.

So she's over technology?

 **Pamela O'Berry** 24:46

OK.

 **c910373a-72bd-476c-aa06-889eea2eed63** 24:47

Yep.

So she would have to open it from the back end when an employee leaves.

 **Pamela O'Berry** 24:53

OK.

That would be really helpful if you could see if you're you're Co could get access to Huguenots for 2223.

And yeah, if you and if you have a representative sample of the kind of things that

should be sort of laid out there for division of Labor, that would be helpful to see kind of what an ideal one would look like.

And then what?

This one looked like, which may have been ideal as well, but I I haven't seen it.

 **c910373a-72bd-476c-aa06-889eea2eed63** 25:21

OK, OK.

 **Pamela O'Berry** 25:23

OK.

So and just so that there is this this spreadsheet that should lay these kind of things out, but just in a practical day-to-day way, if a principal was not going to be making decisions about something and was going to assign a designee to make those decisions, is that something that should be in writing or is that something that should other than you know, that spreadsheet is, is that something that you would expect to see in writing?

 **c910373a-72bd-476c-aa06-889eea2eed63** 25:54

Yeah.

Yeah.

And So what the practice that we gave them and and I just believe it's a good practice in any organization is that you know you create this document and it really should be a living, breathing document, right?

Because something may change throughout the year, you may say in November.

Hey I want this person to take on testing because this person has not done a great job so far, right?

And so we told them that that should happen.

But the way that decisions were documented should have been through two venues.

The first would have been through their senior through two models to to, to spaces.

 **Pamela O'Berry** 26:32

Through what?

OK.

 **c910373a-72bd-476c-aa06-889eea2eed63** 26:38

Uh, and the first one should have been there weekly.

Senior leadership team meetings, which I've come to find out that Rob was not having those uh, frequently.

Uh, and I know my middle school principals were because I actually visited a few of them, but part of it isn't a single leadership team meeting.

There should be an agenda and the agenda items should also include the projects that people manage, right and again for the senior leadership team meeting, if not to get into the nitty gritty details.

Uh, that's for the 2nd venue, which is called the what I call the 03 is the 10 ones where you actually if somebody manages testing or they manage graduation that is where you have those individual conversations.

So progress monitor to give them support around uh, all things.

Graduation.

Right.

And so, uh, it really should have been those two spaces.

So the weekly single leadership team meetings, some principles actually had them twice a week, depending on how new their team was.

Uh.

And of course, the officer had leadership team meetings twice a month, which included, as I said, the auxiliary people such as the Director of Counseling the the Math Department chair.

And then as I said, they were required to have weekly one on ones for at least 60 minutes with the people that they managed.

And again, though, that's where the oversight and direction and coaching around people's projects and what's on their plate should have happened.

And we we gave them, but I can speak for middle school and I think y'all still did customize it for high school.

Uh, we can send you an example of what the 03 agenda should look like and as well as the single leadership team meeting we gave them.

So like a baseline agenda that they could, of course, you know, augment and add to, but like that's the way that the communication works and I even use that with my team like we have a weekly, you know, uh directors, managers meeting and then from there I meet with them, you know, individually for 60 minutes to work through some of those, you know, individual pieces so that they're successful with the things that they own.

 **Pamela O'Berry** 29:08

And then those individual conversations you said they would be weekly one to ones with the people they manage with that include counselors or would counselors not be directly having those with the principal?

 **c910373a-72bd-476c-aa06-889eea2eed63** 29:19

Yeah.

So it would.

So it would include his director of counseling, which had happened because she's leadership team and not senior leadership team.

We set the expectation that they should do it twice a month.

Uh, But the counselor should actually be going back to have those same meetings with their teams.

And so, I mean, if you manage the math department, you know you should actually be having conversation with your math teacher, that trickle down the things that you discussed with your school leader.

 **Pamela O'Berry** 29:52

Got you.

 **c910373a-72bd-476c-aa06-889eea2eed63** 29:53

Now now for example, the math department chair.

 **Pamela O'Berry** 29:53

That makes sense.

 **c910373a-72bd-476c-aa06-889eea2eed63** 29:57

Say for example, they were under the assistant principle.

They should have had a weekly meeting with the assistant principal.

 **Pamela O'Berry** 30:09

And is there, was there any system in place umm?

Like if I think you, you know you said that Rob was not having them regularly, his senior leadership meeting did how, how did that come to your attention?

C c910373a-72bd-476c-aa06-889eea2eed63 30:20

You're right to monitor, yeah.

Well.

Ohh, this came to my attention.

You know, there was always this theory, and of course where I wasn't directly over high schools at the time that Rob was at, he's a fast talker.

And was more of a lazy fair manager versus some of our other principles that were very much hands on.

And.

How this really came to my attention is when this summer it was actually prior to the incident.

I think it was in May.

Or maybe April.

They were a couple of situations that were happening.

There with personnel.

Uh.

And as I went over to the school to have conversation with personnel and even someone who's assistant principals, you know, they shared with me that.

You know where I was often in his office.

He often delegated things to people without any clear direction.

Uh.

And when they were crisis, they had to figure it out.

And the teachers just felt like, and this became even more apparent as we started to have conversations with the teachers after the incident.

I I'm sure this parks probably talk to you about we had a couple of sessions with them and July and August.

Some of the comments that we got from people is that the kids ran in the school.

But you have to know the principle was if a lot of.

You know, just a a lot of peace and robbed himself, even him.

And I had a couple of conversations in April and May when some things popped up around because ability to, you know, you can leave without micromanaging, but you have to give your folks direction and and vision and there has to be some progress monitoring to help folks be successful and even some coaching and modeling, right.

And so he admitted to me that he was not like fully present in that.

Umm, he was actively looking for something else to do.
And then he realized what RPS was in the fit for him.
So I think April of May is when it really hit my radar that.
But unfortunately at the same time we had George Rift, who had a brand new interim principal that we had a shooting at.
George, we have it just was.
It was a mess between Jason and I.
Let me Jason was a Superintendent.
He was spending come up with days at George Webb sitting in front of the doors and I said, I think half of my time at Georgia with and been dealing with all the other issues that were secondary and I would dare to say that my second priority was Q and I, as of April, there's just there's a lot of things coming out of there.
Related to person now.



Pamela O'Berry 33:39

You said it was your.
You said it was a secondary priority.



c910373a-72bd-476c-aa06-889eea2eed63 33:43

I would say if there was a second school that it was on my radar, it was she cannot.
And in fact.
I mean, this year, not just because of the shooting, but also.
You know, we had a hard time finding a school leader for Huguenot because because of the time, man, I think because of the circumstances, but also even one of the API's who eventually he we I convinced him to become the interim principle.
It just felt like it was just.
Attached that was Herculean.
You know that it's something that he knew what?
It take an investment and he wasn't sure he was ready to take that on.
I mean, even though he had been pretzel for seven years and another district, he just felt that because of the way that things were structured and the looseness that he would have, a lot of work to do.
And so that has been, you know, prior to my illness, I can probably say you cannot just probably the school that I spent the most time at this year.
In fact, I was there the first two weeks just trying to get them Ohh settled and.

Doctor bell.

Who's the high school director has been over at Richmond High School of the Arts too.

Really.

Focus on them.

So yeah, I mean, there was a sense out there to say and in April and May where I just felt and knew that Rob was, you know, kind of checked out think that's the first that where I was kind of like tagged in.



Pamela O'Berry 35:31

And did you and I I this just came up just in terms of someone who was escorting dignitaries during the the June six were were you or RPS generally aware that there was a Washington Post reporter shadowing Rob Gilstrap?



c910373a-72bd-476c-aa06-889eea2eed63 35:51

I was not aware.

No. Wow.



Pamela O'Berry 36:03

Is that the kind of thing I mean?

Because it is a school setting and we've got FERPA and confidentiality and all these other privacy interests that surround a school setting.

Is that the kind of thing you would expect to be floated through the Central Office for approval before a reporter is brought into a school setting to shadow a principal?



c910373a-72bd-476c-aa06-889eea2eed63 36:28

Most definitely.

And The funny thing about it is, is that I mean, the one thing that I have been clear about specifically with middle school and I think with secondary in general, we're principals meeting.

It's just really understanding like.

I mean this in a bad way, changing the command because when I took on this role everything was so loosely Goosey, it was kind of, you know, every school kind of did its own thing.

And that is why we got the disparate results that we had.

And so we were clear with them about processes.

We spent a lot of time going through processes and protocols with folks and even at principals meeting, there was always space and folks had questions like they knew how to get in contact with us.

But I think to your to your to your question that you asked earlier is like how do we monitor this.



Pamela O'Berry 37:21

Mm-hmm.



c910373a-72bd-476c-aa06-889eea2eed63 37:22

I mean, we actually and and our principal director is now have the space to do it because uh, they're not doing 3 jobs, but essentially we actually have weekly school visits and so, uh and maybe I seem to say weekly for for the majority of our schools, we see them at least twice a month because just for example, with high school, Jay Austin had nine schools.

I had 10 middle schools and so as you can imagine, with everything that happened in the course of the day would be impossible to go to every school, you know, every day and do well.

I mean, I mean every week and do well.

And so we had some schools that we tiered that we may saw once the once a month or twice a month, for example community or open high or Franklin Franklin military.

They also may have visit like once a month because they were pretty much on Autopilot right.



Pamela O'Berry 38:24

Umm.



c910373a-72bd-476c-aa06-889eea2eed63 38:24

But we would at least once a week, go to our what we call our priority schools, which would have been at George with and that you and I and Armstrong.

Yeah.

And what I would say is they, Austin and I were probably very more diligent when we didn't have the, you know, passing of the principle and having multiple jobs to do.

I think we did a better job of managing, but the 2223 school year.

I don't even know how to describe it.

It just was so.

Traumatic and so many ways, but.

This is something I wanna forget because I mean I have a touch of OCD and I have a type A personality.

So like it all drove me crazy because it just was.

It's things that were unmanaged.

And you know, and I think that's what happens when you have a lot of high profile vacancies too, not only we also had the director of Curriculum instruction labs, uh, we have so many directions.



Pamela O'Berry 39:34

Yeah, the director of what?

What was that position?



c910373a-72bd-476c-aa06-889eea2eed63 39:37

The director of curriculum and instruction, she she resigned.

It's just the director of.

Academic programs and support.

We had an interim.

Yeah, Renesha transition in December to Chief Wellness officer.

So we had a vacancy for Director of Exceptional Ed, but of course, uh, I put an interim in place until we could, you know, really hire figured out.

But we just had so many vacancies in key levels of Chief Operating Officer.

Sure.

I mean, it just flashier was.


If I could be completely honest between Leslie Renesha and I.

I think we were the ones that held that department together and would even dare to say other departments because it just was.

It was only Jason Michelle who, dasco, who's the chief of staff at the time, Doctor Harris.

They were the only three chiefs and there was a vacuum of leadership in the academic realm.

And so, you know, we stepped up to do what we could and even prior to that, because even though people were there, they weren't really present.

 **Pamela O'Berry** 41:01
Mm-hmm.

 **c910373a-72bd-476c-aa06-889eea2eed63** 41:01

But it was last year was disastrous.

And then to have this happened.

Uh, yeah, it's just a.

I've never seen and I think I started off with the preference of doing title won't work.

I worked at Atlanta Public Schools at it's roughness and I would dare to say that that repelled in comparison to last year in Richmond, Bobby Schools.

 **Pamela O'Berry** 41:29

What do you why do you?

What do you what do you attribute that sort of vacuum of leadership to like?

Was it just because it a bad series of people moving on and and sicknesses and FMLA and and and deaths?

Or was it just kind of more systemic than that?

 **c910373a-72bd-476c-aa06-889eea2eed63** 41:48

Well.

Yeah, it.

Yeah, it was school board, but I think the bigger issue was and I'm starting to understand it now as I sit in the as a part of the division of leadership team, which I'll definitely say we have a pretty healthy relationship because.

I guess because of the struggle and also because we and maybe also because we're pretty young in the role, but we also have great communication.

But previously ah, I mean, and I've said this is Jason.

Ohh that ohh.

The Chiefs just had bad relationships.

They did not communicate.

They did not get along.

Everything was last minute and and as a result of some of the conflicts and issues, I mean people decide to go after ML umm and leave other folks holding the bag and. Yeah.

And it just, you know, and Jason, by God, tried to.

I mean, I've never seen the Superintendent try to come and leave academic meetings, but I mean.

He did what he felt that he had to do.

Just with the vacuum of of leadership, you know.

And so when there are many theories out there, you know, some people felt that the chief of staff, Michelle Hadassa, was too strong and had a close relationship with Jason.

And so it's just, it's a lot of things, but unfortunately these vacuums and leadership led to, you know, a lot of the traumatic events that happened.

You know.

Last year.



Pamela O'Berry 43:37

Yeah.



c910373a-72bd-476c-aa06-889eea2eed63 43:38

Yeah.



Pamela O'Berry 43:41

Alright and.



c910373a-72bd-476c-aa06-889eea2eed63 43:42

Alright.



Pamela O'Berry 43:45

Let's see.

Is I wanna pivot a little bit to.

Umm, the graduation criteria specifically for Shawn Jackson?

I know, I've just.



c910373a-72bd-476c-aa06-889eea2eed63 44:03

Yeah.



Pamela O'Berry 44:04

I've just recently read the report.

The internal report from the division and it said that you were the person tasked with reviewing transcript and reviewing everything to A to confirm whether he actually did qualify for graduation.

 **c910373a-72bd-476c-aa06-889eea2eed63** 44:13

Yep.

Yeah.

 **Pamela O'Berry** 44:19

Can you walk me through kind of what you what questions you thought were the questions that needed to be answered and what what you looked at?

 **c910373a-72bd-476c-aa06-889eea2eed63** 44:20

Yeah.

Yeah.

So I mean.

On the surface, he met the criteria for he had to have 22 ohh verify credits, right?

So he had the the coursework right, he passed the coursework.

Ohh, he also met the requirements in terms of passing the the test that he needed to even though it was a struggle and he had to get some what we call local, you know verified credits.

 **Pamela O'Berry** 44:59

Umm.

 **c910373a-72bd-476c-aa06-889eea2eed63** 45:00

Ohh however.

Where the challenge lies is like there's this new requirement that for video E around the called CCRI which is, you know, college career, civic readiness indicator.

And so every uh.

The singer had to meet that requirement where we fell short and I don't know if you saw my summary cause.

I mean, when I tell you I'm so well versed in this and I think I have been traumatized through going back through these documents on millions of occasions.

Is where we fell short.

Is that the state didn't give a lot of guidance around the criteria for.

CCRI it's pretty clear cut in some cases.

If you take advanced coursework or ID or you're like J.

ROTC.

You know, there's some clear cut ways.

However, they have this Ave where kids could actually engage in the school base enterprise.

Now.

It's funny as I took this on not only in January was I planning the logistics for graduation, but also managing on time, graduation rates, making sure that Council is understood what they needed to do to ensure that kids walked across the stage.

Some of our schools had the event started the process.

I'll see C alright in January, which is so scary.



Pamela O'Berry 46:38

Now, when did when did CCRI start?

When did that start being a graduation requirement?



c910373a-72bd-476c-aa06-889eea2eed63 46:43

So well, the the video, he actually wrote it out.

It was actually 2122.

They rolled it out and the thing about it is, is that it just was kind of like hell, harmless, right for that year for kid didn't meet that requirement, even though they tracked it, you know, on school profiles, it didn't impact your, you know, ability to graduate all those different things.

However, this year it did so we kind of had some, some leeway, some, you know, some some lag time from the state.

But again, if you go back and look at all of the documents from the state, the state wasn't really clear and didn't give a lot of good exemplars.

And so, for example, that Sean's case and also this is just not a humanist thing, even at John Marshall.



Pamela O'Berry 47:28

Umm.

C c910373a-72bd-476c-aa06-889eea2eed63 47:34

What a lot of schools did for kids that should not that did not have IB coursework or advanced coursework, or didn't have GRTC or could not pass the assessment such as Sean couldn't pass the WISE certification.

Those sorts of things.

What schools did at the last minute?

Some of them in May let me early May late May.

They created these school based enterprises where for example.

There was a store like the kids created a store and so items which again is not even in compliance with our Wellness policy because that's supposed to be selling candy and all that stuff doing the.

So it's really flawed.

And so if you look at the CI requirement, did he actually meet it?

Based on what we have, the State 35 it and said yes.

However, if you look at the document and the, I think they started there on May 29th for something.

No.

May 2720 second or something it it just it wasn't enough time to actually.

Uh.

Be legit in my opinion, and so in my summary and I talked to Jason and gave him my recommendations, and we have already fixed it for this year and there has to be some better standards and we create an exemplar and a checklist.

And uh, the manager of college and career and technical education at her team.

I thoroughly going to school to see the operations.

Look at the plan to make sure that it's something that's quality and that at least spans 60 days, like you can't be.

You do this for two weeks, and if you look at Sean's work, Sean didn't even complete all the assignments as it relates to, you know, the things that he was supposed to do.

So, uh, you know, on the surface didn't meet the requirement.

Yes.

Was it the standard that should have been?

The answer is no.

Ohm and so, yeah, it it troubled me that, you know, we had adults and and don't be wrong I think I mean working inside of 1 schools.

I've seen it that, you know, accounts with our teachers and even as principles we want to do what we think is best for kids because of their environment and their challenges and because we want to support the families.

But in some cases we lower the bar and we don't set them up for the success that they need to.

Yeah, you know, to operate in the real world.

So uh yeah.



Pamela O'Berry 50:20

Did you feel like that happened here?

That the bar was lowered to to kind of push him across the line.



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I do.

I do it again.

I mean, I think that Miss Harris is one of our hardest working counselors.

Very insightful, but I do think in this case I mean because it's shawne situation.

I mean and it's since you know counselors, a lot of our counselors operate with this empathy.

Some of them sympathy.

I think that that was her goal to her mission because Mom was very supportive.

In the sense of, you know, not trying to compare to other RPS parents, but sometimes some of our parents, especially kids with challenges, they aren't as communicative as Miss Jackson was.

And so.

But I also will say is that you know, when I had the conversation with Rob.

Around certifying the graduates and Sean Jackson, I mean, he literally said to me he doesn't sound off on all graduate.

He left the Council's make those decisions, you know, and he's like, well, you know, essentially, you know, if you really wanna talk about it, technically, I do certify all the graduates, but I don't check, you know, each one.

One so uh, yeah, I believe it was the case of.



Pamela O'Berry 51:40

Is.

Is.

Is that expected?

Is that expected?

I mean, aren't do you expect him?

C c910373a-72bd-476c-aa06-889eea2eed63 51:44

No, it we we no, we didn't have a rid of policy and those division really I mean no division.

I mean, I have friends and Fairfax and Prince William and I mean literally, I mean like in Prince William.

They do have, you know, Principal signed off, you know, on graduates.

But if the counselors that check, you know the requirements and then it is the director of counseling that comes to the principal, to say, Yep, here, this lady candidates for graduation, here are the 10 kids who challenges, they have to take tests up into this state.

And so they could potentially be graduates, right?

So I mean, and I think we know any job people delegate, but there's something about delegation.

However, still monitoring right and the purpose of the OH threes and the the one on ones and those meetings, it's a monitor and have conversations about the Sean Jackson cases.

You know, and I think if robs the more plugged in.

Maybe he would have had that conversation, but the other variable that makes this situation so strange and I've been having this conversation.

Since before they open up the Richmond Virtual Academy, is that you know, Sean was in the Richmond Virtual Academy?

Ohh, you know, based on his psychological.

Ohh which made it a little hairy because you have a principle there.

Who the parent was also communicating with.

Ohh, but the schools actually have the ultimate responsibility.

Even though their kid is not there under their direct supervision, which makes it kind of weird.

And so this year, yummy it.



Pamela O'Berry 53:36

So you, yeah.



c910373a-72bd-476c-aa06-889eea2eed63 53:39

And it's not just that you got case, I mean, the principles complain from every high school in middle school about the Virtual Academy, because it's just this weird structure and not just kids with 504's, but, like, General Ed Kidd, who they were responsible for, who they didn't even.

They have not even seen before, but they had to provide school based services because RVA was a program and not at school.

And so this year, our VA is a school, so the responsibilities for everything falls on that one principle.

So I think this is what also kind of made the situation unique and I think the other variable that made the situation unique is that.

The assistant principal, who had the strongest relationship with Sean Jackson.

And Miss Jackson was the.

Umm was tapped as the interim to go over to George with and so uh that it ministrator who had the relationship with him was no longer at Huguenot.

And essentially, I mean, his hands were full when he went over to Georgia.



Pamela O'Berry 54:56

Was that Mister Olds?



c910373a-72bd-476c-aa06-889eea2eed63 54:58

Yeah, Kevin knows, yeah.

Yeah.

So I mean, as I've reflected on this thing and just.

I mean, and peel back the the layers.

I mean, there was to be completely honest, and I went back and read through all those emails myself, and I wasn't included on any of them and not as an excuse, but part of me wished that I wasn't included so that I probably could have flagged it.

But there were some things that were alarming and disturbing that probably would have given me some pause around, you know, our approach.

Does that mean that Sean Jackson?

Probably would have come to graduation cause in some divisions, and I mean I've seen it done and and we have done it in the past and RPS say you have a kid with the 504 disability you know you would actually have them come to graduation, but you would actually give them their certificate first, have them walk across the stage and then they would leave with their families.

Uh, so that way, you honor, you know the occasion.

Uh, but you also don't have liability, I mean, and not just if it's like a valid the piece, but just say for kids just had a, you know, they had a Walker or like they had a, a, an illness or, you know, a disability like there are a lot of liability pieces that could, you know, be opened up.

But the other conversation that I've have started to explore with our legal side, our legal team is really around like could those practices be discriminatory?

But I guess I'll pick those conversations up when I come back.



Pamela O'Berry 56:51

And those will be deep conversations. But.



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Yeah, but yeah.



Pamela O'Berry 56:58

So.

So these are these are some some good points here that we're we're getting into.

So umm guess kind of moving just to wrap up the the academic readiness for graduation, like you said, technically he clicked all the boxes.

But there was really with with be between him not doing many of the assignments that kind of gave him the school based enterprise.



c910373a-72bd-476c-aa06-889eea2eed63 57:17

Yep, and and.



Pamela O'Berry 57:28

Uh endorsement, I mean with not doing the assignments, he probably should not have received a completion of the school based enterprise endorsement, correct?

 **c910373a-72bd-476c-aa06-889eea2eed63** 57:39

Correct, correct.

And the and then the other piece is.

I mean, even if you look at, I mean some of the exchanges that were in the email with the teachers, the teachers made a lot of exceptions for him in terms attorney and work and those types of things.

Don't get me wrong, we have, you know, policies around, you know, lateness and so forth.

But I do believe that you know.

In any of the school division, he probably wouldn't have graduated.

Or he may have been what we call a summer grad or December grad.

 **Pamela O'Berry** 58:17

Umm so.

 **c910373a-72bd-476c-aa06-889eea2eed63** 58:19

And to be complete complete complete the honest.

Our counselor, specialist, did the transcript review.

Twice.

Candace, who's the manager of college and career pathways, have done it twice, and I've done it twice just to make sure we didn't miss anything.

And we even got together and talked through.

Uh, just because of, you know, the level of scrutiny from the school board and everybody, but again on the merit of it, I mean, I could walk you through the transcript and tell you how he met it on paper.

But literally, I mean the quality was low and as I said, if you've been any other division, he probably would have graduated.

 **Pamela O'Berry** 59:05

Do you feel like there was any?

Was that the decision you feel like that decision was made strictly at the counselor level?

Or do you feel like there was an well first, let me answer it.

Do you feel like that decision?

 **c910373a-72bd-476c-aa06-889eea2eed63** 59:19

Yeah, absolutely.

The absolutely and again I have met with the everybody that's involved with graduation.

Every counselor in August to say to them.

Like this is gonna be a different year.

And you know, part of it is, is that I mean, the director of Counselor, I mean, at the end of the day, the principle is the one whose name is on the report card.

Who's responsible for that entire school?

But we also know that a principal can't do everything.

And so I've said to them that they need to have the structures and I think even I shared with you the document and if I have it, my recommendations for how we are going to move forward, right, we're principal certified, their graduates and so, uh, yeah.

So absolutely it was a.

It was a counselor based decision and Rob, to be completely honest, how do you think he had a clue was going on with Sean Jackson?

I mean, I had multiple conversations with him after the incident and he would say talk to Miss Harris or Miss Harrison.

Miss Harrison is the director of counselor in there.

 **Pamela O'Berry** 1:00:35

Right.

Lisa Harrison.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:00:38

Yeah.

Who?

I mean, who also was a very, I mean, she's committed, very committed.

The work that she does not.

I saw it the first two weeks I was there and and in the past.

Have you know I've seen the work that you've done?

 **Pamela O'Berry** 1:00:52

And do you do you?

So the decision to kind of give them, Sean, the school based enterprise endorsement, do you was that made at Miss Monique Harris's level or would that have had to have been made at Miss Lisa Harrison's level?

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:01:09

So at at actually had to be may on the central office level.

So what happens is because I think you have the documents, this school actually submits their plan.

That's a template.

That VDOE provides uh, there are a couple other documents.

That video he has them to submit, they submitted these documents to the manager of career and technical education.

She reviewed them and approve the actual.

School plan now in terms of her.

 **Pamela O'Berry** 1:01:46

You say she that was which which she was at.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:01:49

Her name is Doctor.

Doctor Rhonda Turner.

Who's the manager of CTE?

 **Pamela O'Berry** 1:01:54

OK.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:01:56

So she approves the plan.

However, it is up to the counselor in the director or counseling for each school to gather the artifacts for each kid that was in the school based enterprise.

And then there was a dashboard where they were supposed to upload the documents for approval.

Now.

Ohh my gosh, this is a nightmare so it mostly I would say 80% of our schools.

Uploaded the documentation for.

The kids and I did even go through some of the other schools to look at the samples and they are not quality either, right?

So it's not just the Sean Jackson issue, it's they division quality issue, right?

Ohh that.

About 80% of them, they upload it in time.

However, we did have a glitch with our dashboard because some of the people waited of course to the last minute to upload stuff.

In the case of, I think they were like 18 students that you cannot and they refuse.

Students at John Marshall that they kind of waited to upload, and there's a whole email exchange about it and and essentially even trying Jackson artifacts did not get uploaded to get approved.

Until after graduation.

And so yeah, there are a lot of things that we, I mean it wasn't submitted to video we until I mean I think it was my God, August, September.



Pamela O'Berry 1:03:43

So video he didn't even see them to approve them until August.



c910373a-72bd-476c-aa06-889eea2eed63 1:03:44

Because I remember I I had.

For video Eden approve them video.

He just takes your word.

I mean the division word for it.

So if Rhonda approved, Rhonda.



Pamela O'Berry 1:03:55

So yeah, it is.

It's just like put it, put it in a file to show that.

OK.

Huguenot High School, we've received yours.



c910373a-72bd-476c-aa06-889eea2eed63 1:04:02

Yeah. Yeah, yeah.

So.

So Rhonda approves them.

What happened is, is the way that we actually communicate with the state is something called the.

It's called the the SRC report, which is like the the it's an end of year report that we send to them about who would have graduates, you know, have they met for requirements like what classes are they taking?

Did they take honors classes?

So we upload all of that stuff to the state and I signed off on the I reviewed report, signed off on the report.

Jason does the same and so essentially we submitted that report to VDOE.

And August.

And then there were some issues with CCRI as we.

Saw the data that the state sent back, and then they were like ohh that's the glitch that you know happened back in June.

We need to fix it, so I had to go back to the state and say, can we please, can you please reopen the window?

Let us resubmit this data so their kids get their credit that they deserve, and again also just remember that the state never certifies anything until October anyway, right?

Accreditation or, you know basically everything is what the school division, you know, reports uh so.



Pamela O'Berry 1:05:24

Gotcha.

So.

So there's no, so to say that if VDOE hadn't signed off on or accepted or or reviewed or whatever, their process is to say that his that Sean Jackson getting credit before VDOE even received the the things makes his credit invalid is not true.



c910373a-72bd-476c-aa06-889eea2eed63 1:05:49

Yeah, it's not true.

I mean, so the only thing we're video E gets immediate validation is test scores, right?

Because everything comes through Pearson, right?

So it comes through Pearson.

But also remember, those scores really are what they call them, like they're not certified either until I think maybe a week after this validated or whatever.

So but yeah, so like anything that's like an artifact like that.

I mean, they really depend on the division to report that information accurately based on the standards that they have set for the guidance that they have given now where we get the kickback is when we submit the report and they find errors in the reports.

And then they may ask for the documentation, and if the documentation doesn't line up, they will go back and correct kick kick the, you know, kick the percentage out, the number of kids out and make the update to your school quality profile.



Pamela O'Berry 1:06:46

OK.

So would you would, did you say?

I know you said there was some delay in in RPS getting the things uploaded to VDOE did that at least the part where RPS signs off and gets it off the VDOE?

Did that occur before the graduation?



c910373a-72bd-476c-aa06-889eea2eed63 1:07:04

No, no, no, that, that that did not occur before the graduation. No.

So what what we did was we did have.

Uh, all of the credential uh approval from Central Office on the actual programs.

And as I said, 80% of the kids artifacts uploaded successfully.



Pamela O'Berry 1:07:20

No.



c910373a-72bd-476c-aa06-889eea2eed63 1:07:27

Now, that doesn't even mean that it was reviewed by the CTE department, because there was no way she could actually turn everything around that fast.

But the goal was for them to actually have the information uploaded.

But what we've done this year is we've actually backed up the deadline, so essentially everything has to be done by like May may it may.

So that gives us time to actually review, like there's not gonna be this last minute that

give this kid.

It's CCR credit by letting them work in the store for two weeks.

 **Pamela O'Berry** 1:08:01

Right, right.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:08:04

Up into the day of graduation, which is we create our own problems and so ohh, we put in some checks and balances around that.

 **Pamela O'Berry** 1:08:13

And so just to kind of put a a a sort of cap on the, the, the school based enterprise portion, the work he hadn't really completed all this assignments kind of got pushed through the quality wasn't really there for for to make it a pass, but they made it a pass and that is the part of the system that you say that kind of made it questionable but questionable for him to be approved for graduation just that sort of micro piece of it because he in terms of testing and and let me see.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:08:51

Like his coursework?

Yeah, he met the requirement.

 **Pamela O'Berry** 1:08:53

Yeah.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:08:54

Yeah, yeah, yeah.

 **Pamela O'Berry** 1:08:56

And.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:08:56

So essentially, yes, correct.

Like for example, if you look at some of the artifacts, I mean the responsibility that he was given was to create Flyers, OK?

And to create a list of cleaning supplies and to do a baseline inventory.
A school based enterprise with I mean, if you look at the states, it's like the kids come up with an idea, they come up with the funding like they they think think everything.
And so Shawn Jackson's also supposed to be like keeping track of what was so, you know.
And I mean, there were a couple days that he didn't even do the spreadsheet because Mom said something was going on with him, like mentally or something.
No, something to do with his mental health.
So it's like if you look at this spreadsheet, this spreadsheet is only like I think he tracked it for five days like in my mind, that is not enough.
You know, I would dare to say a video.
Yeah.
Pulled back and looked at it.
It would probably say it's not enough, but again, what video he has said to us, and I've talked to the state, they're aware of the issue been concerned is that they know they haven't done a good job.
But you know, being clear around it, so they are working on it from there.



Pamela O'Berry 1:10:19

Gotcha.



c910373a-72bd-476c-aa06-889eea2eed63 1:10:21

But of course I've worked on it with my team crisis like it just gives me.
Stresses me out.
So we, we've already put in our internal systems and in fact I have my team create an exemplar for our schools.



Pamela O'Berry 1:10:37

Gotcha.
So if and and to your knowledge are you said the video you had pulled back and looked looked at the artifacts supporting that one piece, they probably let me is there ever a process where VDOE says Ohh that that's a problem.
That doesn't really meet the criteria.
Therefore, we have to kind of undo things.
I mean, I I can't imagine that that's a thing.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:11:01

Yeah, yeah, yeah.

When?

Yeah, they they don't have the capacity to do that now.

I think it's too much for them to manage, but what I will say is that transaction was not the only one like I think that's what kind of makes this.

Like if it was just him, it would be, you know, but they're other students, right?

 **Pamela O'Berry** 1:11:23

Yeah.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:11:25

I mean, and not just a Huguenot, but also John Marshall, other schools too, where I mean it's not, it's not quality, but I think in his case the because he was virtual made it even harder.

Like if a kid worked in the store for two hours after school.

That is somewhat different than sitting in front of a computer or creating a flyer that could probably be done in 10 minutes.

 **Pamela O'Berry** 1:11:48

Right, right.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:11:48

Ohh yeah yeah.

 **Pamela O'Berry** 1:11:51

Gotcha.

Alright.

So then we talked a little bit about that.

Uh, the graduation criteria being met? Umm.

Can I?

Can we just talk a little bit about any conversations because obviously in this review we are not, we do not have access to Mr Gilstrap.

He has declined to participate, so I'm really interested in any conversations prior to

June 6 or after June 6th that you may have had or be familiar with related to things Mr Gilstrap may or may not have said or known about either you know walking for graduation, Shawn Jackson's mental health, any issues of safety and security around so Sean Jackson, that kind of thing.

 c910373a-72bd-476c-aa06-889eea2eed63 1:12:15

OK.

And no conversations.

I mean, even when I had conversations with him after the event, I mean, he was very aloof about it.

He was like, yeah, this kid went here two years ago.

I believe this may have happened.

You need to talk to Miss Harrison or Miss Harris.

They were the ones that had the best relationship with him and I think Mr Oles was assistant principal.

You had a great mom.

Yeah, that's all I could.

I mean, he's like, that's all I can add.

He was very.

Like hands off and as I said, this kind of disconnect that he didn't like, he did not.

Ohh have any really insight?

And again, I said as it became clear to me in April and May and as I said, I didn't even have any awareness of the Sean Jackson situation because I wasn't included on any of the chains.

But even as I listen to the staff talk this summer and yeah, he just he just went there.

I mean, he wasn't fully present.

I mean, some of our school leaders are two present.

But he just, you know, and to be completely honest, I mean, that narrative is that that's that it was like that year before as well.

Uh, so again.

Ohh yeah.

He just?

Yeah.

There were no conversations around Sean Jackson, and even with Doctor Connie

Robinson, Robinson Carney, I mean, she she never raised a red flag about him to me either. So.



Pamela O'Berry 1:14:38

And it's are you.

You're familiar with your homebound instruction manual.



c910373a-72bd-476c-aa06-889eea2eed63 1:14:44

Ohh yeah yeah most definitely.



Pamela O'Berry 1:14:46

And you're familiar with the part that talks about students on homebound or not to be on school, property or school, school sponsored activities.



c910373a-72bd-476c-aa06-889eea2eed63 1:14:56

Yeah.

And so the language in that manual is so and we have cleaned it up.

It's just not it.

It's not clear because the other piece is, as I said, I've talked to people and RPS, including Angela Jones, who will tell you in the past that they've had situations where kids, umm, that had issues did come and graduation and they put them at the front end and they gave them their diplomas and they left with their families.

And so it's not that it hasn't been done before.

It just has not.

OK, I think we did a good job of expounding on what it means.

Academic, non academic right.

I can understand it.

Why kid can't be on campus for, like sports, but you really have to ask yourself the question if a kid has participated in, you know, pee through 12 education.

I mean, everybody wants to see their baby come across the stage, I mean.

God forbid, that's something happens, you know, forgetting the 12th grade year, so that you just take away all of the other 11 years.

So it's just we just have to be, you know, and that's as I said, the conversation that I was having with pack a lawyer around like.

You know discrimination.

I mean, it could be apparent that says, yeah, I want my child.
Well, I'm down that.



Pamela O'Berry 1:16:38

Did did you take the?

Looking at when I looked at the last year's homebound instruction manual, and I know it's been tweaked a little bit, at least as it relates to page 6.

It basically says in order for a homebound student to be on school property or or or participate in in school based I mean school sponsored activities.



c910373a-72bd-476c-aa06-889eea2eed63 1:17:01

From the from the principle principle, yeah, yeah, yeah.



Pamela O'Berry 1:17:01

There had to be approval from the principal.

Did that?

Was that something that that was kind of, was that considered policy or was that considered sort of a suggested practice?



c910373a-72bd-476c-aa06-889eea2eed63 1:17:09

No.

So it really is a suggested practice in.

The funny thing about it is to be completely honest.

If you ask the principals how many of them actually read the homebound manual, it'll probably be 0 because we it was just posted on the website you know and you know, OK, I've had to read it backwards and forwards.

And you know, and part of it is is that.

Yeah, the school board, I believe has put a policy draft policy in place.

I bet seems to be a lot more clear based on what I saw.

However, there's still no process or procedure.

That's what I worked on, which I think we may have uploaded for you to see.

So yeah, so yeah, we've gone back to the school board, has gone back to create this draft policy.

But again, I think as you know if you call me right for Chesterfield didn't even have this stuff outlined in there handbooks or processes.

I mean, nobody would ever think that something like this would happen at a graduation.



Pamela O'Berry 1:18:28

Great.

So for one do do you think that?

Do you feel like that's?

A supervision or a training vulnerability like just for there to be policies or suggested practices out there that your people who are supposed to to implement them don't even know about or haven't read as you.

You said you might you suggest they might not have even read it is that?



c910373a-72bd-476c-aa06-889eea2eed63 1:18:59

Yep. Yep.

So so part of it is, is it's a training issue.

And then the other piece that really is a monitoring and oversight piece and so this year, as I've told them with the process is for their graduate like they can't wait till the last day like 95% of their graduates, they need to have submitted by like May 30th.

You know what I mean?

So that gives me a chance and the principal director a chance to actually go through and come through and certify.



Pamela O'Berry 1:19:27

Umm.



c910373a-72bd-476c-aa06-889eea2eed63 1:19:35

And then if there is that 5%, then we can look at those on a case by case basis, right?



Pamela O'Berry 1:19:43

Right.



c910373a-72bd-476c-aa06-889eea2eed63 1:19:45

I mean, even going as far as I mean one of the procedures is like there's gonna be a drop down to drop down says here your choices, I certify this graduate has met the requirements and I have no concerns.

Umm this graduate.

Uh has met the requirements, but I have behavior concerns, right?

So it's like a different drop down menu and based on that we will respond as principal Director and Chief academic officer.

The secondary to say OK if they're say for example, there are six kids that across all of our high schools that principal say have met the requirements, but they have behavior or safety concerns.

Then we'll convene A-Team a principles.

Also, some counselors and also people from Renesha team and we would make a decision about whether the child safety risk and communicate the family.

Now that's as of now I was.

 **Pamela O'Berry** 1:20:48

And you and that's you put this.

This is something you all have put in place for 2324 square.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:20:54

Well, now it's it's something that I have put in writing as a draft.

 **Pamela O'Berry** 1:20:59

OK.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:21:00

Uh, and Jason has seen it, and I even shared it with the school board.

So it is a procedure, not a policy like the process.

 **Pamela O'Berry** 1:21:08

Right.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:21:09

And again, I think I shared it with you.

If not, I can definitely share it with you because it's hot off the press this before right before I left.

But as I said, I was engaging in conversations with pack to make sure that we were in legal bounds and not being discriminatory.



Pamela O'Berry 1:21:25

Gotcha.

Understood.

So didn't it do you?

So what I what I as I understand it the.

The homebound coordinator.

Miss portee.



c910373a-72bd-476c-aa06-889eea2eed63 1:21:41

We spillard 40.



Pamela O'Berry 1:21:42

Who's downtown?



c910373a-72bd-476c-aa06-889eea2eed63 1:21:43

Yep.

Yep, Yep, Yep.



Pamela O'Berry 1:21:44

Yeah.

Who's downtown that?

Her office is the office that receives the medical certifications and does the approvals and that kind of thing her off? Umm.



c910373a-72bd-476c-aa06-889eea2eed63 1:21:55

Yeah.

Yeah, but what will?

Let let me explain this though, because.

Home based home instruction used to be managed at Central Office.

We actually had a manager of home instruction.

And it was all managed through central office.

We have budget cuts and they introduce our VA, the chief of staff, and Jason decided to move home instruction in the board agreed to move home instruction to Richmond Virtual Academy.

So Miss Portee department, there was Miss Pollard before.
Is not even a central office worker.
She's an employee of R VA, so it's very.
Weird in the sense that other divisions actually like have somebody in central office
that manages that process.
It's almost like we gave oversight to that process to a principle versus.
I could coordinator or manager at Central Office.



Pamela O'Berry 1:23:05

Umm.

So does that.

So what I have and and I I'm gonna try to loop this back into what you just said
because this gives me new thinking on it.

So what I understand, if we're wherever the homebound coordinator is, that office
gets the certifications and and knows kind of all the medical reasons why a kid is is
on a homebound status.



c910373a-72bd-476c-aa06-889eea2eed63 1:23:35

Yeah.

Umm correct.



Pamela O'Berry 1:23:37

That office, then, you know, dispenses the the homebound instructor through the
RBA.

Uh, do Richmond Virtual Academy, you know, gets nosy hours.

There's all of these things, but as you said going forward, that's going to be all pulled
into RVA, not through this.

The the home schools, I mean the the school base, correct?



c910373a-72bd-476c-aa06-889eea2eed63 1:24:03

Yes, but because.

Yeah, because RVA is actually a school now.



Pamela O'Berry 1:24:08

Yeah.

School, not a program, right?

So but in the past it let's just be more specific.

As of last year, So what I've seen is that Miss Portese office knows why in this case Sean Jackson was on homebound and it was mental health and it was, you know, other things.


I haven't.

I haven't reviewed that document yet.

The the home bound specifics.

But so then the school is supposed to administer the testing and and all of these other things.

As I as I understand it and correct me if if I'm missing something, the school did not know and I ask this to school personnel did not know any of the specifics of why Sean was on homebound, except to the extent the mom had told them something.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:24:44
Yeah.

 **Pamela O'Berry** 1:25:03

Or Sean had said something.

Is that your understanding of the way it will work?

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:25:08
Yeah. However.

Ohh Miss Harris had insight into why he was.

He was there and in most cases ohh the home instruction application is usually.

I mean, it's accessible to the principal even when I was the principal.

I mean, I did, you know, see what it shows on homebound or home instruction because and most cases this so part of that.

Well, not in his case, because he actually had a psychological from medical provider.

But normally there's insight and the other piece is, I mean, we've also encouraged principles to pick up the phone and have conversations because they were so many frustrations around RA.

It was like, well, pick up the phone and call.

I mean, if you have questions but there does not seem to be, I mean.



Pamela O'Berry 1:25:56

Mm-hmm.



c910373a-72bd-476c-aa06-889eea2eed63 1:26:03

There was insight around Shawn Jackson's troubles.

There was a narrative going around about how there was a kid.

I guess Maria pilots friend who got shot and then Sean Jackson was a part of it, right?

So I think everybody kind of knew that narrative.

And also there were a couple issues that transpired at Huguenot before he went on homebound.

In the cafeteria, some disruptions around some neighborhood community type things where I think like even Rob had an awareness of who the kid was.

And you know that he had some mental health and community challenges.

So as far as the diagnosis itself, and you know, seeing what the doctor wrote, I can't speak to that, but I know that everybody, I mean, I would say minus me and I'm not even sure it's cause Jason was on some of the changes.

I'm not even sure if Jason read the chains or communicated with Mom.

Or what did they also communicate with mom and dad about her concerns about them trying to move him off of home instruction?



Pamela O'Berry 1:27:16

Mm-hmm.



c910373a-72bd-476c-aa06-889eea2eed63 1:27:16

Ohh so there was a base not baseline knowledge of he had some challenges.

I just don't think anybody like really stopped.

I mean, I would say as a principal, he didn't really stop to really look into it closely.



Pamela O'Berry 1:27:36

Is and is.

I mean, I know you said, like you said, pick up the phone.

If you've got these issues, but that would be, would that be an expectation that the

principal or somebody would stop and kind of put all the pieces together?
Is the principle the person who should be doing that?

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:27:54

I mean, they really should.

I you know, and I think part of it is that.

You know, I think that Rob began had just checked out and also I don't believe that. Miss Harris had confidence that he would make any other decisions, you know, because he was so lovely.

Fair.

So I believe she just kind of took it upon herself.

I mean it tried to do what she thought was in the best interest of Sean uh.

And again, I haven't spoke to Miss Harrison and his Harrison.

You know doesn't have the complete story like Miss Harris does, but Miss Harrison was aware of the challenges in, you know, and I'll try to provide some guidance to Miss Harris around some things.

But yeah, bottom line is I I don't believe that.

Rob was clued in enough to.

Even have known?

Ohm.

I mean, even the email that Mom sent about him, him tearing up the house and him getting kicked out and not feeling safe.

I think we're sure if he read those close enough.

Where a flag would just kind of go off.

Uh, and add him to because I mean, like, school is supposed to have.

We call this this school based intervention meetings and I think part of it is is that is where things got lost in translation, especially at the high schools.

When you had kids that were part of RBA where they were general Ed or like 504 IEP because sometimes those kids didn't get added to the school based conversations because they were in virtual Academy.

But the Virtual Academy weren't having conversations around those kids.

I mean, it's just it's it was so messy.

 **Pamela O'Berry** 1:30:02

There was sort of falling through the cracks.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:30:02

Even even.

Yeah, even retention conversations the year before last.

I mean, when we didn't have a chief academic officer, I remember in July having to deal with retention issues because.

Ohh, where there were kids that didn't meet the.

Standard and that we're RVA, RVA thought that the school was supposed to make the decision.

The school thought the RA was supposed to make the decision cause the Prince was like, I don't know, the child, never seen this child.

How can I make this decision about whether they go to the next grade or not?

And so I finally had to say to them come together.

And again, of course, the principal has the ultimate decision, but the principal needs some support from the Richmond Virtual Academy teachers and team because they're the ones that work with the kids on the day to day and sometimes the paper and the grades don't tell you enough.

 **Pamela O'Berry** 1:31:00

Umm.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:31:00

So the intervention meetings that we would have for retention meetings we have for any other kid, I was like, well, that's use the form that's ask these questions.

But let's have the RV A-Team as a part of it.

And so we had some parents who are rightfully upset, who are like, is my kid going to the next grade is July 31st and I don't know.

So it's just it was just, it's very messy, this handle very messy.

 **Pamela O'Berry** 1:31:25


And and what is your school based intervention meeting?


What is?


What is that?

Like you said that he Rob wasn't checked in enough to raise a red flag, and maybe Sean should have been referred for school.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:31:31
Yeah, so this.

 **Pamela O'Berry** 1:31:36
But based intervention meeting what is what would that entail?

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:31:39
Yeah.
So basically on that team you will have you have a counselor, you have a teacher, you have an administrator.
So you actually have like a school based intervention like, uh, like a Lee, which is usually a system principle, right.
And they would actually include the list of kids who need it, intervention for academics.
Uh intervention for behavior, right?
And so when I was a principal, if there was a kid that had challenges or red flag, I would have added them to that meeting.
Ohh.
I mean in it just say for example you can have 60 kids and 6th grade to discuss. There's no way you're gonna discuss 60 kids and 60 minutes, right?
Or 90 minutes.
But if there is like an extreme case, that is when you isolate it out, like in Shawn Jackson's case, where you probably would have added him to the agenda as a item to say, hey, let's talk about Sean, that's getting to the tender that's getting back academic.
And I know he's over at our VA, but we need to pull in the RVA team to figure out how we support him and you know, but again, a lot of our schools, even some of our best high schools, are really good at it did not add those kids to the intervention conversations because they would A VA and they felt that RA should had the responsibility because they had a boatload of teachers and support over there.

 **Pamela O'Berry** 1:33:12
And do you know that Mister Gilstrap was having that had sort of a a school based intervention team or meetings?

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:33:13

So.

Well, where?

 **Pamela O'Berry** 1:33:20

Did he have those things?

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:33:23

Well, if if they had him, he wasn't a part of them.

I mean, I can almost guarantee you that what I mean, as I said, the esbit chair is usually a system principle in most schools.

Not unless it's just a principle, and it's a really small school.

But I mean, as a principal, I said it on the that's with meetings because I felt that that is where I could provide it, clean it and provide the immediate resource for the kids.

 **Pamela O'Berry** 1:33:53

So you said the AP usually takes charge of those.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:33:56

Yeah, in most cases is an AP.

Yep.

But again, if you're having your check-ins with your, at least in principle, that's one of the standing agenda items.

Is like, let's talk about your responsibility.

Role and responsibilities rest student based intervention teams.

Let's talk about how's it going.

Are there any kids on there that I should be aware of?

Now I was told my assistant principals and my department chairs.


I want any surprises, let me know what's happening in the building, especially if you can't fix it.


Please let me know.


 **Pamela O'Berry** 1:34:36


As the principal should be SAP's about those and those one to ones that they should have been having weekly.


 **c910373a-72bd-476c-aa06-889eea2eed63** 1:34:42
Hmm yeah.

 **Pamela O'Berry** 1:34:45
OK.
Well, I'm we are going long and I know I still, we haven't even gotten to June 6.
Did you need to take a A leg stretch or a bathroom break or anything?


 **c910373a-72bd-476c-aa06-889eea2eed63** 1:34:59
No, I'd rather.
Yeah, that's just I'd rather plow through.

 **Pamela O'Berry** 1:35:03
Alright, alright.
Is there anything else before we move to the the events of June 6th at that?
I had not asked about that you think would be important for me to to know.


 **c910373a-72bd-476c-aa06-889eea2eed63** 1:35:13
No, I think no.
I I think I've given you enough.

 **Pamela O'Berry** 1:35:19
Well, there's never enough, so if there's more, I'm happy to receive it because you know the process of distilling down everything I know is the next stage of things.


 **c910373a-72bd-476c-aa06-889eea2eed63** 1:35:22
Sure.


 **Pamela O'Berry** 1:35:28
So before I have to distill down the the better, better informed I will be.


 **c910373a-72bd-476c-aa06-889eea2eed63** 1:35:30
Yeah.


 **Pamela O'Berry** 1:35:33
So if there's anything else you think of, please, please share it with me.


 **c910373a-72bd-476c-aa06-889eea2eed63** 1:35:37
OK, OK.


 **Pamela O'Berry** 1:35:39
Alright, so let's move forward to June 6th.
You were there that day.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:35:48
Yes, I was there, yeah.

 **Pamela O'Berry** 1:35:51
What time did you run?

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:35:55
I can't be there.
It's about 8:30.
That one eight o'clock 8 between 8:00 and 8:30 that morning.

 **Pamela O'Berry** 1:36:04
Uh for the perf previous, I believe that was communities grad graduated.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:36:08
Community.
Yep, community had bears.
Yep, it's not.
Think I may have gotten there right o'clock or a little bit before because there's that
night, if I'm not mistaken.



Pamela O'Berry 1:36:17

It's a long day, even even with without what happened.

That's a long day, alright.

So you you arrive 8:30, you go through communities.

Graduation.

Did you stay on or did you leave and come back?



c910373a-72bd-476c-aa06-889eea2eed63 1:36:31

Well, so if we back up, the first thing is when I got there that morning, of course, this is my first time going to graduation because I've only that middle school.



Pamela O'Berry 1:36:44

Umm.



c910373a-72bd-476c-aa06-889eea2eed63 1:36:45

So they tell me.

Are you could go through the side door.

So I did go through the side door.

And there is gas of RMC, older white gentleman.

Of course he wants me down, but it wasn't very.

Particular like you go to the airport or other places.

It just looks like a warm, but also doctor Ramsey was there as well as Laura Falcone.

And of course, they knew Elvis, central office and so basically, you know, I don't know.

That's why he just kind of did this.

Not feeling uh wandering.



Pamela O'Berry 1:37:21

Umm.



c910373a-72bd-476c-aa06-889eea2eed63 1:37:22

And then actually went downstairs to.

Talk to the principal and just, you know, say good morning to some of the graduates that were already there from community.

So yeah, in between the huge and I and the communities graduation, I did step out.
To go to like check on my car and just to go get some air.
So when I did that.

Ohh, I guess what I will say is probably I came back around 2 ish because I actually
was doing some work and what I will say is that uh, I did notice that some of the
huge and I I guess their families had gotten there early and kids were kind of waiting
outside.

Uh, but when I went back through the door, of course there was nobody there to
check.



Pamela O'Berry 1:38:21

You said it was about 2:00 o'clock.



c910373a-72bd-476c-aa06-889eea2eed63 1:38:24

It's about two o'clock 230 ish.



Pamela O'Berry 1:38:25

OK, so background two and what did you notice?



c910373a-72bd-476c-aa06-889eea2eed63 1:38:28

That that the arm MC person was not there to like one.

Yeah, just kind of went in.

Ohh and so no, no, doctor Harris Muhammed said that you know she had left and
she was not, you know, wandered or anything.

Yeah.

When I came back in, I was not wanted the second time either.

But the morning of it was, but again it was very nasalized, you know.



Pamela O'Berry 1:38:55

Did you see the guy there?



c910373a-72bd-476c-aa06-889eea2eed63 1:38:56

Yeah.



Pamela O'Berry 1:38:57

You said he was not there.



c910373a-72bd-476c-aa06-889eea2eed63 1:38:59

Yeah, I didn't see anybody there.

I just kind of walked in.



Pamela O'Berry 1:39:02

And the door was a was not secured.

So you were able to open the door, go in?

No wandering, no security guy.



c910373a-72bd-476c-aa06-889eea2eed63 1:39:11

Yeah, they were actually a teacher.

At least there was a teacher or it was an RPS employee there.

Maybe that was that, but where the door was open, I can't recall exactly, but yeah, there was nobody there.

Uh, when I went back in.



Pamela O'Berry 1:39:25

In it.

OK.

But you said a teacher RPS employee might have been in that area, but no security.



c910373a-72bd-476c-aa06-889eea2eed63 1:39:32

Yeah, that.

That's how the door was open.

Yeah.

The door is open, but nose, no arm seats. Security.

Well, at least I don't recall.

Anyone being there?



Pamela O'Berry 1:39:42

Do you recall if for the when do you recall whether or not the mag there were

magnetometers?

Now in place that you walk through.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:39:52

Now now see.

I see I did not feed the the metal detectors.

Not it.

Not see those.

And again, as I said, I just walked in.

I didn't.

I didn't have to, you know, go through anything.

 **Pamela O'Berry** 1:40:08

Gotcha.

Alright, so you walk back in.

Umm you see an employee there?

You don't recall which RPS employee you saw there around 2:00.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:40:20

No.

 **Pamela O'Berry** 1:40:23

OK.

And then where do you go when you get back?

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:40:28

Also, we actually had a there was a room for school board and division leadership team upstairs where we got ready, you know, without regalia and where we had lunch and where we were working until, you know, in between the ceremonies.

 **Pamela O'Berry** 1:40:47

OK.

And so that's where you went and just kinda hung out for a while.

 **c910373a-72bd-476c-aa06-889eea2eed63** 1:40:53

Yeah, just hung out.

Yeah, hung out into the graduation. Yeah.



Pamela O'Berry 1:40:57

And when you went up there around 2:00, where any other dignitaries or yeah, division central staff up there.



c910373a-72bd-476c-aa06-889eea2eed63 1:41:03

Yeah.

Yeah, I think a lot.

Yeah, a lot of them had left.

I mean, most of them were division, leadership team members, myself, our office associate Ohm, Candice Vinney.

Chaplain.

Who's the manager of college and career pathways?

Uh and some of the school board members, they were kind of in and out.

Jonathan Young, I know was there that day.

Shonda Harris.

Muhammed Mariah white.

Ohm and.

Nicole Jones and.

I know.

Can you?

Gibson was not there.

I know this door was not there.

And Don Paige, start page there.

No, I don't believe that in Paige was there?



Pamela O'Berry 1:41:55

So you're up there.



c910373a-72bd-476c-aa06-889eea2eed63 1:41:55

Yep.

So folks, folks were kind of in and out.

Yeah.



Pamela O'Berry 1:42:03

And once you got up to the room, this for the afternoon, did you stay up there?
Did you have some more in and outs?



c910373a-72bd-476c-aa06-889eea2eed63 1:42:10

And I stayed there after I got up after after I got there and just did some work.
And then just change it to my regalia until the ceremony started.



Pamela O'Berry 1:42:20

Anything happened before you, you, you all are asked to to go down to get on the
diets.



c910373a-72bd-476c-aa06-889eea2eed63 1:42:28

No, no.



Pamela O'Berry 1:42:32

Alright, so you get on the Dias.
Anything unusual during the ceremony?
Like, do you have any specific recall of when Sean Jackson went across?



c910373a-72bd-476c-aa06-889eea2eed63 1:42:44

Yeah, I do.
I mean, I've vividly remember.
Because miss of the hug that Miss Harris gave Sean.
And yeah, I I do recall him.
But the thing that I recall the most about the Huguenot ceremony in comparison to
the community ceremony, and even it's their monies that we had afterwards was we
told our principles to.
Prior to, you know, the graduation itself to come out around 2:45 or whatever for 15
minutes before and just to go over and read the script that we gave them around
protocol because we know that our parents can be a little challenging.
And so I know Rob was apprehensive about reading that, and he even brought that
to my attention like 2 weeks before graduation.
And I was like, no, every principle is going to do it because you know.

But I recall he read the you know the pre script to them around behavior.

However, once the ceremony started.

As I said, I have a type, A personality, and I also just kind of ran a tight ship as a principal.

And so if I had an eighth grade crossover ceremony and I was very challenging school, my parents knew my expectations from the front end. Right.

And they will tell you my first year I had to walk a couple of parents out because they did not believe that I was true about them yelling and acting crazy and folks couldn't hear their name.

So off them out.

And so that sent the message for the next four years.

They were like this man is not playing.

So the whole ceremony, even when Rob was speaking and kids were speaking, it's just was disruptive.

And I think the code Jones was sitting next to me and I was just like this has to be better next year because I think part of it is is like the tone that you set.

This is like a once in a lifetime experience for every family, and people were yelling.

They were talking.

It just was.

It's like had I been the principal, I would have gotten up the probably after the first five minutes to say, let me remind you again of the expectations like.

And so that was probably one of the things that was on my mind and I was, in fact, on my phone, just taking like notes about how we have to.

It's better.

So you know, that's the thing that probably surprised me the most about the.

Qanats graduation, the other thing we had sent out a communication about dress and what could be on the hats and that sort of thing.

And he could not.

It just was out of bounds.

People just, you know it doesn't wrong.

You want kids to customize it is their day, but I've been to 1,000,000 graduations in Henrico and other places that were done decently and in order.

And I just thought that this one just was it was.

It was out of order, so I'm not sure what was happening in the audience or but it was a clear indicator that they did not respect the school later.

Ohh I will give you an example.

Armstrong, when we actually had to move to doing that, the school Doctor Bell, who's the principal who's now the principal director when he gave the priest speech, you know, 15 minutes before he is one of the kids.

Yet I said don't get put out.

Doctor Bell puts you out.

You know, he had no problems, you know?



Pamela O'Berry 1:46:35

Right, right.



c910373a-72bd-476c-aa06-889eea2eed63 1:46:35

So it's just it's one of those things around like them, understanding the culture and expectations, right.



Pamela O'Berry 1:46:41

Expectations.



c910373a-72bd-476c-aa06-889eea2eed63 1:46:44

And again, Rob did not have that, because if it were me and I kept looking at him trying to get his attention to like, you need to get this back, the kid was speaking. Maybe the valedictorian?

Salutatorian I could barely understand what she was saying because there was so much chatter in conversation and I was on the stage.

I know Jason was a little bothered as well.

Uh, so that that's my recollection of the things that transpire.

Uh, yeah.



Pamela O'Berry 1:47:22

So you remember Sean coming across because you remember Miss Harris hugging him or making contact with him?



c910373a-72bd-476c-aa06-889eea2eed63 1:47:30

Yeah.

Yeah.

And there was and you know, and you could actually just just smile across his face the first like.

Yeah.

And then he kind of turned.

And you know, I guess whatever did some sort of wave, whatever they do.

So you could tell I I do.

I recall him and then when I saw him out there and I saw the pictures I was like ohh my God.

I just remember saying this give hand.

Umm so.



Pamela O'Berry 1:47:58

Did you?

Did you recall that he was called slightly out of sequence out of order like in terms of cause?

I I believe there was a a JA and then there was a James and then he came two or three after James.



c910373a-72bd-476c-aa06-889eea2eed63 1:48:07

Yeah, what?



Pamela O'Berry 1:48:13

But out of sequence.



c910373a-72bd-476c-aa06-889eea2eed63 1:48:14

Yeah.

Yes, I recall that.

And also I recall that he wasn't the only one like it just was.

It was.

It was problematic for me.

I mean that.

Yeah.

Yeah, it was problematic.

So the whole process and me, yeah.



Pamela O'Berry 1:48:31

Did you know why he was out of sequence?



c910373a-72bd-476c-aa06-889eea2eed63 1:48:35

No, I had no clue, but I just, you know, it's like this.

What we need to work on for next year?



Pamela O'Berry 1:48:41

Right, right, right, right.

Alright.

Anything else unusual before you get to the procession procession out?



c910373a-72bd-476c-aa06-889eea2eed63 1:48:50

No.

No, no.



Pamela O'Berry 1:48:56

Alright, so you go through the ceremony.

I understand the folks on the diet processed out first to sort of create a greeting tunnel of some sort.



c910373a-72bd-476c-aa06-889eea2eed63 1:49:04

Yeah, yeah.



Pamela O'Berry 1:49:06

Alright.

And where were you once?

Once you know everybody got out and the greeting tunnel was sort of stationary, where were you within that tunnel?



c910373a-72bd-476c-aa06-889eea2eed63 1:49:16

Yeah.

And so Jason.

You have Jason, a school board member.

I can't recall who it was.

And then I think it was Jonathan younger myself where Ohh side by side and what ended up happening was chasing and Jonathan and a couple of other board members actually went outside.

I actually there was a staff member.

Who actually got my attention?

I think to give me a hug or something.

Ohm who? Uh.

Who works in the district.

And so I was a bit delayed.

And I just heard the shots at the time.

I thought it was some balloons would be just some balloons that after whatever and at that point I just saw people running back in.

And so my first instinct, that principle as an administrator, what's to try to bring some calm to the situation?

And what I remember on the inside, which delayed me from getting outside was there was this.

Young man, you had to be all about.

Maybe in his mid 20s or 30s.

Kicking the door in some uproar.

You gonna F somebody up?

So in the middle of all of this chaos, I saw old people getting trampled and people getting pushed and kids getting pushed trying to get back in.

We had this pardon my language, this nut.

Trying to get back outside or calls like a fight or commotion.

I don't know what it was on the inside, but between myself and another, the guy we were like, calm down like.

Don't go back outside, but we need you to calm down.

And so we finally got him calm.

And then I was able to go outside and when I went outside, I see.

Sounds father Sean.

And there's another young man that looked like he had got shot in the back.

Yeah, three young ladies on the ground when I'm was hyperventilating.

And I also saw the teacher giving Sean mouth to mouth and some other adults trying to assist the young men.

And like he got shot in the back and at that point I went over to Jason.
And.
He was just in the state of shock.
And ohh.
And all I remember is saying let me call sharita.
I said we're gonna cancel TJ, he said yes.
So I called Sharia says he's the principal at TJ at the time to say, you know, there's been incident.
Please do a remind to say that Thomas Jefferson's you know, graduation will be rescheduled.
Rescheduled.
I'm sure you'll hear some more updates around the news, but there was a shooting, so tell her that so.
I look at Jason and Jason is just like, I can't believe it.
What are we gonna do?
So then my next call is to.
Renesha, you know she's the chief Wellness officer.
So a call renesha to let her know what had transpired.
And because, you know, we had some of our own our CSA where there and John Beasley was there.
I think that was his first day or second day.
Something weird like that.
Trying to explain to her what had transpired.
And it's funny because.
She called me back and said, Solomon, I did not understand the words you said, like it was some self taught.
Uh, but of course I was at, I guess, so much shock, myself, I didn't even realize that I wouldn't articulating, you know, the matter at hand, right?
So after I call after she called back to get clarity around what was going on, and by then she had already gotten the phone call.
Umm, I called shape Harris.
Who's our director of?
You know, I community relations, so we could, you know, actually get a statement out, you know, from the district and that sort of thing.
And so at that point, you know, the ambulance and everything had come and we

had.

And Rob and and Doctor Massa, who is actually the interim principal there, you know, of course we, they were all standing by when the ambulance came to try to get a report on the update on, you know, the kids.

But of course they put us out of the perimeter.



Pamela O'Berry 1:54:36

Mm-hmm.



c910373a-72bd-476c-aa06-889eea2eed63 1:54:37

Ohh, because it was so much going on and of course we were a little offended at the time, but of course they were doing their jobs.

Umm.

And so we were just outside trying to figure it out.

And the next question I remember Jason asking what would Jason fit?

Well, we gotta cancel all of the graduations.

And and I just remember saying to him, just let me handle it because we need to think about the impact of that, right.

If their kids that if families from other schools like they work, what, 1213 years?

So this is they went to early childhood and so we have to give them something.



Pamela O'Berry 1:55:18

Yeah.



c910373a-72bd-476c-aa06-889eea2eed63 1:55:20

And so I just recalled him saying, yes, did you figure it out?



Pamela O'Berry 1:55:25

Right.



c910373a-72bd-476c-aa06-889eea2eed63 1:55:26

So then I called video E.

Ohm, the deputy Superintendent, just to kind of talk through our initial thoughts for you know, what are we gonna close school?

Uh, for the next few days, just to kind of talk through some of those pieces.

And then, of course, they would like, you know, once you make a decision just. You know, let us know, but I was just trying to, you know, run my thoughts by them to make sure we were in the line that.

And so yeah, I recall, I mean trying to, I think my role there was even though I was traumatized and shocked and the be completely honest, I mean, I've been in a lot of places that seem fights and things and other things that, but I've never seen like 3 bodies on the ground like.

Profusely bleeding.

You know what I mean?

It just, but my role was to support Jason and to try to make some sound decisions around like where we go from here.

Right.

And The funny thing about it is is I had happened to be out of town in April when they had the of actually at a conference for Jason when they had the shooting at George will.

So you know Jason has experienced more of the you know than I had at the time. Uh.

And so I just he was just in a really bad place.

I'm sure it's he will tell you or has told you.

And so, you know, I stayed around probably until about maybe 8:00 o'clock that night.

If not later, to make sure that all of the kids got back on the bus like the choir and all of those, they had to go back to the schools to make sure that the assistant principals had everything that they needed to communicate with families, that sort of thing.

And in fact, the board had gone back upstairs and Jason was confirmed with the police chief and all the other people.

And so I told him that I was gonna go up and talk to the board to try to give them some updates, even though I didn't have any updates, but also try to bring some calm to them.

They are a.

You make parts with their own individual personalities.

Uh, but I did, Jason says. Please.

So I go up and.

Ohm people, everybody together.

I just kind of give them some updates and just share my thoughts with them and they were pretty much in alignment and but of course they had questions and they were speculating and making the extreme years baseless statements and the child must have went to Ras and just which is an alternative school.

It's just.

So.

Yep.

And then from there, I think my job was that night I spent a lot of time on the phone with.

The interim principle owes and of course principles calling, because they're concerned about their graduations.

Ohm and but a lot of community folks, even from Henrico, was I worked at Henrico wanting to support us.

Ohh and the other piece is was also talking to.

School board members to try to.

Ohm answer some of their questions, but again, like I said, a lot of the.

You know, and try to give them as much updates as possible, that all of them weren't reaching out, of course.

But there was specific ones that were so Needless to say, for me it was all.

It's like take it all in, but you still have a job to do.

Because the next day I spent.

Ohh, working on closing school because you know Jason finally made the decision to close schools, so work with the Communications department to put out. You know, school will be closed.

We're not gonna have.

And then I convened the meeting with principals that night.

Ohh took on the share.

My thoughts about rescheduling graduation and that sort of thing, and then after I put out, we put out the communication about closing schools and we weren't gonna have the 8th grade crossover for the kindergarten ceremonies.

Of course, that created this another layer of stress.

Ohh man.

Anxiety and questions from parents and then that spent by next two days and even the weekend.

I believe it was.

Yep, ohm.

Rescheduling graduations at schools.

Ohm.

Yep, so quite a few meetings with my teams around.

Redoing the tickets with the tickets look like how many seats will we give per school based on the number of things that are graduating.

Like just a lot of.

And then Renesha course took charge in terms of like the protocols can't bring in bags, that sort of, you know, so her and I work together quite a bit.



Pamela O'Berry 2:01:11

Right.



c910373a-72bd-476c-aa06-889eea2eed63 2:01:14

But yeah, that is where I spent most of.

I mean, that's what I did that night, and that's what I did.

For the next few days and then we had three days.

Please, just maybe two or three.

It's all a blur.

Days of rescheduled graduations that went off without a hitch.

Umm.

And I was relieved and ohm, I think I took a day.

And then I came back to work and started working on preparing for the next school year.



Pamela O'Berry 2:01:46

Yeah.



c910373a-72bd-476c-aa06-889eea2eed63 2:01:47

So.



Pamela O'Berry 2:01:48

So are did you have the responsibility of making any putting together any staff statements just or collecting statements from any staff who were on the scene?

 **c910373a-72bd-476c-aa06-889eea2eed63** 2:02:03

No, just no.

 **Pamela O'Berry** 2:02:03

That day.

 **c910373a-72bd-476c-aa06-889eea2eed63** 2:02:04

Jason Jason took that on as well as I think he actually delegated it to renesha. So now the school board kept asking for statements from Doctor Ramsey. And don't you think they know who are Falcon was, but umm. But yeah, so they eventually asked for statement that particular day. I mean, in the day after my focus was on closing schools, communicating with VDOE to make sure we were in compliance, because you have to have a certain number of hours or days and you know that sort of thing. So we wouldn't be dinged as a school system getting communication out around, you know, canceling of the ceremonies at fielding some parents phone calls, believe it or not, around their child not having us an eighth grade crossover for fifth grade crossover. And yeah, rescheduling graduation, setting up practices for schools because it was a change. Yeah. So that was my primary role. And then? I would dare to say we kind of took a little break away from that and like I said, I started playing it for the school year and then, you know, I think the school board continue to ask questions and then that is when we kind of picked up again like, let's get statements from people that were there. I never wrote a statement to be completely honest. Yeah. So, but I know the school but was more curious about getting one from Doctor Ramsey and who covered the door. And we're all kids checked and that sort of thing, so.

 **Pamela O'Berry** 2:03:56

And do you know which staff were specifically requested to provide statements or I guess RENESHA would know all that?

C c910373a-72bd-476c-aa06-889eea2eed63 2:04:03

Yeah, Renesha wouldn't know, but I know I I was on the email chain where they asked about Doctor Ramsey and they did request getting statements from people who were at the side door.

Like I said, the other person that was at the side door was door Falcon, who was at the time our director of secondary success Pathways.

Jesus left, left us and just doing something else.

 **Pamela O'Berry** 2:04:27

OK.

Umm, I don't think I've seen that email request from the school board for which staff was requested to make statements, but I'll check in with Renesha on that.

C c910373a-72bd-476c-aa06-889eea2eed63 2:04:39

Yeah.

Yeah, it was really more so.

They kept saying Doctor Ramsey, Dr Ramsey, Dr Ramsey and then they showed the Harris Muhammed was the one.

That kind of initiated then king you.

Gibson sent another change, and if I'm not mistaken, like they were the one and then Mariah White.

Kind of chimed in too.

So, but like nobody ever asked for a statement for me, I don't even think we got statements from the school board members. Umm.

 **Pamela O'Berry** 2:05:03

OK.

Well, Mr Jefferson.

C c910373a-72bd-476c-aa06-889eea2eed63 2:05:09

And I think part of it is is is with this I mean you would assume that the police would have gotten the, you know, the statement that they needed from who you know.



Pamela O'Berry 2:05:11

Umm.

Yeah.

And to the extent the police have gotten those, we've steered clear because they have made it very clear that they would not allow us to sort of talk to anybody or interfere with the criminal investigation which which I get.

I've been on that side before, so I don't know what statements they do have, but I will check with Renesha to see which statements which staff particularly were requested to make statements.

Is there anything I didn't ask that you? I know?

I asked this as sort of at the halfway point, but anything I have not asked that you think would be important to inform this review.



c910373a-72bd-476c-aa06-889eea2eed63 2:06:00

Well, all I can say is I think the other piece that's critical as.

I stepped into.

Graduation outcomes and graduation logistics.

The piece that I'll say about graduation logistics that I was very maniacal about was making sure.

That we cause we had this contract with our trio that said that we had to have certain things in place.

You know, based on the number of people, uh.

And so there were a couple of places where they were like, well, we don't have the money for this.

You'll have the money for extra safety and security for nicia and I work through that maniacally to make sure that we've met all of you know, the things that were asked for in, you know, the Altria contract, right.

As relates to safety and you know and and and EMS, those types of things.



Pamela O'Berry 2:07:00

Umm.



c910373a-72bd-476c-aa06-889eea2eed63 2:07:06

But again, I don't think anybody would have anticipated the need for more EMS or anything to that extent.



Pamela O'Berry 2:07:06

Umm.



c910373a-72bd-476c-aa06-889eea2eed63 2:07:13

But you know, I mean, our budget was cut severely this year for graduation, which made it really hard.

Uh, muse.

Cut about \$45,000, if not more, maybe fifty \$60,000.

So I mean, I just felt like that that year was just for me.

It's like trying to work miracles.

I mean, it was willing and dealing with people, I mean, it just was.

It's bad, it's really bad.

Thank God for Renesha in her having a budget and you know other departments working with us.

But I mean, from a logistical standpoint, it was challenging that year as well.

But I do know that we met the requirements and that R MC and I was very clear when I met with.

The Altria team about who was responsible for what?

Uh, that they had the responsibility for, you know, checking, you know, bags and those sorts of things.

And so, ah, yeah, I I think that's the last piece that I would add is that like logistically.

We started.

Had a late there were some gaps because of gaps in.

Staff there were funding deficits because we overspent the previous year.

Somebody overspent the previous year so it just was, it was very challenging in addition to.

Academic side and you know, yeah.





Pamela O'Berry 2:08:54


And that's one thing I did forget to ask, since you were you were the the sort RPS person designated to sign off on the RPS contract, which you had you all had negotiated with them.


And I've read through that contract and basically, you know you it was really security was the venues responsibility and you all put CSA's inside the building as well.

 **c910373a-72bd-476c-aa06-889eea2eed63** 2:09:22
Yeah, yeah.

 **Pamela O'Berry** 2:09:25
It was there to, to, to the best of your knowledge, was there ever any discussion?

 **c910373a-72bd-476c-aa06-889eea2eed63** 2:09:25
Yeah.
Yeah.
And so.

 **Pamela O'Berry** 2:09:30
Detailed discussion about.
Wandering, or magnetometers or anything like that in your Altria discussions.
Or did they?
Kind of just say, look, we have the security package for the venue.

 **c910373a-72bd-476c-aa06-889eea2eed63** 2:09:42
Yeah, there was no real detail conversation.
We did ask them what it looked like, but I think because they have been doing graduation there for so long, I mean, they were sort of like, yeah, we, we we use our MC all these years.
We haven't had any issues.
We got this, you know?
And so we never really.
Delved into that, but the reason we added our CSA is because we know that I mean and I'm not, I worked at him right though.
Uh, but if you go to the Siegel Center, it's a different experience.
And also if you go to even the graduation, that Henrico are different than the ones that I've experienced in Richmond.
Ohh in terms of like not to say that some of our parents aren't, they're not difficult.
Ain't right though.

It just looks different than different ways, but we know that we have some compliance challenges.

You know, some of our parents would bring some challenges.

So that's why we did at extra CSA.

Right.



Pamela O'Berry 2:10:59

Based people being in the venue, I don't recall that that happened.



c910373a-72bd-476c-aa06-889eea2eed63 2:11:01

The. Yeah. Yeah. Yeah.

Yeah, because right didn't even have security guards until recently, so.



Pamela O'Berry 2:11:11

Yeah.

Well, Mr Jefferson, I know I've warn you out and I appreciate you kinda pushing through and and indulging all of my questions and and helping me kind of understand it the the all the moving parts.

So I thank you for your time and for your candor and for your information.



c910373a-72bd-476c-aa06-889eea2eed63 2:11:34

Yeah, I appreciate it.

Yeah.

Feel free to call back if you have any more questions, OK.



Pamela O'Berry 2:11:38

Alright.

Well, thank you so much.



c910373a-72bd-476c-aa06-889eea2eed63 2:11:41

Alright, thank you.

Have a good one.



Pamela O'Berry 2:11:42

Alright, you too.

Bye bye.

 **c910373a-72bd-476c-aa06-889eea2eed63** 2:11:44

Bye bye.

 **c910373a-72bd-476c-aa06-889eea2eed63** left the meeting

 **Paulsrud, Kimberly A.** 2:11:49

I'm going to hang up now, Pam, cause we're recording.

 **Pamela O'Berry** 2:11:51

OK, OK.

Yeah.

Do.

Ohh so there's no stop recording button.

You just hang up.

That stops it.

 **Paulsrud, Kimberly A.** 2:11:58

Yeah, but I'll call you right back.

 **Pamela O'Berry** 2:12:00

OK.

Ohh I'm gonna run to a little ladies room this time.

For real.

 **Paulsrud, Kimberly A.** 2:12:04

I thought.

 **Paulsrud, Kimberly A.** left the meeting

 **Paulsrud, Kimberly A.** stopped transcription

Interview conducted via Zoom

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00:00:00 - 00:00:13

All right. What is the date? 10 17.

00:00:13 - 00:00:21

All right, Miss Harris, it's October 17th at 11:10 a.m. to start the interview.

00:00:21 - 00:00:30

Just if you could just by way of background and introduction, just tell me what is your, what is your um position with Richmond public schools?

00:00:30 - 00:00:34

I'm a school counselor that he went at high school.

00:00:34 - 00:00:38

And what is, what is that role entail?

00:00:38 - 00:00:42

What is your, your job? What do you do as a school counselor?

00:00:42 - 00:00:54

Um So I'm responsible for um academic, emotional and social um needs of, of the students who are assigned to my caseload.

00:00:54 - 00:00:59

So I um track their courses needed for graduation.

00:00:59 - 00:01:04

Um The state test needed for graduation, basically all of their graduation requirements.

00:01:04 - 00:01:15

Um I work with um community partners and outside agencies to coordinate resources for students um when they need them.

00:01:15 - 00:01:22

Um Also coordinate with the parole officers um or probation officers, I'm sorry.

00:01:22 - 00:01:30

Um And like with you and our detention, if we have students that are there, um just to make sure that their educational needs are being met.

00:01:30 - 00:01:37

So I do that and then everything else that nobody else wants to do such as Like what?

00:01:37 - 00:01:41

Well, I mean, I, I sit on the attendance team.

00:01:41 - 00:01:49

I, um, make, uh, dropout calls for students that we've lost to try to get them back in school.

00:01:49 - 00:01:54

Um, I also, because I've had several different, um, graduating classes.

00:01:54 - 00:02:04

I'm responsible for the students that don't graduate until they graduate, um, to make sure that they get the classes they need so that they can, uh, receive their diplomas.

00:02:04 - 00:02:19

Um, we work, um along with credito well, with credit recovery to make sure that students who are over age and under credit um catch up and graduate as close to on time as possible.

00:02:19 - 00:02:40

Um Yeah. Uh ok. And if you can just explain to me the structure of how Huguenot high school works in terms of the counselors and their reporting um structure like who do, who do you work?

00:02:40 - 00:02:47

Who do you report, like who do you report up and through within the building level on the building level?

00:02:47 - 00:02:55

So there are five school coun well, six school counselors total, but one school counselor is the school counseling lead.

00:02:55 - 00:03:02

So we report to her um who is that person?

00:03:02 - 00:03:10

That's Lisa Harrison. Um And then our building level administrator is usually the principal.

00:03:10 - 00:03:16

So um it's Doctor Massa now, but it was Mr Gilstrap prior to him leaving.

00:03:16 - 00:03:20

Um And then our district level contact is Tess Short.

00:03:20 - 00:03:33

She's the secondary school counseling specialist and then her boss is Candace Vinny chaplain chaplain and she is the coordinator for career pathways.

00:03:33 - 00:03:39

Oh, you didn't, you didn't ask me to go that far?

00:03:39 - 00:03:41

But, oh, no, no, no, that's, that's helpful.

00:03:41 - 00:03:56

Thank you. And what kind of um, day to day uh contact do you have with anyone on your, in that reporting structure?

00:03:56 - 00:04:07

Um I talk to Lisa every day. Uh at least once a day, usually more.

00:04:07 - 00:04:15

Um I talk to the principal um at least once a day.

00:04:15 - 00:04:21

Um And then, because we are grade level counseling, we have an administrator.

00:04:21 - 00:04:23

Well, really cohort counseling is what we call it.

00:04:23 - 00:04:29

But we have an administrator that works with us for our cohort and we move together every year.

00:04:29 - 00:04:37

So he's kind of the intermediary between, I guess Lisa, the princi the the it will be the grade level admin and then the principal.

00:04:37 - 00:04:42

So I usually talk to all of them um daily.

00:04:42 - 00:04:47

All right. And, and I know you said you, you're a grade level school counselor.

00:04:47 - 00:04:50

So you are responsible for the 12th graders.

00:04:50 - 00:04:56

So I was last year. Um I started with them in ninth grade and then I moved up with them to 12.

00:04:56 - 00:05:02

So because they graduated now I have a new class, so I'm back down to nine again this year.

00:05:02 - 00:05:16

Yeah. So would it be safe to say that that you started with the 12 those who were 12th graders last year?

00:05:16 - 00:05:21

You were actually there for the full four year cycle with those with that cohort.

00:05:21 - 00:05:44

All right. And so when did you, when did you start it at Huguenot high school?

00:05:44 - 00:06:10

Um I wanna say it was August of 2015.

00:06:10 - 00:06:24

OK. All right. All right. So, uh what are your responsibilities as it relates to?

00:06:24 - 00:06:30

You've, you've sort of given me the general overview of the uh what a school counselor at?

00:06:30 - 00:06:36

HHS does. What are your specific duties as it relates to your home bound students?

00:06:36 - 00:06:49

So, um if the parent reaches out to put a student on hold to uh inquire about homebound, I explained to them a little bit about how it works.

00:06:49 - 00:06:53

Um I let them know that it is only for four classes.

00:06:53 - 00:07:00

It's not meant for a permanent solution. Um And then I give them the information to contact the home.

00:07:00 - 00:07:12

Well, last year it was an online form that we sent them the Google form link and then that was their initial application for Homebound that went to the homebound coordinator.

00:07:12 - 00:07:20

And then after that, she would follow up and give them the medical paperwork that they would take to the doctor, get filled out and send back to her this year.

00:07:20 - 00:07:26

Um It's a paper form. So it's basically the same, we just forward them.

00:07:26 - 00:07:51

Um either they'll come and pick up a copy of the form or we'll email it to them and then they get it filled out and then um they return it and it goes to the homebound office and then once a student is accepted for homebound, we get an email, they tell us who the homebound teacher is.

00:07:51 - 00:07:57

Um, and they ask us to put the homebound teacher in contact with the, the teachers on the student schedule.

00:07:57 - 00:08:06

So at that point, I sent an email to all of the, the teachers, um letting them know that this student is on homebound, this is the homebound teacher.

00:08:06 - 00:08:20

This is their number, their email address and to coordinate with the homebound teacher as to who's gonna grade the assignments when they're gonna be graded to make sure that the students are eligible to have grades for, um, the report card reporting period.

00:08:20 - 00:08:22

And, and can we go back just a little bit?

00:08:22 - 00:08:28

Um, so last year, you said it was an online form to sort of initiate the homebound process.

00:08:28 - 00:08:34

They, they basically set, set a form with in this form to initiate the homebound process.

00:08:34 - 00:08:39

What information were, were you capturing in that?

00:08:39 - 00:08:53

I believe it was um, basic demographics like name, um, student ID number address, parent name, um, reason for homebound.

00:08:53 - 00:09:00

Um, and I don't, I, I can't really remember anything more than that.

00:09:00 - 00:09:05

I think it was just the basic demographic information like we would have on the form.

00:09:05 - 00:09:12

And then after they filled that out, then the coordinator would send them the medical pieces that they had to take to the doctor.

00:09:12 - 00:09:19

Ok. Yeah. And that, that initial homebound form that was at the school base level.

00:09:19 - 00:09:22

That was not something that they had to go to the division level to get.

00:09:22 - 00:09:29

So the, the form was created and maintained by the division level homebound office, we just had the link.

00:09:29 - 00:09:36

So when the parents asked us um for the homebound information, we just sent them the link and they did, they went in and did it themselves.

00:09:36 - 00:09:41

But we didn't have any. We can't, we can't see the results, We can't open it up, we can't do anything.

00:09:41 - 00:10:03

We just send the link and then they go through and fill it out on their own and then when it was filled, when it was filled out, then you would, you would provide the link, they fill in the fill in the information through the link to generate that form, did it once that form was generated and the process was starting, was that a process that you all were involved in at the school level?

00:10:03 - 00:10:16

Or was that a process that now it's in the hands of the homebound coordinator and they're dealing with the family and the getting that process moving and then you all get notification when the process is complete.

00:10:16 - 00:10:25

Right? Well, so uh all we do is give the link and then the next thing we know is if they're approved, we get the, the email that says they're approved.

00:10:25 - 00:10:30

This is their length of time. This is their teacher make the connections between the teacher and the um homebound teacher.

00:10:30 - 00:10:33

So we are, we were totally out of the process.

00:10:33 - 00:11:06

All right. And when you got that information saying just um you know, I, I assume if they weren't approved, it was they're still in school or whatever other processes would happen.

00:11:06 - 00:11:19

But in the instances where you got the link saying Johnny was approved for homebound, what information did you get from the division level homebound coordinator?

00:11:19 - 00:11:23

When they said your student, Johnny was approved for homebound.

00:11:23 - 00:11:42

Um It would be the name, of course, their student ID number, the duration of time that they were approved for homebound, the homebound teacher's name, uh email address and phone number and the parent contact information.

00:11:42 - 00:11:57

Did it talk about instructional hours and all of that there was a link um on that email that she that was sent out, it was also sent because it was sent to myself.

00:11:57 - 00:11:60

Um but also the parent and the homebound teacher.

00:11:60 - 00:12:03

So it was a, it, it was a link attached with the homebound manual.

00:12:03 - 00:12:12

Um and all of that information is in the homebound manual and it, it just says for the parent um for the parents to read over the homebound manual.

00:12:12 - 00:12:29

But in, in for homebound, I would and I just correct me if I'm wrong for homebound, it's gonna be an individual sort of set of homebound instructional hours depending on what the student needed or depending on, you know, the individual students needs, right?

00:12:29 - 00:12:31

So it's not it was not a one size fits all.

00:12:31 - 00:12:38

So, no, it kinda is. Um, so it's like, I believe they have five hours a week.

00:12:38 - 00:12:44

Um, but they have a set, a set amount of hours a week.

00:12:44 - 00:12:49

Um, and you can, they, they can only have homebound services during school hours.

00:12:49 - 00:12:55

So if school is closed or if it's like inclement weather, they can't have a homebound then.

00:12:55 - 00:13:01

Um, but yeah, it was a set number of hours, a set number of days.

00:13:01 - 00:13:09

Um And the, the homebound teacher just had to work within that framework to get whatever work that student needed to get done done.

00:13:09 - 00:13:15

And then post COVID homebound primarily became virtual.

00:13:15 - 00:13:20

So they would use Google Meet to, I guess, meet.

00:13:20 - 00:13:30

Um If a parent didn't feel comfortable or the teacher didn't feel comfortable in the student's home, then they would just meet on Google Meet and, and work.

00:13:30 - 00:13:49

All right. The only things that could be customized were like if a parent would rather meet the um, homebound teacher at the library because they didn't have internet access or the home environment wasn't conducive.

00:13:49 - 00:14:00

Um That really is the only thing that was able to be changed and it's not relevant here.

00:14:00 - 00:14:11

But I just wanna wanna ask this, like if AAA student had an IEP or 504, would Anne requested?

00:14:11 - 00:14:18

Homebound Anne was 1/12 grader? Would they stay with you or would they go to your, to your exceptional education counselor.

00:14:18 - 00:14:23

If a student had an IEP, they would already be with the exceptional aid counselor.

00:14:23 - 00:14:25

So I wouldn't, you wouldn't have had them on your roster?

00:14:25 - 00:14:37

No. Ok. Got you. All right. So, and in this case, just very specifically, I know you said the, the only customization was location of the homebound meetings.

00:14:37 - 00:14:45

So in this case, Sean Jackson had five hours of homebound a week.

00:14:45 - 00:14:53

Just sort of in the. Ok. All right.

00:14:53 - 00:14:57

So tell me about the structure of, of meetings.

00:14:57 - 00:15:08

Uh the structure that you had in place for discussing graduation, tracking for your students since you were the 12th grade counselor.

00:15:08 - 00:15:21

Tell me about the meetings or the organizational structure that was set up for information sharing to get students from the beginning of 22 23 to the graduation day.

00:15:21 - 00:15:32

So I have um well, I had a Google classroom that I started in the ninth grade that um we used every year for any relevant information.

00:15:32 - 00:15:40

So the Google classroom was the primary source of information for them regarding everything that they needed to know.

00:15:40 - 00:15:43

So Captain G, you say for them you're talking about for the students, right?

00:15:43 - 00:15:51

The class of 23. Ok. Um So everything caps and gowns, um college visits.

00:15:51 - 00:15:59

Um And then I also would include links for when I would, when I would do meetings.

00:15:59 - 00:16:17

So um the, I guess I can go back the the year started with me reviewing everyone's transcripts and everyone's graduation tracking sheets to make sure that I had a thorough understanding of what they needed to graduate and make sure that they were appropriately scheduled for those things.

00:16:17 - 00:16:32

Um, I also, during that time would catch anyone who possibly needed to go to credit recovery or any other type of alternative program because either they were behind or they had too many classes that we couldn't schedule in, um, a year.

00:16:32 - 00:16:37

So, after I did that, I, um and did that, I'm sorry.

00:16:37 - 00:16:42

And then just to pause before I forget this thought, did that also include like SOLs and that kind of thing?

00:16:42 - 00:16:47

You would catch that like whatever SOLs they might need to be on track for graduation.

00:16:47 - 00:17:10

Yes. Ok. Go ahead. I'm sorry. So after I made sure that they were scheduled appropriately, um after the school year started, I had a meeting with them um in October just to go over graduation requirements again to talk about testing how radiation would work.

00:17:10 - 00:17:15

Um And just how we would work with.

00:17:15 - 00:17:23

Um, we have a future center which does like college and career um assist with college and career for the seniors, one really for all the students.

00:17:23 - 00:17:32

But we talked about the new career, uh future center people, how it will work, what the process would be and how we would work in conjunction to make sure that they got what they needed.

00:17:32 - 00:17:41

Um, after that, and you said, and you said you would meet with and you're saying you meet with the students, individual students in October.

00:17:41 - 00:17:45

No. What? We had a class meeting in October?

00:17:45 - 00:17:53

Ok. So what is that? Like the whole group meeting where all of the seniors come in the auditorium?

00:17:53 - 00:18:05

And then we just talk about, um, it starts off with admin, talking about rules and expectations and then, um, our grad, I, well, I talk about graduation requirements and any housekeeping things.

00:18:05 - 00:18:09

I need them to know. Um, our, we have a graduation coach.

00:18:09 - 00:18:14

So the graduation coach talks to them. And was that Mr Sanchez Concha last year?

00:18:14 - 00:18:21

Ok. And then the um, future center personnel introduce themselves and say whatever they wanna say.

00:18:21 - 00:18:25

So it's like a kick off to the school year meeting.

00:18:25 - 00:18:28

All right, basically, this year starting is your graduation year.

00:18:28 - 00:18:34

This is what you can expect this year and this is kind of what the process will be to get you to that day, right?

00:18:34 - 00:18:37

And then make sure they know who the senior sponsors are.

00:18:37 - 00:18:39

Um, talk about some activities and that type of thing.

00:18:39 - 00:18:42

So that was a whole group meeting after that.

00:18:42 - 00:18:57

Then I um I released um my Google calendar with set appointment slots for them if they wanted to come in and make appointments to meet with me, um in October and November.

00:18:57 - 00:19:06

So that was um, totally voluntary um for them to come in because some of them wanted to come in for different things.

00:19:06 - 00:19:24

Then after that, um, when we got back from Thanksgiving is when I went through, looked at passing and failing, um, for the first semester and just met with the students who were in jeopardy of not graduating during, due to, um, not doing well in their classes.

00:19:24 - 00:19:39

Um, at that point. So you said you would, that would be the process of you just on your own looking at where the, their individual standings and then making some assessments about where each one of your students stood.

00:19:39 - 00:19:45

All right. And how many students did you have on your 12th grade roster last year?

00:19:45 - 00:19:53

I believe it was 100 and 80 four.

00:19:53 - 00:20:04

Let me look because I wanna be as exact as I can be.

00:20:04 - 00:20:46

Yeah, bless you. Thank you. So it was, it started as 1 88 and then it ended up being 1 86 because I um we lost two seniors last year and when you say lost, what does that mean?

00:20:46 - 00:20:52

Um They were killed and this is before June.

00:20:52 - 00:21:14

Yes. All right. All right. That sort of sobers the mind a little bit.

00:21:14 - 00:21:25

Um So we're talking Thanksgiving. So you start off with 100 and 88 on your roster and the year with 100 86.

00:21:25 - 00:21:30

And I know at the graduation there are about 300 some graduates.

00:21:30 - 00:21:34

So that would account for the those receiving special education.

00:21:34 - 00:21:40

Maybe we're on part of the part of that ESL students would also make up a part of that.

00:21:40 - 00:21:48

And would that be the two places that, that of 12th graders that would not have been on your roster?

00:21:48 - 00:21:59

Just the special, exceptional education kids as, as well as the English language learners would then would, plus your kids would make up the 300 something graduates.

00:21:59 - 00:22:09

Ok. All right. So, after Thanksgiving, then you would look at student progress towards graduation and then do what with that?

00:22:09 - 00:22:18

So I would look at their current grades after, um, the nine weeks ended to see who was passing and who was failing.

00:22:18 - 00:22:20

Um, we get what's called AD NF list.

00:22:20 - 00:22:34

So I will pull the DNF list. Look at the students who were failing or in jeopardy of failing core classes that they needed to graduate and then I set meetings with all of them just to review to figure out if there was anything that we could provide them.

00:22:34 - 00:22:45

Um, if there was anything going on, um, and to work out a plan to try to get on the right track before the semester ended.

00:22:45 - 00:22:49

So, like a graduation intervention kind of thing.

00:22:49 - 00:23:03

Right. And I must say that after all my years in government, I have never met any part of government that has more acronyms than education.

00:23:03 - 00:23:06

So you're gonna have to tell me what that DNF stands for.

00:23:06 - 00:23:17

Do not fail. No, just grades D they have ad in the class or in the D and N not DNF.

00:23:17 - 00:23:25

Ok. I see. D and F and I don't even need to write what that means because DNF.

00:23:25 - 00:23:29

All right. So you work out a plan with them to get them on track?

00:23:29 - 00:23:33

Mhm. And it was a sheet. We would document it.

00:23:33 - 00:23:43

Um, but that we had the meeting, what was said, um, what the agreement was, they would sign, I would sign, I would give them a copy, also.

00:23:43 - 00:23:49

Give them a copy of their graduation tracking sheet which looks like.

00:23:49 - 00:24:06

Well, I don't know if you do see what it looks like, but yes, no, no, no, no, this is what it looks like and it's just, I know it's bright but it just has columns for um what they pass you check it off and then it just, it's a visual representation of what the transcript also shows something.

00:24:06 - 00:24:16

OK. And is this something that was a building level process or division level process or just your own process?

00:24:16 - 00:24:37

Um So I guess I'll say that it, it's the best practice but it wasn't a, it wasn't a division mandate um to the point where everybody has to use the same form, do the same thing at the same time.

00:24:37 - 00:24:50

It's just an expectation that you are monitoring your caseload that you're meeting with your students regularly and that you are providing them with the information that they need um to make sure that they're up to date on their status for graduation?

00:24:50 - 00:24:58

Ok. So if I were to just look, look back at last year around Thanksgiving.

00:24:58 - 00:25:03

W and I would talk to the folks at the divi division level.

00:25:03 - 00:25:07

Would they be familiar with what ad and F list is?

00:25:07 - 00:25:21

Yes. All right. So, and then, you know, it's um great.

00:25:21 - 00:25:30

And one question I have you said going back to sort of that um class meeting that you'd have in October?

00:25:30 - 00:25:36

And you said, let them know who the senior sponsors are, what are senior sponsors?

00:25:36 - 00:25:46

So the senior sponsors are teachers that um kind of oversee all of the senior activities.

00:25:46 - 00:25:54

Um They help organize senior picture taking senior trip, um class dues.

00:25:54 - 00:25:57

So the fun stuff. None of the academic stuff.

00:25:57 - 00:26:18

Ok. Justify. All right. So, ok, so October and we've got, after Thanksgiving, you're doing the graduation tracking sheet, you're meeting with all the students kind of letting them know.

00:26:18 - 00:26:26

All right, this is where you are, this is what you need to do to get on track or you're on track, keep doing what you're doing.

00:26:26 - 00:26:30

What, what's the next sort of part of the process that's going on?

00:26:30 - 00:26:35

So, end of January, beginning of February when the semester ends.

00:26:35 - 00:26:50

Um I look at the final grades for the first semester, um to see who has failed the class and if it's a class that they need for graduation, um, if it is, then I look at their schedule to see if they can be rescheduled for the class.

00:26:50 - 00:27:04

Um, and if not, then we may look at credit recovery, which is, um, as an option for them to recover a credit if they need their next four classes for the second semester.

00:27:04 - 00:27:22

Once I do that and I have a list of who I need to meet with, then I have another set of meetings, um, which is the official, I guess you would call it graduation jeopardy or graduation status meetings is what I called it.

00:27:22 - 00:27:29

And when was this, when would this attempt was, um, beginning of February at the end of the first semester?

00:27:29 - 00:27:33

And that's called a graduation status meeting. Mhm.

00:27:33 - 00:27:44

And that's just you and the, and the kid me and the student and then if their parent chooses to participate, they can participate via, uh Google Meet or via phone.

00:27:44 - 00:27:53

Um, if they're over 18, then of course they have to give me permission to contact or include their parents.

00:27:53 - 00:28:02

Ok. And then I also provide them, like if, if we reached out to the parent and couldn't get the parent, I will provide them with a copy anyway.

00:28:02 - 00:28:09

They will get a copy regardless. But I would make sure that, um, they, uh, they understand to take it home and share it with their parent.

00:28:09 - 00:28:15

Ok. Sorry, that light is in my eyes.

00:28:15 - 00:28:29

And then for some students who, you know, were, it was dire straits, I would just call all the call, all of those students, parents just to make sure that they understood what was going on that I met with their student, what the status was that they have the documents.

00:28:29 - 00:28:36

Um, I also kept a copy so sometimes I would email them to the parents because they wouldn't trust that it would make it home.

00:28:36 - 00:28:49

Um, so I would reach out to the students who were really in the, in the point where at the end of the first semester that it was highly likely that they would not be successful.

00:28:49 - 00:28:57

Yeah, as far as like homebound students, it's a little diff it, it was, it's different, but basically the same.

00:28:57 - 00:29:05

Um with Sean, tell me first, tell me how it's different, it's different because they're not here.

00:29:05 - 00:29:14

So they don't get the hands on um real time information that the students who are in the building get.

00:29:14 - 00:29:19

Um So I have to be more diligent about making sure that I'm reaching out to them.

00:29:19 - 00:29:35

I'm talking to them, I'm answering their questions and just having the conversations that need to be had so that they are on the same page because they are um on homebound also because homebound does not provide support for elective classes.

00:29:35 - 00:29:42

So if a student is in a situation where they need elective classes to graduate, homebound will not support them.

00:29:42 - 00:29:51

So there really is no way for them to get those classes which could cause them not to be able to graduate on time because Homebound does not support electives.

00:29:51 - 00:30:11

So, uh, is a student able to do their electives independently knowing if, if homebound does not have a way to support them getting they electives.

00:30:11 - 00:30:19

No. So what happens if a student has just two electives that they need or one elective and they're on homebound?

00:30:19 - 00:30:26

Are they just, just track to not make it or how, how does that work?

00:30:26 - 00:30:36

I'm just trying to figure out, you know, when everybody's pushing towards graduation, I have never had a student that was on homebound just then just needed electives.

00:30:36 - 00:30:38

They always will need a core or two.

00:30:38 - 00:30:60

Um, so what, I don't know what communication comes from the homebound office, but what we try to do is to make sure that once they get back in the building that they're able to get what they need, if, if it's at all possible, if they can earn seat hours to be able to be successful and do, um, the minimum amount of work.

00:30:60 - 00:31:04

But it just depends on when they go homebound, when they come back.

00:31:04 - 00:31:07

Um, and how much time is left and what they need.

00:31:07 - 00:31:18

But if, if it were a situation where let's say a student would need two electives and two core and they were on homebound and they couldn't get those electives, then they would be pushed to maybe.

00:31:18 - 00:31:20

Well, it depends on if those electives are offered in the summer.

00:31:20 - 00:31:25

So, if they were on homebound, let's just say the whole school year and they needed those two electives.

00:31:25 - 00:31:30

They wouldn't be able to get them. Ok.

00:31:30 - 00:31:43

All right. Um, so homebound students were a little different and then it does not offer elective support for elective classes.

00:31:43 - 00:31:56

Um, any other ways that home bounds different in the way you have to provide your counseling support to them from the other students.

00:31:56 - 00:32:15

Um, well, uh, the, the graduation tracking sheets I, I do for all of my students So I would just email them, um, to the student with the transcript and then we would go over it together, um, usually by Google Meet and then if they have questions, we could go line by line.

00:32:15 - 00:32:25

Um, and then I would fill out the graduation, um, the status sheet and then I would, I would fill it out, sign it and then I would email it to them.

00:32:25 - 00:32:35

Ok. And it will still get all the documents that I give the other students, but it would just be, it wouldn't be in person.

00:32:35 - 00:32:49

Ok. All right. So we had gotten pretty much to February graduation status meeting you and the student and maybe this parent to talk and just kind about where you are.

00:32:49 - 00:32:52

What's on track, what's not on track, what we need to do, course corrections all of that.

00:32:52 - 00:33:01

What's the, what's the next sort of big event that you have in terms of moving the students towards graduation?

00:33:01 - 00:33:13

So, after that, well, they, they would have already tested for sol if they, or, or, um, industry certifications, if they were in a class that they needed that, um, in, in the fall first semester.

00:33:13 - 00:33:24

Um, so it's basically just record keeping, updating my records to make sure that I have the most up to date information about what test they still need, what classes they still need.

00:33:24 - 00:33:34

And it basically is, um, from February, I will wait for the interim, which is the next three week period to look and see what their grades are looking like.

00:33:34 - 00:33:48

Um, also to check and make sure because students are testing for industry certifications and then, um, SOLs kind of continuously during the spring semester.

00:33:48 - 00:33:59

So it's basically just day to day checking the, the, the testing logs, um, making sure students are lined up for remediation if they, um, still need a test and they failed.

00:33:59 - 00:34:10

Um, and then just keeping an eye on the grades and the attendance to make sure that, um, all of those are moving towards, uh, the right direction.

00:34:10 - 00:34:21

Ok. And just, and just, I want to be clear about the timing you said at this point, they would already have tested for SOLs and industry certifications, but they would, uh huh.

00:34:21 - 00:34:38

Sorry. No, go ahead. Say they would, they would have if they had, if they were prepared to test in the, in the first semester because if they're not in a, in a class where they're receiving, um, instruction, then they have to go to remediation and we have to prove that they have had remediation before they can retest.

00:34:38 - 00:34:56

So that just means them being either after school on Zoom um Google Meet or um like we'll do boot camp sometimes where the teachers will pull all the students that need to test and they'll go over the information for like a day and then they'll be um on the list to be eligible to test.

00:34:56 - 00:35:04

So basically make sure that we don't test them cold, that they have had some type of review of the material if they're not enrolled in the class.

00:35:04 - 00:35:09

Ok. So, um, and this is when this is, would have been after February.

00:35:09 - 00:35:15

So they would have done it before February if they were eligible and they had been remediated.

00:35:15 - 00:35:37

And then, um, then they, because so if they were in a class that they had to take a, a test in from September to January, they would take that test before the semester ends if they were eligible to retest because they had participated in remediation and they were ready, then they would also have an opportunity to retest.

00:35:37 - 00:35:54

So it just depends on what classes they're in, what test they need if they have um participated in the, in the, in the remediation to be eligible, but they have multiple opportunities first semester and second semester to test.

00:35:54 - 00:36:07

Ok. So then in the, in the life cycle of what you're doing for the graduates, then after you get past that period and you find, you know, that you, you're doing whatever you need to do to progress them through the SOLs or certification.

00:36:07 - 00:36:11

What's the next major sort of event for you?

00:36:11 - 00:36:23

So that goes through from February to maybe spring break, which is April and then we basically just do the same thing.

00:36:23 - 00:36:29

Sit down at the table, look at who still has, um, testing left.

00:36:29 - 00:36:38

We look at the DNF list again to see who's in jeopardy of failing based upon the last grading um the last nine weeks.

00:36:38 - 00:36:46

Um just to kind of keep our post on who is moving backwards and who is moving forwards.

00:36:46 - 00:36:49

So then after that happens, there's another list made.

00:36:49 - 00:36:58

Um I call the students and again, the graduation coach sometimes will um assist, but it's, it's basically the same cycle.

00:36:58 - 00:37:04

We just keep meeting, we keep talking, we find out if anything is going on if there are any barriers.

00:37:04 - 00:37:14

Um I provide them with the remediation schedule when and where and who and why this is directly you with the kid, child, you, the student and the parent.

00:37:14 - 00:37:17

This is the this process you're talking about.

00:37:17 - 00:37:24

OK. Not to mention, I'm like I said, I, I'm also putting all this information on Google classroom.

00:37:24 - 00:37:27

So they have the dates and times of tutoring on there.

00:37:27 - 00:37:45

We have a calendar of who's tutoring when for what test um teachers are doing uh tutoring on the weekends on Google meet, we have a virtual uh tutoring schedule that we put up, that students can log um sign up and they can actually do their remediation and tutoring online.

00:37:45 - 00:37:54

So if they work or they have any other circumstances that they can't stay after school, they have access to remediation that way as well.

00:37:54 - 00:37:60

So all of these, the homebound students would have access to all of this as well through the Google classroom, through the Google Classroom.

00:37:60 - 00:38:12

And then um also directly from me because I usually, even though I put it in the Google classroom, I still will send it directly to the parent and student and the homebound teacher as well.

00:38:12 - 00:38:19

Ok. And now, so this is the process and we're getting now closer to the end of the year, right?

00:38:19 - 00:38:36

Um Is there anything else that you're doing it directly as it relates to the way you are um interacting or servicing the clients on your, the students on your case load as you move closer to the graduation day.

00:38:36 - 00:38:42

Um Other than what you've just, you've described, no, it's just just a lot of face to face.

00:38:42 - 00:39:03

Um I'm chasing them down. So if I can't find them, if they're, you know, their attendance is dropping off, I'm calling um or, you know, asking their friends where they, where they are, if they're ok where they work, just, just a lot of face to face um or phone contact to make sure that I can get a hold of the parent and the student and everybody's on the same page.

00:39:03 - 00:39:22

Ok. All right. And, and I'm about to do a big pivot Jessica, uh, to sort of, cause we walked through sort of Miss Harris is, um, sort of what the year in the life of the 12th grade counselor looks like.

00:39:22 - 00:39:33

And I'm, I'm about to pivot to the sort of information structure like in terms of who the larger meetings with were in the building on the building level and, or division level.

00:39:33 - 00:39:47

But before I do that, I just wanna know if there's anything you wanna interject, just kind of with what we've been through knowing where we're going and then of course, there'll be a whole section where you can ask all the other questions you might wanna ask.

00:39:47 - 00:39:53

Do you have any thoughts or just, I mean, just while we were doing the overall, just with um specificity.

00:39:53 - 00:39:59

Do you recall whether you know Shawn Jackson was on homebound the entire 2022 2023 year?

00:39:59 - 00:40:03

Yes, he was. Ok. So at no time.

00:40:03 - 00:40:06

Did he come back to school during that school year?

00:40:06 - 00:40:09

No, he didn't come back to school for instruction.

00:40:09 - 00:40:12

He came back to school for testing, but not for instruction.

00:40:12 - 00:40:18

Ok. And with the homebound placements, I believe those are assessed, you guys prefer to do it on like a nine week basis.

00:40:18 - 00:40:22

Is that correct? I believe that's how they do it.

00:40:22 - 00:40:25

But I, I'm, I, I don't have anything to do with that.

00:40:25 - 00:40:34

It just comes to me, however, I don't know what, like what the criteria is or how they make those decisions, they just send it to us and they tell us the duration of time.

00:40:34 - 00:40:49

Ok. So when he would have been um, redoing his application throughout the 2022 2023 school year, um, would you have been um, a part of the conversation as to the reasons for why he was continuing to remain on homebound?

00:40:49 - 00:41:00

No. Ok. And, um, I know you said that while they're on homebound, he does come, did he do the testing in person in school?

00:41:00 - 00:41:07

You said he comes for testing? Ok. Now, was he allowed to partake in any of the other senior activities that were going on that year?

00:41:07 - 00:41:18

No. And was he, was he, and I'm just gonna jump in just before I forget.

00:41:18 - 00:41:23

This thought was when he came to the school building for testing.

00:41:23 - 00:41:32

Was there a process that you followed in order to get him authorized to come onto the school property for testing?

00:41:32 - 00:41:42

So the, the testing office pushes testing back to the bill?

00:41:42 - 00:41:49

Well, I, I don't, I guess I would say the testing office and the homebound office work together in terms of how homebound students will be tested.

00:41:49 - 00:41:52

Um, they pushed the testing back to the building.

00:41:52 - 00:41:54

So it was our respon. Well, not.

00:41:54 - 00:42:01

Well, yeah, it was the building's responsibility to arrange testing in a way that will work for the homebound students.

00:42:01 - 00:42:04

Um They don't allow us to test after school.

00:42:04 - 00:42:09

So that wasn't an option for having him come in after school when the school was closed to test.

00:42:09 - 00:42:17

So we had to figure out a way for him to test um, and get what he needed to get done.

00:42:17 - 00:42:27

Um Even though he was a homebound, so was there a thing called paper and pencil testing in, in lieu of coming in the building paper and pencil testing does exist?

00:42:27 - 00:42:32

Um but I don't know why that was not an option.

00:42:32 - 00:42:35

So who would have made the decision then?

00:42:35 - 00:42:48

Like how would, so there's a test that's coming up and Sean Jackson needs to take it who communicates with him.

00:42:48 - 00:42:55

Hey, there's this test, this is what you're gonna take where you're gonna take and any other details about that.

00:42:55 - 00:42:58

So we have a testing coordinator, MS Baron Rojas.

00:42:58 - 00:43:08

She um would email all of the students letting them know um that they would schedule a test on what day and when.

00:43:08 - 00:43:29

Um so she would email Sean and his mom and let them know that what the testing date um and what test would be on that date and just to make sure that he had received his remediation so that he would be eligible to test, so it will come from her.

00:43:29 - 00:43:36

So she would let email student, let him know what test to take, but she also dictate where and when.

00:43:36 - 00:43:48

Yes. Do you have any input into that decision?

00:43:48 - 00:43:53

Um Yes. And what input do you have?

00:43:53 - 00:44:17

Um Well, if, if a, if a parent expresses to me some concerns about the date or the time or um whatever, then I go back to the testing coordinator and let her know the parents' concerns and then we work together to figure out a solution that works for the student.

00:44:17 - 00:44:21

All right, I'm gonna ask one more question, Jessica.

00:44:21 - 00:44:25

Then I will, I'm gonna jump out so you can finish your, your own thought.

00:44:25 - 00:44:42

Um So yes, if, if a parent expresses to you that there's some concern with the time, the location, the whatever, like if it's whatever supports the student needs in place, if that was communicated to you, you go back to Miss Baron Rojas.

00:44:42 - 00:44:47

Is that what you said? Yes. And did that happen in this case?

00:44:47 - 00:45:18

Yes. And when did that happen? I wanna say between January and February of um 20 of this year.

00:45:18 - 00:45:27

And so what, what was the concern that was expressed?

00:45:27 - 00:45:33

And what, what did you do in response to uh being advised of a concern?

00:45:33 - 00:45:43

So, um Sean's mom emailed myself and Miss Baron Rojas and stated that he came up to take a test.

00:45:43 - 00:46:14

Um and that he just was, I guess, walked through the halls, came upstairs and ended up being in the testing room with someone that he had, um, a prior conflict with and that, um, she would just prefer that in the future if he's tested by himself so that he doesn't have to, um, I guess, be anxious about running into people that sh, that he has had, um, an issue with.

00:46:14 - 00:46:21

You said that was around January February 2023.

00:46:21 - 00:47:17

Yes. And was that, would that have been the first in-person testing he done or second or third or where within a like, I don't know, did he do this only once or did he do it several times that I believe was the first testing in-person testing he had done for that school year and prior to him doing that in person testing, did mom or, or the student or anyone homebound coordinator or anything express any, um, concerns about him being on HHS property or RPS property at all for any reasons whatsoever?

00:47:17 - 00:47:41

No. All right, Miss Jessica. Sorry. Well, if, if, and I'll say this, if it, if it, if it was, it wasn't expressed to me that was actually gonna be my next question was prior to February 2023.

00:47:41 - 00:47:47

If it was expressed to anybody besides you regarding the safety concerns that his mom had about him being on the property.

00:47:47 - 00:47:53

Um, you know, who would that have been expressed to if it wasn't to you directly?

00:47:53 - 00:48:04

Do you know? Well, I know in prior years, um she had expressed some concern about an incident that happened while we were on virtual school.

00:48:04 - 00:48:16

Um But that was expressed to my previous uh assistant principal um and he was with Kevin Holds.

00:48:16 - 00:48:29

Um and I kind of got that as second hand information but that, um because we were on virtual school, it wasn't really a a issue.

00:48:29 - 00:48:38

And then um when we transition back into regular school, he went on virtual Virginia.

00:48:38 - 00:48:45

So he didn't come to school initially and then that didn't work and he went to homebound.

00:48:45 - 00:49:00

Ok. And do you recall what the safety concern was in 20 I believe it was December of 2021 where she may have sent you an email regarding virtual school and him coming back, she had some um trepidation about him coming back in person.

00:49:00 - 00:49:09

Um And I know you sent her to this to old and I believe Guild strap um you know, the nature of the safety concerns.

00:49:09 - 00:49:21

Um All I know was that the incident that happened during virtual school I think had something to do with one of his friends and her house being shot up um was shot into.

00:49:21 - 00:49:38

And so she would, she just said that she, some of the people were some of the students that he had, he, I guess had conflict with were in the building and she didn't want him around those students, but I never knew who those people were.

00:49:38 - 00:49:43

Um And this was, you knew this and you would advise of this.

00:49:43 - 00:49:51

I'm just trying to get a sense of the time that Miss Bess just referred to with that you're responding to.

00:49:51 - 00:49:54

I believe it was like it was 2020 21.

00:49:54 - 00:49:57

Yes, it was. I believe it was December 2021 when.

00:49:57 - 00:50:08

Yeah, but she, she, that was, um, what she said was just that it was people that he had had conflict with or something dealing with his friend in the past.

00:50:08 - 00:50:12

Um, and that she just didn't want him back in person.

00:50:12 - 00:50:24

Ok. So, and at the, the end of the 2021 2022 school year, do you know whether or not do you recall whether or not she had those same safety concerns?

00:50:24 - 00:50:30

The end of 21 22. Yes, school year where I think he was transitioned from virtual.

00:50:30 - 00:50:38

I think you stated to homebound during that school year because um, I don't recall.

00:50:38 - 00:50:46

Ok. And so he remained on homebound and was started school homebound 2022.

00:50:46 - 00:50:59

Is that correct? Mhm. And um, so in, I'm gonna go back to what MS Barry was talking about regarding the February testing incident.

00:50:59 - 00:51:10

I know you said he had had some issues with some of the people who were um, in his uh in the testing class where he was, um, do you recall her saying that they had actually tried to kill him?

00:51:10 - 00:51:16

She said that it was, I think she said that it was a boy in there that wanted to kill him.

00:51:16 - 00:51:20

I'm not sure what the word it was or that I, yeah.

00:51:20 - 00:51:25

And was this all, uh, email communication or was there more than email communication?

00:51:25 - 00:51:38

It was an email. And I believe after that February 2023 he had some additional testing that he needed to take prior to graduation.

00:51:38 - 00:51:43

Um, is that correct you said prior to, yeah, prior to graduation?

00:51:43 - 00:51:49

So, in between February and May, um, he, he had quite a few, quite a few tests he had to take.

00:51:49 - 00:52:11

He did. Now, um, now do you recall, um, M Smith emailing and talking about in May him trying, he had two more tests I believe he needed to take and when he would be able to take those and the procedures for getting his, um, graduation items, I believe he needed his ticket, his yearbook, those items.

00:52:11 - 00:52:24

Mhm. I recall. Ok. Um, and in that, um, email, I believe it was correspondent that he wasn't to attend graduation practice.

00:52:24 - 00:52:47

Now, who makes that call? Um, usually students are not allowed to attend graduation practice if they have like discipline in fractions or if they are on, um, like an ankle monitor, um, or something like that.

00:52:47 - 00:53:09

But you, I mean, sometimes the decision to not allow a student to, um, to participate, what would come from admin based on, you know, whatever information they have or they, you know, when you say admin, are you talking admin division, admin or school?

00:53:09 - 00:53:19

Building admin, it could be either. But ii, I guess the building level admin will make the decision based on information that they have from whatever sources they get the information from.

00:53:19 - 00:53:23

Was that, were you a part of that information loop?

00:53:23 - 00:53:34

Um No, I provide any information that I have to, to, you know, the administrators um relative to anything like that.

00:53:34 - 00:53:40

But um I'm not a part of what comes back or what comes from the district to the principal.

00:53:40 - 00:53:54

Ok. And, um, in regards to that, so it's, was it your understanding that, I guess unless you heard otherwise that he was allowed to participate in these events, would you have been notified if he wasn't?

00:53:54 - 00:54:08

I know you said it's the decision for the building admin iii I assumed that I would have been ok if he wasn't allowed based on information that they had that I didn't have.

00:54:08 - 00:54:17

Ok. Um, and so are homebound students usually allowed to attend the graduation in person?

00:54:17 - 00:54:26

Yes. Ok. So does graduation typically fall outside of the exceptions that are made for homebound for activities like school activities?

00:54:26 - 00:54:31

Like, can you define the school activities that they're not allowed to attend while they're on homebound?

00:54:31 - 00:54:39

Um, to my understanding it's things like basketball games, pep rallies, um, field trips.

00:54:39 - 00:54:57

Um, yeah, game, that's it, games like meets anything, um, like after school that's athletics based or, um, like student activity based.

00:54:57 - 00:55:09

And where do you, where do you, is there a policy or a manual or some guidance that you draw, that you look to, to see what a homebound student can and cannot participate in.

00:55:09 - 00:55:15

Like you've just very clearly said yes, graduation but know these other things.

00:55:15 - 00:55:21

And so that just seems like pretty clear, like somebody has said yes to some no to others.

00:55:21 - 00:55:25

And who said and, and is, where does that come from?

00:55:25 - 00:55:37

Where does your understanding of that come? Well, the, the homebound manual says that the students cannot attend any um after, I don't know what the word is, extracurricular or after school activities.

00:55:37 - 00:55:44

Um But there's nothing explicit that says that a stu a home bound student cannot attend graduation.

00:55:44 - 00:56:13

And just as a practice throughout the years, we've had homebound students graduate and participate in graduation before it, it, it kind of seemed like it was up to if the student was well enough to participate um if they wanted to participate, but there's nothing concrete that says that they cannot or that they have to meet some type of criteria in order to participate.

00:56:13 - 00:56:24

It's just basically, and I'm sorry, is that, as you say, that's from the manual and what you knew of the practice?

00:56:24 - 00:56:34

Is it more practice or was it like a specific site in the manual that you kind of look for, for guidance about that?

00:56:34 - 00:56:40

So in the manual specifically, it just, it, it just states that about the after school activities.

00:56:40 - 00:56:44

Um it's not in the manual that says anything about graduation?

00:56:44 - 00:56:50

Ok. Sorry, Jessica. I keep stepping on you.

00:56:50 - 00:56:52

No, no, no, you're, you're fine.

00:56:52 - 00:56:59

Um So in regards to, I don't know how much you remember about the email that you have with her about the graduation practice.

00:56:59 - 00:57:05

Were you able to gather from that? What, why she didn't want him to attend graduation practice?

00:57:05 - 00:57:14

Um Did you know whether or not it was because of concerns for his safety or you know why she was asking you whether or not he had to actually go to practice?

00:57:14 - 00:57:28

No, because I um she didn't say anything to me about any concerns for his safety other than like I said, when the, the previous email and that was related to things that had happened what, two years ago.

00:57:28 - 00:57:38

Um So I, I didn't know why she was asking those questions.

00:57:38 - 00:57:48

Ok. Um And so you told her that he could come in on the day of and that she would squeeze, squeeze him in, I believe if you felt it was if she felt it was too dangerous.

00:57:48 - 00:57:50

Like what did you mean by squeeze him in?

00:57:50 - 00:57:52

Like was he gonna come in with the other students?

00:57:52 - 00:57:54

Like when was he to report to the graduation?

00:57:54 - 00:58:02

Just report? Right? Um At the time that the other students graduated and then just get in line?

00:58:02 - 00:58:04

Ok. So he didn't have to report early.

00:58:04 - 00:58:09

I'm gonna let me digress. So when were the regular students supposed to report on graduation day.

00:58:09 - 00:58:24

Do you know? I don't remember. Do you know what time the graduation was supposed to start graduation was?

00:58:24 - 00:58:33

Sorry, I'm just looking on my calendar. That's fine.

00:58:33 - 00:58:38

I believe it was at four. I don't, I need to look because I'm not sure.

00:58:38 - 00:58:49

Ok. And you said that he would have just gotten in line with the other students right before they graduated.

00:58:49 - 00:59:01

You mean like right before they were to March in, right before they, cause when they come in, they sit down in their order and then they get up, they line up and then they march in and then graduation starts.

00:59:01 - 00:59:18

So he was just, he, he can't get the, the same notice that everyone else did with how to get there, what time to be there, what you need to have and then when he came in, he would just get in his, in the spot that he was alphabetically and then March in with everybody else.

00:59:18 - 00:59:29

OK. And after she had emailed you on the 30th, did you let anybody else know about um the communication about him not coming to practice and kind of what the setup was gonna be for him?

00:59:29 - 00:59:37

Um No. Um Was he supposed to come in the same door as the other students?

00:59:37 - 00:59:43

Yes, but not at the same time is what you recall.

00:59:43 - 00:59:60

No, he, I did. There was no, no time concessions made and um what was your role?

00:59:60 - 01:00:08

In the graduation. Were you just attending or did you have a role, um, you know, helping the students or helping the line out?

01:00:08 - 01:00:20

Um, I was there, made sure that everyone had their regalia that um, like there were last minute medals and things that students needed.

01:00:20 - 01:00:22

So I made sure that they got their medals at courts.

01:00:22 - 01:00:27

Um I did not participate in, in lining them up.

01:00:27 - 01:00:33

I had to because I had to, um, leave the class out.

01:00:33 - 01:00:42

So I had to line up and go out, um, before everyone else to take the bases on the stage.

01:00:42 - 01:00:47

And then I was the person who handed the diplomas to the principal.

01:00:47 - 01:00:57

Ok. And so I know on the day of the graduation, um, his mom also emailed about 30 minutes before it's supposed to start.

01:00:57 - 01:01:01

Um, she emailed you and said that he would be in like 3 30 letting him calm down.

01:01:01 - 01:01:04

Was she supposed to let you know when he arrived and when he was there?

01:01:04 - 01:01:08

No, I didn't even see that email two days later.

01:01:08 - 01:01:16

Ok. And, um, sorry for bouncing back and forth.

01:01:16 - 01:01:19

But prior to the date of graduation, I believe it was June 2nd.

01:01:19 - 01:01:23

He was supposed to come pick up some items, like his tickets and his yearbook and everything.

01:01:23 - 01:01:26

And I believe that was supposed to be brought outside to the car.

01:01:26 - 01:01:28

Was he not allowed in the school on that day?

01:01:28 - 01:01:58

Um, I think the issue was that he had gotten into, well, uh uh so he, he came in the office and he, and the uh one of the secretaries, um I guess, had a disagreement and um his mom said that it, I guess caused some anxiety or what she said was, I guess it was a mess.

01:01:58 - 01:02:08

Um And then, so I asked, she emailed me and said that she, he wasn't able to get whatever and because she um come and get it.

01:02:08 - 01:02:14

And so she said that she was gonna come and get it and I said, well, if not, then we could just bring it out.

01:02:14 - 01:02:17

I believe that's how it went. I'm not 100% sure of that.

01:02:17 - 01:02:23

Did you ever get any more detail about what that mess was or what the disagreement was?

01:02:23 - 01:02:32

And the secretary with the secretary, like how that played out, did you ever like get detail about what the conflict was about and how it played out?

01:02:32 - 01:02:51

So, after the fact that not right, then I found out after graduation that, um, he had come in and he smelled like marijuana and the secretary said something to him about it and he just told her that, that she was being rude that she didn't have to talk to him like that.

01:02:51 - 01:03:07

And I guess she didn't like that. So she just continued on and got loud and made a scene, but I didn't find this out till after graduation had happened that the secretary made a scene or he made a scene that the secretary made a scene and told him to go outside.

01:03:07 - 01:03:20

Is there any, did you receive any information about?

01:03:20 - 01:03:25

So the year the report and where did you get first?

01:03:25 - 01:03:29

Where did you get this report of what happened from another secretary?

01:03:29 - 01:03:43

And then in, in retelling what happened from the other secretary?

01:03:43 - 01:03:46

Did she other than him smelling like marijuana?

01:03:46 - 01:03:52

Did she talk at all about how he presented in this sort of conflict?

01:03:52 - 01:03:55

Like, was he just kind of smelled like marijuana?

01:03:55 - 01:04:03

And the secretary was like, oh, in his face and he just backed off and went left out or was there like she said something, he said something that back and forth conflict.

01:04:03 - 01:04:08

I mean, I'm having a hard time understanding like you walk in, you smell like marijuana.

01:04:08 - 01:04:11

Secretary says something. Did he just like, ok, ma'am, I'm sorry.

01:04:11 - 01:04:16

And she keeps yelling and he's going or was this like back and forth con conflict?

01:04:16 - 01:04:26

So he was coming in to sign some papers, um, that I had left there for him to sign, not pick up graduation stuff or?

01:04:26 - 01:04:29

No, that was to sign some papers. Ok.

01:04:29 - 01:04:44

And what date was this? I'm not sure but it, it, I know that it's in the, uh, in the emails I can, he was coming in to sign papers.

01:04:44 - 01:04:52

So this is a separate and distinct day from the day he was coming to pick up his, uh, graduation items.

01:04:52 - 01:04:57

I'm not sure because I don't, I don't remember what day that was.

01:04:57 - 01:05:04

Um, I can look but I don't, it's all running together now.

01:05:04 - 01:05:17

Ok. Well, if we can just take a pause, if you could look because I'm trying, we're trying to get a sense of the times that he came in and kind of what, what happened on the days that he came in.

01:05:17 - 01:05:22

So we're really interested in any testing dates that he physically came in the building this day.

01:05:22 - 01:05:23

He came to pick up cap and gown.

01:05:23 - 01:05:32

If you're telling us there's a separate day, he came in and signed papers, we're really interested in like what those dates were and kind of what happened on each of those distinct dates.

01:05:32 - 01:06:26

Ok. Um ok. So do you wanna go back to testing dates or if you have those, we can just sort of make notes and I think we've already talked about the details of those dates.

01:06:26 - 01:06:44

But um yes. Ok. So he was scheduled to take the reading sol on February the first and Earth Science on February the third.

01:06:44 - 01:06:51

And did he physically come, come in the building both of those days?

01:06:51 - 01:07:13

No, because um his mother emailed and said the first, he couldn't come because he had appointments and he could come on the second and then that's, that's also the email that that was referred to about him coming in the building.

01:07:13 - 01:07:18

And um the kids that she didn't want him to have contact with.

01:07:18 - 01:07:22

Ok. So the first he was scheduled to, he didn't mom then pushed it.

01:07:22 - 01:07:26

You all accommodated him to, to come in and take that reading sol on the second.

01:07:26 - 01:07:40

So it says he can test on Thursday or Friday.

01:07:40 - 01:07:47

So we're shifting the reading to Thursday and the Earth Science to Friday once.

01:07:47 - 01:07:57

So then it looks like he took something on the second.

01:07:57 - 01:07:59

Let me see if I can pull it up.

01:07:59 - 01:09:05

Ok. So it looks like he took the reading on the second.

01:09:05 - 01:09:22

All right. And so when he came in and took the reading on the second, that's the day that mom said he showed up and these guys, or a, at least a guy was in the room that created some problem.

01:09:22 - 01:09:42

Right? Ok. And then he was scheduled at that point to take the Earth science the next day.

01:09:42 - 01:10:06

Did that actually happen? Mm. I do not see a date for the Earth science and I don't know why.

01:10:06 - 01:10:16

And while you're just thinking about that, do you know if he passed or failed that reading sol he passed?

01:10:16 - 01:10:21

Ok. The one that he took on, he didn't have to retake it, he passed it February 2nd.

01:10:21 - 01:10:33

It looks like from what I'm seeing, I don't think he ended up taking Earth science because the date I see for that is May the 11th.

01:10:33 - 01:10:38

So you see that he took it on May 11th?

01:10:38 - 01:10:46

Uh huh. Ok. And do you know if he passed that on May 11th?

01:10:46 - 01:10:55

No, he didn't pass it but he, um, had already taken it and got enough to qualify for a locally awarded credit.

01:10:55 - 01:10:57

He just needed to take the test again.

01:10:57 - 01:11:20

And for that locally awarded you have to have show proficiency in the class work, meaning a certain level of grade plus a minimum score on the sol S right, of 3 75 or above and showed the proficiency in the class work.

01:11:20 - 01:11:42

Right. Right. All right. So then he took it on February 2nd and because, uh, well, maybe not because, but for whatever reason he didn't take anything on the third and that one was pushed off, he didn't get that one until May.

01:11:42 - 01:11:49

Mhm. Ok. So then that's the dates in the building was February 2nd.

01:11:49 - 01:11:55

Mhm. Do you know where he took that May 11th?

01:11:55 - 01:12:16

Where you took that test? Mhm. Um, it could have been it prob, I mean, well, after, so after the, the situation happened and she wanted to come up with, um, another plan for him coming in and out of the building.

01:12:16 - 01:12:28

Um, Miss Baron Roha set it up to either have him test by himself, um, either in a testing room or he would test in my conference room with the Proctor.

01:12:28 - 01:12:35

So he would have come in on May 11th.

01:12:35 - 01:12:40

Mhm. And you come, you sure he did come in?

01:12:40 - 01:12:50

Well, he had y yes, there was no, no consideration of giving him a paper and pencil at home.

01:12:50 - 01:13:00

I, I actually emailed after that first incident and, um, told her to talk with the homebound office to request paper and pencil testing.

01:13:00 - 01:13:06

But I don't know if that happened, if it was declined or anything.

01:13:06 - 01:13:15

I just know that that information would have come back to the testing coordinator and then, um, I wouldn't have been in that loop.

01:13:15 - 01:13:23

So you instructed her after, regarding the paper and pencil, that the contact was not the testing coordinator.

01:13:23 - 01:13:27

The contact was the homebound coordinator to see if something else should be done.

01:13:27 - 01:13:34

Right? Because she would, the homebound coordinator will have to get with the testing office to, to, um, make that happen.

01:13:34 - 01:13:45

And then to your knowledge, I just wanna make sure I just heard what you said.

01:13:45 - 01:13:53

So I'll make this note properly. If she would have talked to the homebound testing coordinator, the process would have been homebound test home.

01:13:53 - 01:13:59

The homebound coordinator would talk to the testing coordinator and they would work out the paper and pencil, right?

01:13:59 - 01:14:15

And to the best of your knowledge, is there anything in your system that would indicate whether it was a paper pencil test or whether it was coming into the building, it was coming into the building?

01:14:15 - 01:14:22

And what would your, you see on your system that shows that he took it in the building?

01:14:22 - 01:14:38

Um, well, I don't, I don't know what the difference is in terms of how it's coded but I, I know that he didn't take any paper and pencil test.

01:14:38 - 01:14:44

Ok. And how do you know that? Because I had to, uh, help.

01:14:44 - 01:14:54

I mean, I worked with the, his mom and the testing coordinators to make sure that he got in and out, in and out of the building.

01:14:54 - 01:14:58

You mean? And what does that process involve?

01:14:58 - 01:15:07

Well, he just would come, um, he would come into the office during like the time where class was in session.

01:15:07 - 01:15:18

Um, and the sec, the secretary would have security walk him up or I would come down and walk him up and then take him to wherever his testing location was.

01:15:18 - 01:15:21

Then after it was finished, somebody will walk him out.

01:15:21 - 01:15:34

Is there a reason why security was brought in the loop with that?

01:15:34 - 01:15:38

Or you had to sort of escort him through the building?

01:15:38 - 01:15:42

You couldn't just say go out the classroom 22 for your test.

01:15:42 - 01:15:55

Well, um, it wasn't a reason why security was brought in other than the fact that just sometimes I couldn't do it or there was no, um, adult that could do it.

01:15:55 - 01:16:12

But, um, that his mom, like I said, she asked that he, um, not be allowed to meal in the building and, you know, go off wherever, talking to whoever, or do whatever his mom had asked that.

01:16:12 - 01:16:23

Mhm. Do you know why? She just said that it was students in the build school building that she didn't want him to have contact with.

01:16:23 - 01:16:35

So you have this information, is this information that you get through your conversations and email with mom or are you getting that?

01:16:35 - 01:17:31

Ok. And was she clear about she didn't want him to have contact with, um, students due to safety or was it some other, um, she just said that it was just kids that she didn't want him to have contact with and she wanted, um, that she was working with somebody to possibly move him to another school and that was via email.

01:17:31 - 01:17:43

Uh Did she ever link this up with your sort of general knowledge of what you knew from mister olds or whatever about the prior incident with him?

01:17:43 - 01:18:02

I mean, she just saying, I, you know, I don't want her having my son having contact with these students, you know, just generally because, you know, their bad influences on him or he's smoking marijuana with them or was it like now these students really present a safety concern for my kid?

01:18:02 - 01:18:23

Well, she, um, in one of the emails after the first time, she said that he was in a class with somebody that literally tried to kill him, but she never said where, when, how or any, there was never any other information that was provided regarding that.

01:18:23 - 01:18:39

Did you turn that over to security or that information over to security or um, any follow up I discussed it with Mr S.

01:18:39 - 01:18:60

And when would this have been, that would have been, um, the end of January 2023?

01:18:60 - 01:19:12

Yes. And what was that conversation? I just share, um, the, the, the concern.

01:19:12 - 01:19:23

Um, and he said we'll work with Miss, um, Miss Baron Rojas on a plan to get him on to have him test on his own.

01:19:23 - 01:19:48

But in that conversation, there was not a discussion or directive that he has, he used to have paper and pencil from Mr S.

01:19:48 - 01:20:15

Yeah. No. Ok. So we have the dates in the building is February 2nd M May 11th.

01:20:15 - 01:20:20

All right. Do we have the date? Any other dates that he came in the building?

01:20:20 - 01:21:18

Um, let me, I know that he came in to take the Y test, but I need, I don't know if I have that date.

01:21:18 - 01:21:52

Mm. Was, um, the wise test, but that had been the one that he took on June 1st he took, let's see.

01:21:52 - 01:21:59

Um, what I'm looking for is the school report so that I can give you the exact dates.

01:21:59 - 01:22:46

Um, can we do this? I've been drinking too many fluids and we've been at it for an hour and a half and this way we can, you can review your notes, maybe take a bathroom break or a water break if you need to, can we take a 10 minute pause?

01:22:46 - 01:23:01

Um, and I, I just need to make some more notes as well and then it's, if we can come back, it says 12 33 if we can come back at 12 45 and we can just leave this link open if that works for you, Miss Harris.

01:23:01 - 01:23:07

OK. All right. So we'll, I'm just gonna mute and turn my screen black.

01:23:07 - 01:23:10

But other than that, the link is still live and open.

01:23:10 - 01:36:49

OK. Oh, all right, Miss Harris. Just one question before we kinda get back to where we left off.

01:36:49 - 01:37:06

When you said you discussed um at the end of January 2023 you shared with mister S the, the concern about what mom said.

01:37:06 - 01:37:15

What? Tell me which concern did you share with mister olds?

01:37:15 - 01:37:35

The concern that mom had about him being him um walking through the school while um I guess doing class change and him being in the room with other students to take his test.

01:37:35 - 01:37:40

All right. You said you had that conversation with Mr Old the end of January 2023.

01:37:40 - 01:37:48

Mhm. All right now and, and I just wanna make sure I get the timeline your your dates correct?

01:37:48 - 01:38:05

Share with old. All right. But that class incident didn't happen until a couple of days later in February.

01:38:05 - 01:38:19

So I just wanna sort of reorient you for the timeline because that convert, that incident would not have happened by at the end of January 2023 right?

01:38:19 - 01:38:31

You're right. So what the, so the email that she sent said that she wanted him to either go or come when kids are already in class or either just in the library.

01:38:31 - 01:38:37

Um And when was that, when was that sent?

01:38:37 - 01:38:45

That was January 31st. Um And that was the email to myself and Miss Von Rojas.

01:38:45 - 01:38:58

So at that time was when I shared that with Mr O and he said, just to work with Miss Baron Rojas to get him tested um by himself.

01:38:58 - 01:39:03

All right. So January 20 January 30 first, it wasn't by himself.

01:39:03 - 01:39:05

It was a small group like a small testing room.

01:39:05 - 01:39:10

And was, when was that dated from mom January 30 first?

01:39:10 - 01:39:22

All right. So January 31st mom sends an email saying he should either test when the kids are in class or in library come into the building when kids are in class.

01:39:22 - 01:39:34

And did she specify that any, there's anyone he needs to be kept separate from at that time?

01:39:34 - 01:39:43

No. And so it would have been, what two days later when he would have come in for that first test?

01:39:43 - 01:39:55

Right. And did that happen in terms of someone escorted him?

01:39:55 - 01:40:05

And it was when the other students were already in class um for the test on the second?

01:40:05 - 01:40:13

Mhm. Uh I don't, I don't know if anybody escorted him upstairs.

01:40:13 - 01:40:29

What about the timing in terms of making sure the kids were already in, in classes?

01:40:29 - 01:40:42

So the time that he was given was the time that kids were in classes?

01:40:42 - 01:40:51

All right. And, and was this in a library the test that took place?

01:40:51 - 01:41:02

No, it was in a, a testing room, um, on, um, isolated part of the hallway that we use for testing.

01:41:02 - 01:41:08

And do you know how many and other students were in the class?

01:41:08 - 01:41:14

I believe it was maybe 3 to 4 total, including Sean.

01:41:14 - 01:41:21

Yes. And do you know who those students were?

01:41:21 - 01:41:26

Um, I don't know who the other students were.

01:41:26 - 01:41:41

I know the, the student that I think that she um the name of the student that I think was who she had a uh issue with him being in the room was but that, I don't know the other students that were in there.

01:41:41 - 01:41:43

Can you tell me the name of that student?

01:41:43 - 01:41:45

Um I believe it was Sharon's third event.

01:41:45 - 01:42:09

You said Sharon or Shon Sharon? And do you know, can you spell that for me as far as you know, s Hyron?

01:42:09 - 01:42:13

I believe that's how you spell it. Ok.

01:42:13 - 01:42:19

And was he also 1/12 grader? Yes. Did he graduate?

01:42:19 - 01:42:29

Yes. And he graduated on June 6th. Um I believe so.

01:42:29 - 01:42:32

But let me double check cause he was not my student.

01:42:32 - 01:42:38

Was he on a, he was not an English language learner.

01:42:38 - 01:42:40

So that means he would have had like exceptional education.

01:42:40 - 01:43:29

Yes. I'm sorry. I'm just checking to make sure, take your time.

01:43:29 - 01:44:47

Yes, he did graduate on June 6th. Ok.

01:44:47 - 01:44:55

All right. And before we move too far from that cause I know I won't retain my thoughts.

01:44:55 - 01:45:08

Um How did, how did um you know this was the, that, that Sharon Sturman was the student in that room that he had, Sean had a problem with?

01:45:08 - 01:45:20

Well, I did the on it was basically by process of elimination because he was the only other black student in there.

01:45:20 - 01:45:27

Um There was, I believe a, a student in there and I'm not sure who the other student was, but it was, it was just by a process of elimination.

01:45:27 - 01:45:46

And then after you, did you communicate that after, after you became aware through whatever process you, you used to figure out that that was a student.

01:45:46 - 01:45:55

Did you communicate that to anybody that, hey, Sharon Sturdivant and Shawn Jackson have issues?

01:45:55 - 01:46:00

Let's make sure first one did any, did you communicate that to anyone when you figured it out?

01:46:00 - 01:46:12

Um No, because there was really no way for them to come in contact with each other based upon um the situation in the building.

01:46:12 - 01:46:15

Um But what do you mean by that?

01:46:15 - 01:46:19

Because Sean wasn't coming in the building only for testing.

01:46:19 - 01:46:24

And um I mean, well, Miss Miss Von Rojas and I talked about it.

01:46:24 - 01:46:31

Um And after that was when we decided that we would just, it would, he would be in a room by himself and nobody would be in there.

01:46:31 - 01:46:37

So it really wasn't a way for them to come in contact with each other after that.

01:46:37 - 01:46:58

So when you say you talk to Rojas about it and basically you all put in place testing protocol to make sure Sean started Sean and, and Sharon didn't come into contact.

01:46:58 - 01:47:02

Well, him and anybody, he didn't come in contact with anybody.

01:47:02 - 01:47:10

So, but you did not like when you talked to, when you say you talked to Rojas about it, did you talk specifically about Sturman or did you just talk generally about?

01:47:10 - 01:47:20

Hey, he needs to test alone. Well, we talked about the email that came from his mom and who was in the room to try to figure out who it could have possibly been.

01:47:20 - 01:47:23

Did you share with MS Rojas that it was sturdily?

01:47:23 - 01:47:26

Did you all she, she, she knew who was in the room?

01:47:26 - 01:47:30

But did you, did you all have that collective conversation?

01:47:30 - 01:47:31

Oh It was must have been sturt it.

01:47:31 - 01:47:54

Yes. So other than you and Miss ST Miss Rojas talking about it and then putting in place um protocol test it, put in place test alone protocol.

01:47:54 - 01:48:03

Right. Right. Did you communicate that to anyone else at HHS or on the division level?

01:48:03 - 01:48:23

Um I don't recall. Um and also doing that email that mom since she also stated that she was working with this Ri Richmond public schools to get him transferred um to another school.

01:48:23 - 01:48:29

So I know that with that process, you work with the safety and security department to do that.

01:48:29 - 01:48:46

Um, so I, I guess I assumed that whatever concerns she had she shared with them, which is how she was trying to go through the process of moving him somewhere else.

01:48:46 - 01:48:56

And do you know if that was ever moving forward or if it was just because it was that part of the year he's approaching graduation?

01:48:56 - 01:49:03

Let's just ride out this homebound thing. I, I don't know if, I don't know anything about that process.

01:49:03 - 01:49:20

Like I said, she, she told me that that's what she was doing, but I never heard anything from safety and security or from, um, an admin because at that, around that time, I'm not sure exactly when, but Mr Olds transitioned out and then we had another A uh A P that transitioned in.

01:49:20 - 01:49:24

Um, so there was a gap in time where there wasn't an A P.

01:49:24 - 01:49:32

Um, so Mr Gilstrap, the principal, I guess was functioning as the in the gap until we got another A P.

01:49:32 - 01:49:37

So, um I didn't get, I wasn't privy to any of that, ok.

01:49:37 - 01:49:40

And mom never said anything else about it, ok?

01:49:40 - 01:49:56

And just to be clear in terms of notification of the information that of uh Sturtevant and Sean having issues, you said you don't recall whether you told anyone else or discuss it with anyone else other than Miss Rojas.

01:49:56 - 01:50:02

And that was just in the context of what happened and testing protocol going forward, right.

01:50:02 - 01:50:21

And if I can just give you just one second to just like think about whether that was communicated to the A P like cause I know you said you had talked to Mr Old was Mister Old still in place at that time because I know he transitioned out of that position at the time that this happened was Mister Old still in place.

01:50:21 - 01:50:24

He was here, he was in, he was in and out.

01:50:24 - 01:50:34

I don't know exactly the date that he was completely out of the position.

01:50:34 - 01:50:60

But, um, and do you just because you had previously had conversations with Mr Olds about security issues, um, that he was aware of and I just, I'm just kinda trying to get you to press your memory cause for, I'm just thinking, well, shoot Mr Old and I, we know about, we've talked about the security issue.

01:50:60 - 01:51:05

So now that this thing happened, let me make sure I just kinda update him because he's already told me about something.

01:51:05 - 01:51:16

This will let me tell him, do you recall whether or not you had that process took place of talking to Mr Olds about what you all learned in February from this testing incident?

01:51:16 - 01:51:26

Um II I don't recall. I don't wanna say that I did or I didn't because I'm not sure.

01:51:26 - 01:51:34

Um, but in the process of what we did, we talked frequently three and 456, 10, 12 times a day.

01:51:34 - 01:51:39

So I could have, but I can't, I can't say that I did or I didn't.

01:51:39 - 01:51:56

Ok. I know that we kept each other abreast of things that happened with students and if there were any safety, security concerns, if there were any issues that he or, uh, uh, that we were aware of that happened outside of school, that could impact school.

01:51:56 - 01:52:09

But, um, I was never made aware of anything active or current, um, regarding him at all.

01:52:09 - 01:52:35

What do you mean regarding him? I mean, regarding Sean at all, like from an administrative perspective or from um like any type of safety or security from the, the Department of Safety and Security.

01:52:35 - 01:52:56

So you mean in, in terms of inferno, um in terms of information, like you never received any information from official channels to you, like from safety security saying, hey, Miss Harris, a student under your, under your on your roster has this issue that we need to be attuned to.

01:52:56 - 01:53:01

So you're saying there was no downward information coming from safety and security to you?

01:53:01 - 01:53:18

Right? And just to sort of flip that did you believe or did you feel like you had?

01:53:18 - 01:53:32

Well, no, not even believe. Did you express any safety and security information that was coming to you from your role upwards to the folks responsible for safety and security?

01:53:32 - 01:53:42

Um I, well, the way that it works is that I would express it to either the A P or the principal and then it would go upward.

01:53:42 - 01:53:52

Um and I did, like, as I said, I discussed the initial concerns that she had about him coming into the building during class changes.

01:53:52 - 01:54:14

Um But with this incident on the second, um when she said that she was already in communication with them to move him to another school, then, um I didn't share that because I know that in order to be able to go through the, to have it done, you have to contact safety and security.

01:54:14 - 01:54:34

And so as time went on, when Sean is not being transferred to another school or getting off your rolls, did you do it?

01:54:34 - 01:54:37

Did you think? Let me, well, he's still here.

01:54:37 - 01:54:44

He's not going anywhere. Let me make sure everybody knows that at least as it relates to tournament, it's a keep separate kind of thing or anything like that.

01:54:44 - 01:54:50

Did it ever, did you ever like change your thinking about that once he didn't transfer?

01:54:50 - 01:55:10

Um No, because I knew that the, I felt like the process that we put in place would eliminate them from having any contact and, and, and like I said, that also is just assuming that that's the person that he had the issue with because he never said who the person was.

01:55:10 - 01:55:13

Nor did his mom ever say who the person was?

01:55:13 - 01:55:22

Did you all did? Did you point anybody pointedly at you or Miss Rojas or anybody pointedly ask him that or yes on that.

01:55:22 - 01:56:15

I didn't. All right. Um I don't know, Jessica, if you have, have any while I'm reviewing notes if you, or if you wanna, now, I just to kind of expand on what you said about the plan that you had in place to eliminate them, having any contact.

01:56:15 - 01:56:18

So to the extent, um, it was third event.

01:56:18 - 01:56:25

Um, if with Sean coming to graduation, was there a plan in place in regard to contact for that?

01:56:25 - 01:56:29

Um, I'm assuming they were in alphabetical order, but they would have been in the same place at the same time.

01:56:29 - 01:56:51

Oh, well, there wasn't a plan to eliminate him, having contact with him based upon, um, that because, um, like I said, it was just an assumption that that was the person who it was.

01:56:51 - 01:57:03

Um, and, um, being that with what with what we do for graduation and the way that the students are lined up, the students are seated, the students are supervised and they proceed.

01:57:03 - 01:57:12

It would have been minimal, little to no opportunities for them to, to, to come in contact with each other at all.

01:57:12 - 01:57:16

Well, uh, oh, go ahead, Jessica.

01:57:16 - 01:57:25

Um, ok. And let me, I'm gonna back up to that February 2nd classroom interaction.

01:57:25 - 01:57:31

Now, you said that a third of it would have been the only African Ame other African American in the class.

01:57:31 - 01:57:33

Now, were the other students that were in there?

01:57:33 - 01:57:44

Were they also graduating seniors? Um, I assume so, but I'm not completely sure.

01:57:44 - 01:57:48

Ok, because I, I wasn't in charge of the testing roster.

01:57:48 - 01:57:55

I just, um, typically when my students are testing, I'll pop my head in the door and see who's in there.

01:57:55 - 01:58:00

If there's somebody I need to go look for, to bring back in, um, before testing starts.

01:58:00 - 01:58:04

So I can't say for sure who was in there.

01:58:04 - 01:58:08

Um, but I do, I do know that those two are in there.

01:58:08 - 01:58:25

Ok. So, but like you said, if we assume that they were all seniors, um then the all of the parties, regardless of the race would have been at the graduation where Sean also was, is that kind of ok?

01:58:25 - 01:58:30

And he had stated that someone in the class and I think she said that there were kids in there.

01:58:30 - 01:58:34

So, I mean, it was plural. I know that that wasn't confirmed.

01:58:34 - 01:58:39

Um, but it appears that there may have been more than one in there who had tried to kill him.

01:58:39 - 01:58:49

She said, um, yeah, she said people she did.

01:58:49 - 01:58:54

And so, um, I know you said in the graduation, you guys have the way you have things set up.

01:58:54 - 01:59:01

Um Can you tell us a little bit about that because I mean, when it comes to, um, we weren't just talking about a physical altercation.

01:59:01 - 01:59:06

Um, this was a little bit, um I mean, the mom's accusations where they tried to kill him.

01:59:06 - 01:59:13

So what was set up that you, there wasn't a concern about them all being at the graduation.

01:59:13 - 01:59:24

Um, the students come in, they're checked in, they uh get a name card, they have a seat in, in their alphabetical order.

01:59:24 - 01:59:31

They sit there. Um, there are 20 to 25 staff members.

01:59:31 - 01:59:42

There's uh our school resource officers there, our school um um, care and safety officers are there.

01:59:42 - 01:59:50

Um, admin is there, they sit um in their assigned spot until it's time for them to stand up.

01:59:50 - 01:59:59

They line up and then they walk directly upstairs, proceed into graduation and sit down and they're a sassy at graduation.

01:59:59 - 02:00:26

So, and, and Jess, I'm just gonna ask this one and I promise this one and then I will, and that's really, really like you're saying, Sros or their CS A or their administrators there, they sit in their assigned spots, all of those things you just said, do any of those folks there know, did any of those folks there know about the Shan and as sturdily conflict?

02:00:26 - 02:00:44

Um I'm not sure. I mean, well, and that, that's, yeah, that's a good answer to, to a way too broad question.

02:00:44 - 02:00:52

Did any of them know about the Sean and Sturtevant conflict based on information that you provided to them.

02:00:52 - 02:01:04

Um Like I said, I'm not sure if, if Mr S was aware because I can't say, I, I can't say definitively that we talked about it or not.

02:01:04 - 02:01:10

Um So I would say yes, Miss Ben Rojas was in attendance.

02:01:10 - 02:01:25

Um And that's the only person that I know that, that I discussed the situation with and did Miss Mister, is it Mister or Miss Olds?

02:01:25 - 02:01:29

I'm sorry, Mr Mr Olds, did he phase out prior to graduation?

02:01:29 - 02:01:34

Yes. Um, do you know when he phased out?

02:01:34 - 02:01:41

No, not ex, not, uh, um, but I don't know an exact date.

02:01:41 - 02:01:45

Ok. Do you know if it was like a few weeks before graduation?

02:01:45 - 02:01:48

A few days? It was, it was, it was February.

02:01:48 - 02:01:58

And so at some point, but I'm not sure when it was, I believe, well, I think it was February and he was promoted.

02:01:58 - 02:02:11

Right. So he's still within RPS. Yeah, I don't have anything further right now.

02:02:11 - 02:02:15

And, ok, um, I let me just ask you this.

02:02:15 - 02:02:23

So, um, kind of going for more from the specific.

02:02:23 - 02:02:41

Well, no, this is still pretty specific to, to, um, Sean, what information did you have about Sean's medical certification?

02:02:41 - 02:03:12

None. So, as, and, and this is, I'm just gonna ask it really, like, totally unrelated but, but general, so as far as you knew Sean's medical certification could have been based on him having asthma and seizures.

02:03:12 - 02:03:23

I mean, and I know that's not the facts here, but in terms of the information that came to you, it could have been asthma, it could have been being treated for cancer, being whatever.

02:03:23 - 02:03:29

But, I mean, I know you might have had more than that but it could have been any number of things that were not shared with you.

02:03:29 - 02:03:34

Right. Right. Because the, the medical certification of need form did not come to me.

02:03:34 - 02:03:37

It went to the homebound office. All right.

02:03:37 - 02:03:44

And, and just as an educator, I know, have you ever worked with special ed, special education side of things?

02:03:44 - 02:03:46

Either students have, who have IEPs, that kind of thing.

02:03:46 - 02:03:53

So, and I, and this is just the, the easy comparison that uh that helps me try to make sense of this.

02:03:53 - 02:04:02

All right. So if a student has an iepiep team gets together, they write that IEP case manager knows what the accommodations and services are.

02:04:02 - 02:04:08

All the people that attend the IEP meeting know what the what the education services and accommodations are.

02:04:08 - 02:04:13

But then there are probably five or six teachers who are not a part of developing the IEP.

02:04:13 - 02:04:22

So they somehow have to know what accommodations and services they're supposed to provide for that kid with an IP, right?

02:04:22 - 02:04:38

And they know that because it's shared the IP is shared with them and sometimes there's an IP you know, at a glance summary that this kid gets extra time for testing, this kid gets it blah, blah, blah, any number of things.

02:04:38 - 02:04:52

So taking out of going out of that IEP process, you have the central office downtown that has a certification and they know kind of what the medical needs are for this kid.

02:04:52 - 02:04:58

And then we have you, you folks like you on the building level.

02:04:58 - 02:05:06

Is there any process where the central office says, hey Sean has claustrophobia?

02:05:06 - 02:05:11

Therefore, if he comes in for testing, don't test him in a small enclosed space or something like that.

02:05:11 - 02:05:23

Is there any communication process like that that helps you the people who are implementing, um know what his medical needs are?

02:05:23 - 02:05:51

Um So if it's something that is on file through the nurse, there's a medical alert on the student's record that may say some things um in terms of like being directly connected to his homebound situation, um the homebound office typically doesn't share that information um really at all.

02:05:51 - 02:06:06

So it would only be up to what the parent would share or maybe the homebound teacher would share in context of experiences or incidents that would tell me anything.

02:06:06 - 02:06:21

So you only know what comes to you through the from the student or from the parent, but not anything that comes from the homebound office about their needs, right?

02:06:21 - 02:06:45

And in your conversations with um Sean's mom throughout the course of the 2022 2023 year, she mentioned on several occasions regarding his mental state.

02:06:45 - 02:06:49

Did, do you recall that? Yes. Ok.

02:06:49 - 02:06:57

And from that, did it not appear? I know she mentioned that he had been on medication for some time and was having outbursts.

02:06:57 - 02:07:06

Does that sound right? Mhm. Ok. I mean, was it your understanding that it probably was a a mental issue?

02:07:06 - 02:07:20

And um and there was also some communications I believe you were on around the middle of the 2022 23 year, 2023 school year where it says that, you know, he had um his mental state and then his uh threat of neighborhood violence.

02:07:20 - 02:07:25

Um Is that like a term of art that you guys use?

02:07:25 - 02:07:29

Can you tell me a little bit about like when you guys say threat of neighborhood violence?

02:07:29 - 02:07:38

Like what does that mean? Um So, ok, so you asked me two questions?

02:07:38 - 02:07:53

Sorry. Yes, I did. Um So the first one was I think you were talking about what mom said and his mental state and outburst and him being on medication.

02:07:53 - 02:08:00

So you said, did I assume that it was something mental certification?

02:08:00 - 02:08:04

His certification would have had it in relation to his mental state?

02:08:04 - 02:08:17

Yes. Ok. And that, and that was just an as was that just purely an assumption or did was there at some point that you found out that no, he is on homebound for mental health?

02:08:17 - 02:08:21

Um I never found that out through any official channels.

02:08:21 - 02:08:31

It's only what mom said. Um Well, what she alluded to, I guess I should say, ok, I'm sorry, Jessica, go ahead.

02:08:31 - 02:08:48

Ok. And in addition to that, um at some point throughout the school year, I know you became aware prior to the February 2nd um incident, I think mom kept saying that um you know, she had talked about the incidents where the house had been shot up and things like that.

02:08:48 - 02:08:59

And you said that, you know, the threat of neighborhood violence, um, was also a consideration, I was just asking if you could just explain to us what that means when you guys say threat of neighborhood violence.

02:08:59 - 02:09:10

Like what is that? Well, that, that statement was based on the information that, um, I was aware of from the 2020 21 school year.

02:09:10 - 02:09:20

Um, that, um, I guess because the house was shot up and they may have had to move or something.

02:09:20 - 02:09:24

And like I said, I'm not getting this, this is like second or third hand information.

02:09:24 - 02:09:34

Um, that, that was what, what it was, what was I was referring to as the threat of neighborhood violence from that issue.

02:09:34 - 02:09:59

It just means that there's a possibility that something could happen in the neighborhood, um, or that something has happened in the neighborhood and it could, I don't know, um, based on, you know, whatever mom thinks or says that it could be, um, arthritic.

02:09:59 - 02:10:04

Did you when you received that information about threat of neighborhood violence?

02:10:04 - 02:10:12

Is that some information that, um, you brought into, into the school setting just in terms of talking about it to someone?

02:10:12 - 02:10:21

So, um, that was, um, if it helps you find it, I believe it was September 7th 2022.

02:10:21 - 02:10:35

You were talking to the principal. Yeah, it was an email because they were asking some questions about his homebound status, I believe um and why he was on homebound.

02:10:35 - 02:10:44

Mhm. And I believe you stated that he was on homebound due to ongoing mental health issues.

02:10:44 - 02:10:57

So right, because in the previous year, mom had uh sent an email saying that something about him being bipolar and that was during the 2021 school year.

02:10:57 - 02:11:20

I don't have I'm trying to find my and just while you find that not trying to, but it looks like um looks like there was also some awareness where you say that, that he was affiliated with RBH A which is designed for mental health.

02:11:20 - 02:11:26

Is that correct? Um Yes, that was information that I was given by his mom.

02:11:26 - 02:11:33

OK. And the mom was, she was also the one that told you that he had been hospitalized for a crisis, a mental health crisis.

02:11:33 - 02:11:47

Yes. OK. And I'm, I'm just gonna jump in because I was looking back trying to track and I'm kinda, I'm going back to sort of the initial school counselor.

02:11:47 - 02:11:49

That sort of the summary I asked, well, what do you do?

02:11:49 - 02:11:58

School counselor? One of the things I see in here and, and this is more just kind of for me, you to help me kind of figure out how this works.

02:11:58 - 02:12:09

One of these he says is um you work with the community, you, you partner with the community and outside agencies for students if needed.

02:12:09 - 02:12:17

So if a student has needs and you said through no official channel, do you find out what their certification is?

02:12:17 - 02:12:21

Right? You just kind of work from what the parent or the kid tells you.

02:12:21 - 02:12:27

And this, um, this is just a kind of an overview.

02:12:27 - 02:12:38

How do you address the students needs? If you don't through any official channels, know what their certification, their medical need is their medical certification.

02:12:38 - 02:12:48

Well, usually when a student applies for homebound, they um have a doctor that they're seeing, that signs off on the paperwork.

02:12:48 - 02:13:02

So um that doctor should be a person that is abreast of the situation and what the needs are because that's how they fill out the medical certification of need form.

02:13:02 - 02:13:13

It says what the diagnosis is. Um what the duration of the Home Bound is and I don't know what I don't recall what else because it's been a long time since I've seen one of those.

02:13:13 - 02:13:16

Um And then that goes to the Home Bound office and they know.

02:13:16 - 02:13:27

So basically what I do on my end is if a parent expresses a need, a student expresses a need, um then I will try to match them with the social worker.

02:13:27 - 02:13:38

Um And then the social worker will provide like referrals for things like counseling, housing assistance, um or whatever else they may have access to.

02:13:38 - 02:13:45

Sometimes we work in conjunction with communities and schools for like clothing assistance, grocery assistance.

02:13:45 - 02:13:60

So it just I take what I know or what I'm asked and then I kind of connect the student and the parent with people that um can provide assistance if necessary.

02:13:60 - 02:14:17

Ok, thank you for that. So, like if a parent says to me that a student is, has a counselor or is in counseling, then that wouldn't be something that I would interfere in because they already have that those services set up on the outside.

02:14:17 - 02:14:37

But a lot of times I still don't know what is going on unless, like I said, either the parent tells me or the student tells me, but in terms of like any official diagnosis or what or any of that, I, I would not know that unless, like I said, the parent tells me or the student tells me and do you know?

02:14:37 - 02:14:43

And I'm, this is something that's, I'm sure not your decision to make.

02:14:43 - 02:14:46

Do you know why you don't know that information?

02:14:46 - 02:14:55

Um, I assume it's privacy and hipaa but I don't know.

02:14:55 - 02:15:40

And I, I will also say like in previous years, the, when the, when the form was paper, the parent would either return it well, so either the doctor would return it to us, the parent will return it to us and then we would fax it over to the homebound office.

02:15:40 - 02:15:45

Um, but I think that that was stopped because paperwork got lost.

02:15:45 - 02:15:55

Um, the fax machine is not exactly private for, um, personal health information to be sent across.

02:15:55 - 02:16:09

Um, so I think that was why it was, that part was eliminated to just eliminate the number of hands that it, it crossed to get from the school to the homebound office.

02:16:09 - 02:16:14

I don't know, Jess. Did you have something else?

02:16:14 - 02:16:16

Did you in that area or in any other area?

02:16:16 - 02:16:26

I, I did not, I think, ok, I, I just wanna, um, kind of focus a little more around the graduation decisions.

02:16:26 - 02:16:53

Um, just from the academic side was, was there any, I think I had someone told me that that by like May 31st or somewhere around the end of May that uh graduation on track for graduation list is generated that all the students who are going to graduate are on that list.

02:16:53 - 02:16:55

Do, do you recall that? Are you familiar with that?

02:16:55 - 02:17:03

Um Yes, I can't say that that was the exact date but somewhere around there is, is correct.

02:17:03 - 02:17:11

All right. And what is your role in, in generating that list of students who are ready to graduate?

02:17:11 - 02:17:17

I just look at who's met the c who's met the uh criteria and what's that list called?

02:17:17 - 02:17:25

Uh I guess it would be a graduation verification list.

02:17:25 - 02:17:42

Maybe, I don't know if it's a, like an official title but I mean, we all sit down, go through our caseloads, see who has met the requirements and who hasn't.

02:17:42 - 02:17:52

Um, and then we meet with the students to tell them if they're not um eligible to graduate and to talk about the next steps.

02:17:52 - 02:18:09

Ok. I'm just trying to see what somebody told me a name for that graduation bla bla bla bla bla retention list.

02:18:09 - 02:18:14

Yeah. Well, yeah. Yeah. Yeah, it goes hand in hand.

02:18:14 - 02:18:17

Yes, because we have a list of candidates for graduation.

02:18:17 - 02:18:21

And then the retention list are the students that don't fulfill the criteria.

02:18:21 - 02:18:22

So they're retained and they go to summer school.

02:18:22 - 02:18:30

So, yeah. Ok. And so that retention list which is posted, I my date that I received was June 1st.

02:18:30 - 02:18:37

That was the day that the retention list was shared and provided.

02:18:37 - 02:19:25

Mhm. I'm just looking to see if I can find an exact date that there it is.

02:19:25 - 02:20:07

I see it but I don't have the date that mine was completed.

02:20:07 - 02:20:18

Ok. Hold on. So I know that the graduation, the list of candidates for graduation was around the first.

02:20:18 - 02:20:22

It looks like this retention list or the failure list.

02:20:22 - 02:20:33

Um No, I'm sorry, that's not the right one that was from last year.

02:20:33 - 02:20:38

So I guess I'll, I I will agree to that because I don't have.

02:20:38 - 02:20:45

Ok. And I guess my real question there is was, was Sean ever on the retention list?

02:20:45 - 02:21:06

Um No. So from the minute, from the whatever time period that you are sort of assembling the names of people, your candidates for graduation, Sean was always on the candidates for graduation list.

02:21:06 - 02:21:37

Yes. Ok. And then Um So there were no special accommodations that were made for Sean academically or otherwise for him to be on the, to not be on the retention list or be a candidate for graduation.

02:21:37 - 02:21:48

Like had he met everything that he needed to meet, meet, including once he did that sort of enterprise uh thing with the, the store, right?

02:21:48 - 02:21:52

That was, that was the final um cri uh criteria he had to be.

02:21:52 - 02:23:17

And when did he conclude that they finished, um, trying to give you an exact date?

02:23:17 - 02:23:57

The, um, so the, the pro um, I'm sorry, the, um, the school store project or the, the enterprise was over on the, um, the second of June.

02:23:57 - 02:24:17

And did you know before that, that Sean was gonna complete that and meet all the criteria because if your list had to be generated on June 1st and they didn't finish Enterprise till June 2nd.

02:24:17 - 02:24:25

And I would imagine there'd be some administrative stuff to grade and get the grades in the book.

02:24:25 - 02:24:33

And did he check all these boxes? How would you have known on June 1st to say he's a candidate for graduation if the enterprise didn't end until June 2nd?

02:24:33 - 02:24:47

Well, that was just the date that we finalized, um, the paperwork and got all of the signatures done, some of the students finished earlier and if their requirements were turned in earlier, then they were automatically already checked off.

02:24:47 - 02:24:53

Right. But his had been because the pro the enterprise thing didn't end until June 2nd.

02:24:53 - 02:24:60

Well, that, that's the date that, that I, we, we mett with the kids, made sure that all of their paperwork was signed.

02:24:60 - 02:25:05

All the I's were dotted, the TS were crossed, but all of them had, had fulfilled their requirements prior to that.

02:25:05 - 02:25:17

So once we came up with the, um, a minimum amount of hours that they had to serve and once they finish those hours, then they were technically done.

02:25:17 - 02:25:31

So the majority of them were done, I wanna say before, between the 29th, the 26th and the 29th.

02:25:31 - 02:25:43

Um, but there were some stragglers that had to do a couple of things and then we just had to meet with everybody to make sure that all the paperwork was completed.

02:25:43 - 02:25:51

All the signatures were there and all the required information was there, um, to turn in and I'm gonna take you from the general to the specific.

02:25:51 - 02:25:56

You said the majority of the students were done May 26th to May 29th, specifically to Shawn Jackson.

02:25:56 - 02:26:20

When was his complete? So I'm just trying to pull up so I can give you the dates.

02:26:20 - 02:27:04

So he completed his inventory, which he was doing inventory for the store, um, from 5 23 until the 27th.

02:27:04 - 02:27:09

That was one of the assignments that was come.

02:27:09 - 02:27:30

Um, he was required to do, um, and then he completed a couple other and, um, a couple other ones.

02:27:30 - 02:27:37

This one was the 25th, you said 25th.

02:27:37 - 02:27:51

Uh huh. And I'm looking for two additional ones.

02:27:51 - 02:27:59

He turned in on the 25th. So that's three total on the 25th.

02:27:59 - 02:28:14

Right. But the, the inventory was a daily thing that he had to do where he had to go through to, um, take the inventory sheets that we gave him total them up and then make a running log for the next day.

02:28:14 - 02:28:24

So he did that for the, um, the duration of, um, that five days and then he turned in the other assignments on the 25th.

02:28:24 - 02:28:32

So by, let's just say, for all intents and purposes, he was done after that.

02:28:32 - 02:28:41

So there was nothing else he needed to do in that enterprise course, after, after he completed the inventory on May 27th.

02:28:41 - 02:28:52

No other than fill out the paperwork because he was also studying for, to retake the workplace.

02:28:52 - 02:29:05

Oh, ok. I'm sorry to take the, um, workplace readiness at the same time that he was doing the school based enterprise assignments.

02:29:05 - 02:29:07

All right. And when did he do that?

02:29:07 - 02:29:12

Complete the workplace readiness? So I think we have talked about this earlier.

02:29:12 - 02:29:21

Um, so I have dates but I can, I have the dates that I asked for the tickets to be created and the dates that he was here waiting for the tickets.

02:29:21 - 02:29:26

So I can't 100% say that he took the test on these days.

02:29:26 - 02:29:32

But I do have the tickets and the statements that he was here waiting for the tickets to go take the test.

02:29:32 - 02:29:35

But I don't have the, um, the, the score reports.

02:29:35 - 02:29:38

And what did you say tickets? What, what, what is that cause?

02:29:38 - 02:29:46

Uh So to take um CTE test, you have to generate a ticket that has a user name and a password.

02:29:46 - 02:29:50

Um and it sets up a session for the students to take the test.

02:29:50 - 02:30:05

So we had to create, um fill out a Google form, send it to the CTE department and then they in turn would put the information in the system, generate the ticket, send the ticket back to us, which is just a paper like a word document that has, this is the test.

02:30:05 - 02:30:10

This is the day, this is the student, this is the user name, this is the password and then we print it out.

02:30:10 - 02:30:17

Give it to the, the um, well, the teachers have them, they print them out, give them to the students and that's how they log in to take the test.

02:30:17 - 02:30:30

Ok. And so you don't know if that, if he completed that process before or after you hadn't, you don't know when that process was complete.

02:30:30 - 02:30:46

I know he took, well, I, so this is, so what I'm saying is I know that he, I, I asked for tickets to be generated for him for the workplace readiness on May the 18th and May the 30th.

02:30:46 - 02:30:50

Why two days? Does he have to retake it?

02:30:50 - 02:30:53

Yes, it was a retake. And May 30th.

02:30:53 - 02:31:01

Uh huh. Ok. And he could not graduate without that passing those, passing that test.

02:31:01 - 02:31:05

Right. Yes. Or either doing the school based enterprise.

02:31:05 - 02:31:16

So with all my students that were doing the school based enterprise, I still had them to retest up to their maximum amount of attempts even though they were participating in the school based enterprise.

02:31:16 - 02:31:24

So even even if he took it on that second day on May 30th and bombed it, he could have graduated because he completed the enterprise piece of it.

02:31:24 - 02:31:55

Yes. Do you have a date in your, in your, in your notes?

02:31:55 - 02:32:02

Any date that you, he officially went from whatever student status to on the graduate list?

02:32:02 - 02:32:31

Um So I don't because the way that our um graduation tracker works, we have a like a system where it says on track for graduation um in jeopardy um summer graduate, mid year, uh 2024.

02:32:31 - 02:32:34

Um Those are kind of like the tiers.

02:32:34 - 02:32:45

So you start at the beginning of the year and then as at different checkpoints, you change their status until they get to um until you get to graduation.

02:32:45 - 02:32:51

So I don't have a date um where he went from in jeopardy to on track.

02:32:51 - 02:32:54

Was he ever on the in jeopardy status?

02:32:54 - 02:32:59

I'm sure he was at the beginning of the school year because of the number of SOLs that he had.

02:32:59 - 02:33:05

All right. So can let's break that down.

02:33:05 - 02:33:23

He in jeopardy status. What was, why do you have like a document that you create somewhere that says all the reasons why he would be on the in jeopardy and on the in the on the in jeopardy status.

02:33:23 - 02:33:29

Um So it can be if a student has too many classes they need and we can.

02:33:29 - 02:33:34

Yeah, and I'm sure there are a million reasons but I wanna just a document.

02:33:34 - 02:33:39

No, I'm just specific to Sean because I, I don't want you to have to think about all the different ways it could happen.

02:33:39 - 02:33:51

I want just like focus on why he was if he was officially on in the in jeopardy status and why and when that changed.

02:33:51 - 02:34:35

Um So there's not a document um what he was provided, he and his mom were provided was a graduation um tracking sheet and it had um the different options for him graduating um based upon what he took and when he passed those classes.

02:34:35 - 02:34:50

Um So at the beginning of the school year, I can, I can say that he, he had to have been on the in jeopardy list because of the classes that he needed and the number of SOLs that he took.

02:34:50 - 02:35:00

But once and like I said, this is, this is just gonna be an estimate because I can't really say for sure when he was swi I changed him over.

02:35:00 - 02:35:19

But it probably had to have been after he passed the reading and he, um, got the, what he needed for the locally awarded credit for um Earth Science.

02:35:19 - 02:35:27

That's, that's my assumption. But I don't know because I can't, I can't tell you for sure what day or like when that, when that happened.

02:35:27 - 02:35:31

Ok. All right. I'm gonna, all right.

02:35:31 - 02:35:36

So you said something and, and this just means something to me and it may not mean anything to you.

02:35:36 - 02:35:40

It could have just been a, just a, uh, not a term of art but just a casual term.

02:35:40 - 02:35:47

You said he was on the, at some point, he, you know, he was on the in jeopardy list.

02:35:47 - 02:35:51

Is there an actual list that is generated?

02:35:51 - 02:36:07

And it's just the, um, it's just on the graduation tracker is the field that we click to indicate a student status and then it just keeps a tally of like each school, how many students are in jeopardy?

02:36:07 - 02:36:11

How many are on track? How many will be summer graduates are?

02:36:11 - 02:36:16

It's a projection and you project at different times in the school year.

02:36:16 - 02:36:28

Um Which is why I, like I said that we do regular checks along the way because once things change, then their status could change for the positive or the negative.

02:36:28 - 02:37:04

OK. And so for at least from the front end in your user being a user of the database or the software where you put that in, in there's no list that's generated, but maybe on the back end, someone who is one of your it people or knows the software can go in and say, ok, on X date, Miss Harris had him on the in, put him on the in jeopardy status and on X date, Miss Harris took him off of the in jeopardy status.

02:37:04 - 02:37:18

Like you might not see it on the front end because I know, like, just in my computer system, there are a whole lot of things I do every day that somebody can go back and forensically tell me, oh, on this date, she prepared this document on this date, she prepared that document.

02:37:18 - 02:37:26

So as far as you know, from the front end, there's no way for you to like go back and say, generate a report that I had him in this data on this state.

02:37:26 - 02:37:37

But perhaps on the back end, somebody could, could see when he was on what status with the graduation tracker, right?

02:37:37 - 02:37:43

Possibly. And is that a actual piece of software, the graduation tracker?

02:37:43 - 02:37:49

And is it called that it's called the grad uh graduation tracker?

02:37:49 - 02:38:03

Um It is a Google form that um belongs to the IT department.

02:38:03 - 02:38:11

Well, not that that belongs to them, but they format and set up and manage the connections to have real time data.

02:38:11 - 02:38:29

OK. All right. Um Then just a little more specifically at any point.

02:38:29 - 02:38:53

Um Did you have any conversation with or was there a meeting in which Sean's status, either as a homebound student or, or academically was a subject of discussion for whether or not he should physically walk at the graduation.

02:38:53 - 02:39:02

I mean, we've talked about the academic and that you said that that was all covered once he completed that enterprise, um which was May 27th.

02:39:02 - 02:39:08

No. So there were no conversations about whether he should physically walk.

02:39:08 - 02:39:20

No. Did you have any other homebound students on your roster for that?

02:39:20 - 02:39:46

Graduated in 2023? No. And I know that this is not, those were not your rosters but your ell counselor and your, your special education, exceptional education counselor.

02:39:46 - 02:39:54

Do you know if they had any home bounds that in general or that that graduated for 2023?

02:39:54 - 02:40:13

Um I'm not sure. And as far as you knew, was there any process that you needed to be involved in to say he's a home?

02:40:13 - 02:40:21

I have this home bound student. I need to go through this process to make sure he's permitted to physically walk.

02:40:21 - 02:40:26

No. So you weren't aware of one or there?

02:40:26 - 02:40:30

You didn't conduct a process like that? I was not aware of one.

02:40:30 - 02:40:37

And are you familiar with your, um, what is this thing called?

02:40:37 - 02:41:05

Your homebound instruction handbook? Yes. Do you all receive training on the homebound instruction handbook?

02:41:05 - 02:41:29

No, never. No. Have you ever received any training, uh s or discussion even in like local in service?

02:41:29 - 02:41:37

Just about hey, these are our processes as it relates to graduation or students or anything like that?

02:41:37 - 02:41:42

From who from anybody in, in the RPS system.

02:41:42 - 02:41:60

I'm talking about specifically training, not meetings about how about specific graduations that are going forward but like training sessions that talk about, hey, these are the credits that you need or these are the whatever the certifications they need.

02:41:60 - 02:42:15

So you said not in services just specific to rpss processes that would ok.

02:42:15 - 02:42:17

I'm, I'm not clear on what you're asking me.

02:42:17 - 02:42:22

So, you know, and I asked that I asked it very, very, very in artfully.

02:42:22 - 02:42:27

So let me be clear, did you, are you aware of?

02:42:27 - 02:42:42

And did you participate in any training related to qualifications for graduation certifications for graduation, homebound rules for graduation, home based rules for graduation, anything like that?

02:42:42 - 02:43:01

No, and I, I I'm just gonna read a section of your home instruction handbook that was for 22 23 and just tell me kind of your familiarity with it first.

02:43:01 - 02:43:27

Um It says attendance at school sponsored activities, students receiving home bound slash home based instruction may not and this may not is in caps bold and underlying be on school property or attend school sponsored activities at any time during the time approved for services without permission of the school principal or his or her designee.

02:43:27 - 02:43:34

Were you familiar with that portion of the home instruction handbook?

02:43:34 - 02:43:40

Yes. Now what does that mean to you that what I just read to you.

02:43:40 - 02:43:58

Um It means that the students cannot be on the school property for any school sponsored event without permission from the principal or a principal or someone that's acting in the the principal's interest.

02:43:58 - 02:44:07

And so what did that mean? What does that mean to you in terms of the testing restrictions for Home bound students?

02:44:07 - 02:44:29

Well, because, ok, so what it means to me is that the testing office is aware of student status because they ask us to submit a report for every Home bound student telling uh them what test the student needs, what year that they took the class?

02:44:29 - 02:44:36

Um and we have to submit that at a couple of points usually during the year.

02:44:36 - 02:44:45

Um So the the the homebound office and the testing office are aware of the student status being on homebound and what test they need.

02:44:45 - 02:45:00

So if they arrange or they, they send back to the school to say, test the school, test the student in your building, then that's a directive from central office which comes from above the principal.

02:45:00 - 02:45:05

So and the testing coordinator, that's, that's the central office.

02:45:05 - 02:45:21

No, the testing coordinator works in the building, but it's a testing office where there's a um director of testing and some people that work under her that um would be the one that was, that would kick it, kick it back to the school and say test in your school building.

02:45:21 - 02:45:35

So if their office gives the directive about where a student is tested, yes, if a home B student is, is to be tested through paper and pencil or through um at the school.

02:45:35 - 02:45:54

And so from your perspective, if the testing office that is downtown says Shawn Jackson should, should be tested on X date with this test in the building.

02:45:54 - 02:46:05

Then A as far as you're concerned, that preempts what this rule says about them not being on school property or attending school sponsored events without the principal's permission?

02:46:05 - 02:46:36

Right. And did you ever have any conversations with the principal about the testing protocol there as it relates to what this Manuel says?

02:46:36 - 02:46:51

Um I had a couple of conversations with him about it earlier in the school year about why homebound students were being pushed back to the building to test when they're on homebound?

02:46:51 - 02:46:57

And was that specifically related to Shawn Jackson or just in general just in general?

02:46:57 - 02:47:01

All right. So which principle was that Mr Gilstrap?

02:47:01 - 02:47:23

Yes. And when you say p push back to homebound, was there a time?

02:47:23 - 02:47:32

I mean, push back to the building? Was there a time when that did not happen that they weren't tested in the building?

02:47:32 - 02:47:47

Yes. And when was that? Um I guess I would say PRE COVID.

02:47:47 - 02:48:10

So prior to 2019. OK. So you said at the beginning of the school year, you had a ques you had questions and a conversation with Mister Gilstrap you said it was that, did you said at the beginning of the year?

02:48:10 - 02:48:21

Mhm I just, I, I asked him about it and I asked him to take it to one of the division meetings to see if he could get some clarity on it.

02:48:21 - 02:48:38

All right, and hold on. You asked and did you ever get any feedback on that?

02:48:38 - 02:49:09

No. All right. So other than that sort of general conversation with the principal prior to the 20 at the beginning of the 22 23 year, you never had any conversations with the principal specifically as it related to approval for home balance to come in the building for testing.

02:49:09 - 02:49:26

Correct. Correct. And you never had conversations with approval for home bounds to participate in the gra graduation, which I I assume we can all agree was a school sponsored activity, correct?

02:49:26 - 02:49:51

And obviously hindsight is 2020. But just kinda as we read through that now, does that sound to you like perhaps there needed to be some administrative building level administrator approving participation and graduation for a Home Bound student for 22 23?

02:49:51 - 02:49:59

Um You said, do I feel like it?

02:49:59 - 02:50:09

Yeah, just reading that now and thinking about what that means, not just in terms of what happened, but just reading that now.

02:50:09 - 02:50:15

Does that sound like it's saying again, without reference to what happened?

02:50:15 - 02:50:25

Does that sound like it's saying that the principal needs to be needed to approve participation and graduation since we agree that that's a school sponsored activity.

02:50:25 - 02:50:46

Um, I guess, um, but the print, I mean, well, I, yeah, I guess, yes, in hindsight.

02:50:46 - 02:50:54

And was there ever any query that came to you as the 12th grade counselor?

02:50:54 - 02:51:06

Just, uh, and so we're talking from you going up or from the principal coming down saying, ok, Miss Harris, you've got a home bound student on your, on your roster.

02:51:06 - 02:51:19

That's what we're saying. He's graduating. Tell me about him so I can do this process called approving him to participate in a school sponsored activity.

02:51:19 - 02:51:22

Did that kind of conversation ever take place?

02:51:22 - 02:51:41

No. And would there have been awareness from the by the principal either through something you generated or just conversations or regular meetings that the principal would know that you had a homebound kid projected to graduate?

02:51:41 - 02:51:45

Yes. And how would he have known that?

02:51:45 - 02:51:49

Well, we all have access to the graduation tracker.

02:51:49 - 02:52:15

Um We met weekly um just to discuss students um of interest students that um were maybe having a hard time to go over the numbers, the principal and the graduation coach um closely track the numbers, the pre well, when I say the numbers, I mean, the projections of how many students we had that were on track, off track, summer school, um all of those things.

02:52:15 - 02:52:28

So they closely looked at the list to see who um how many we how many there were, who was changing, um, on a regular basis towards the end of the school year.

02:52:28 - 02:52:32

I mean, well, the whole school year they, they use the tracker.

02:52:32 - 02:52:39

But, um, once we get to a certain point, it's kind of like a, every day, every week thing.

02:52:39 - 02:52:43

And so in that tracker does it that.

02:52:43 - 02:52:50

And I don't wanna assume, because I, I don't, I haven't talked to a principal but I don't wanna assume the principal knows that that person's homebound.

02:52:50 - 02:52:56

Is there something on that graduation tracker that specifically says that this is a homebound student?

02:52:56 - 02:53:04

I believe it is. But I'm gonna look just to be sure.

02:53:04 - 02:54:14

Mm No, it doesn't have it on here.

02:54:14 - 02:54:37

So then how in these meetings and if you're mostly using the graduation tracker sort of as your, your talking point for the meetings, how would anybody in that group know that it's a home bound student that they're talking about?

02:54:37 - 02:54:43

Well, we all get a uh a listing of the students who are active on homebound.

02:54:43 - 02:54:56

And when do you get that? Uh we usually get it once a semester or if a counselor emails and ask for it outside of each um, once a semester.

02:54:56 - 02:54:59

All right. And I've got a couple of questions.

02:54:59 - 02:55:01

So you get it one time a semester.

02:55:01 - 02:55:09

Where does that come from? The homebound office central downtown?

02:55:09 - 02:55:16

Yes. And when you say we get a list, who's that?

02:55:16 - 02:55:38

We, so the principal, the lead counselor, um I believe maybe all of admin is on there and then the lead counselor and then once they get it, um, then they forward it to the rest of the counselors and anybody else, I guess that's a need to know.

02:55:38 - 02:55:50

So, maybe the testing coordinator, I'm not sure, but I know that it's forwarded to us once the, the homebound office sends it to, um, the, the admin and the lead counselor.

02:55:50 - 02:56:02

And so in the, if that comes out one time a semester, if a student falls off of homebound in between, is there an update that's generated or is it wait until the next list?

02:56:02 - 02:56:18

And they're just not on there? Right? Or like at any time, if a counselor wants to, to know we can uh email the homebound office and they'll send us a list, but it's kind of like on demand.

02:56:18 - 02:56:24

It's not anything that is every time a student leaves, then they send you another list.

02:56:24 - 02:56:34

That's not how it works. Ok. So you're in these meetings, you're talking, you said there were weekly meetings.

02:56:34 - 02:56:55

Is that what you said? And that's a weekly meeting with whom um all of the counselors that have seniors, the graduation coach, the social worker, the um principal, the grade level administrator.

02:56:55 - 02:57:10

Um and then some people from central office and these are weekly meetings to discuss graduation.

02:57:10 - 02:58:04

Yes. Is this meeting called something? Um Last year it was called um I'm trying to think of what it was called because all of my meetings from last year are gone.

02:58:04 - 02:58:13

Um ok, that's fine. That um it was an acronym but I can't think of what it was.

02:58:13 - 02:58:17

Of course there was an acronym of education, of course, there's an acronym for it.

02:58:17 - 02:58:27

Um So in this weekly meeting, are there any carve outs for discussion of homebound students or is it just a general?

02:58:27 - 02:58:31

Hey, we're talking about all the kids that are on track for graduation.

02:58:31 - 02:58:43

So we talk about, I mean, we, we come to the table, each, each senior counselor comes to the table with um whatever information that we're asked to provide relative to our case load.

02:58:43 - 02:58:50

Um It just depends on what they wanna know what we bring.

02:58:50 - 02:58:59

Um And then we have the space to bring up any students that um need to be discussed for whatever reason with the whole team.

02:58:59 - 02:59:19

Um But that's counselor specific and then if apnea has any questions about anything, um or they have certain students that they need information about for whatever reason, then they bring those to the table.

02:59:19 - 02:59:34

And at any point during the 22 23 school year was Sean Jackson an a AAA case that you brought to that group for discussion?

02:59:34 - 02:59:47

No. Is there any reason why he never was?

02:59:47 - 02:59:57

Is it just he didn't have any issues that needed to be discussed in that bigger setting or just he didn't, it was nothing that needed to be discussed in a lot in, in that meeting.

02:59:57 - 03:00:11

All right, Jessica, I've been talking a whole lot.

03:00:11 - 03:00:23

Do you have anything that you're thinking? No, I think we have gone over, um, all of the major things that I wanted to make sure we address.

03:00:23 - 03:00:32

Yeah, I think we have and it's been a really long time.

03:00:32 - 03:00:37

I know we did not schedule you for plan on three hours, but here we are.

03:00:37 - 03:00:48

So we appreciate your patience and, and uh discussion and your, your absolute um candor.

03:00:48 - 03:01:10

I, we hope that this is, we've covered everything but as we start compiling our notes and talking amongst ourselves and pull, pulling together if there is a need to reach out one of us, um or Kimberly, the person, the young lady who scheduled this may reach out just for any follow up.

03:01:10 - 03:01:14

It might just be, oh, did you think of the name of that acronym or something like that?

03:01:14 - 03:01:22

Just, you know, if it becomes relevant to, to our further discussion, would that be ok if we had that outreach to you?

03:01:22 - 03:01:33

Mhm. And, and also, um I know Jessica, you had asked me about the dates for um picking up for one of you.

03:01:33 - 03:01:38

I'm sorry, I don't know um about picking up graduation materials, tickets.

03:01:38 - 03:01:50

So that date was the second of June and that was, um, when I went back and looked, she did ask about a, a yearbook, a t-shirt and tickets.

03:01:50 - 03:01:54

Um but that was the same day that the incident happened with the secretary.

03:01:54 - 03:02:02

So he took the paperwork outside, filled out the paperwork, brought it back in and left and that's when she had to come back later to get the ticket.

03:02:02 - 03:02:07

So that's the, the clarity. So it was only one day.

03:02:07 - 03:02:09

Ok. So that all happened on the second.

03:02:09 - 03:02:16

Yeah, because no, and I, and, and I'm, I'm sure as you probably already have because nothing else the yearbooks weren't in and the t-shirts weren't ready.

03:02:16 - 03:02:22

So there was nothing else for her to get well, for them to get at that time.

03:02:22 - 03:02:31

Ok, thank you. All right, Miss Harris.

03:02:31 - 03:02:37

We, we, again, thank you so much for your candor, for your patience, for your endurance.

03:02:37 - 03:02:46

Um, and we, one of us may reach out again if we just, again, if something in our notes is not clear.

03:02:46 - 03:02:56

Um, you said you would like to receive a copy of the, the transcript or of the recording, um, or both, both.

03:02:56 - 03:03:03

Ok. All right. And I, I'll have to talk to my, it people about how soon they'll generate the transcript.

03:03:03 - 03:03:05

But we can, we can definitely make that happen.

03:03:05 - 03:03:08

Ok. All right. Thank you so much.

03:03:08 - 03:03:11

And you have a great afternoon. Thank you.

03:03:11 - 03:03:14

You too. Bye bye bye bye.

Richmond Public Schools
mobile (804) 584-3159



EXHIBIT

22

On Thu, Jun 9, 2022 at 12:30 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
Thank you so much!!

On Thu, Jun 9, 2022, 7:54 AM Kamras, Jason <jkamras@rvaschools.net> wrote:
Ms. Smith, thank you so much for reaching out to me. I'm very sorry to hear about the challenges you've been having. To follow up, I'm looping in Laura Falcon, who oversees our homebound programming. If I can be of any further assistance, please just let me know.

Best,
Jason

On Wed, Jun 8, 2022 at 7:46 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
Hello, I have been trying to contact Huguenot and the homebound office for almost a month now, and nobody has responded. My son is in and out Tuckers right now, and I didn't want him to come physically in school in his condition. He is afraid he is going to fail at this point, and it feel like that's their agenda. I was told by a source, because they think we live in Chesterfield now, they don't want to help us. When actually we are still homeless from our home being shot up, by students in Huguenot, and we have Mckinny Vinto, so my address shouldn't even matter, but we are not stable and home hoping with family, and hotels when we can afford them. All im asking is can somebody please look into this, his paperwork was sent to homebound over a month ago. He has been doing homebound since February. So he can atleast pass his classes, or can attend summer school for classes failed, so he can be in 12th grade next school year. Thanks for any help you can provide.

Jason Kamras
Superintendent
Richmond Public Schools
301 N. 9th Street
Richmond, VA 23219
jkamras@rvaschools.net

For scheduling, please contact Mildred DeLoatch at mdeloatch@rvaschools.net.

mharris@rvaschools.net Harris, Monique

Monday, June 13, 2022 at 10:37:12 AM Eastern Daylight Time

To: lfaulcon@rvaschools.net Faulcon, Laura

Cc: tameekasmth@gmail.com Tameeka Smith, jkamras@rvaschools.net Kamras, Jason, lharriso@rvaschools.net Harrison, Lisa, rgilstra@rvaschools.net Robert Gilstrap

Hello! The last email communication I received was indeed on March 23rd from both Mrs. Smith and Ms. Cheek. I informed Ms. Cheek that I had not received a new homebound application or heard anything from the homebound office regarding the new homebound application. My apologies for not reaching out to you directly Ms. Smith, but Ms. Cheek stated that she was going to follow up with you regarding the application. I would be happy to provide you with a current transcript and a graduation tracking sheet that details Shawn's progress towards graduation. Summer school is an option for credit recovery, however it is in person only and I know you had some concerns regarding Shawn attending school in person due to the threat of neighborhood violence. I will complete a credit count sheet and send you that and a transcript for your review. Once you review it, we will have a conversation to develop a plan for Shawn. After the homebound paperwork is received, I will consult with them on how classes will be handled for the remainder of the school year.

I care deeply about all of my students and I never want you to feel that we do not want to serve your student and are not committed to making sure that he is able to complete his academic journey. You will receive those documents by the close of business today.

School Counselor- 2019 & 2023 Cohort
Huguenot High School

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Richmond Public Schools
mobile (804) 584-3159



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Cc: tameekasmth@gmail.com Tameeka Smith, jkamras@rvaschools.net Kamras, Jason, lharriso@rvaschools.net Harrison, Lisa, rgilstra@rvaschools.net Robert Gilstrap

Hello! The last email communication I received was indeed on March 23rd from both Mrs. Smith and Ms. Cheek. I informed Ms. Cheek that I had not received a new homebound application or heard anything from the homebound office regarding the new homebound application. My apologies for not reaching out to you directly Ms. Smith, but Ms. Cheek stated that she was going to follow up with you regarding the application. I would be happy to provide you with a current transcript and a graduation tracking sheet that details Shawn's progress towards graduation. Summer school is an option for credit recovery, however it is in person only and I know you had some concerns regarding Shawn attending school in person due to the threat of neighborhood violence. I will complete a credit count sheet and send you that and a transcript for your review. Once you review it, we will have a conversation to develop a plan for Shawn. After the homebound paperwork is received, I will consult with them on how classes will be handled for the remainder of the school year.

I care deeply about all of my students and I never want you to feel that we do not want to serve your student and are not committed to making sure that he is able to complete his academic journey. You will receive those documents by the close of business today.

School Counselor- 2019 & 2023 Cohort
Huguenot High School

CONFIDENTIAL

ATTORNEY WORK PRODUCT
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7945 Forest Hill Ave.
Richmond, VA 23225-1998
Tel: 804-320-7967
Fax: 804-560-9103
Work Cell: 804-944-6612
Email: mharris@rvaschools.net
Teach with Love, Lead with Love, and Serve with Love. #Reopenwithlove

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On Fri, Jun 10, 2022 at 11:21 AM Faulcon, Laura <lfaulcon@rvaschools.net> wrote:
Excellent, thank you! I'll look out for it today.

Thank you for your patience as we work to resolve this for Shawn.

Laura J. Faulcon, Ed.S.
Director, Secondary Success Pathways
Richmond Public Schools
mobile (804) 584-3159



On Fri, Jun 10, 2022 at 11:04 AM Tameeka Smith <tameekasmth@gmail.com> wrote:
It will come from RBHA, his psychiatrist.

On Fri, Jun 10, 2022, 7:49 AM Faulcon, Laura <lfaulcon@rvaschools.net> wrote:
Good morning,

If you could please email the completed Homebound application to this address, I'll make sure Shawn has a teacher immediately.

I am sure the Huguenot team has made their best attempt to communicate with the previous Homebound teacher in making sure Shawn's work has been completed and grades were available. Now, having said that, it appears we have some work to do to improve. Thank you for sharing this communication with us.

Laura J. Faulcon, Ed.S.
Director, Secondary Success Pathways
Richmond Public Schools
mobile (804) 584-3159



On Thu, Jun 9, 2022 at 9:20 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
In these emails, I tried reaching out to Mrs. Harris a few times, I couldn't send all, but this is just to show you, I have been trying on my part, and no response or call.

On Thu, Jun 9, 2022, 9:15 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
Hello, RBHA sent the paperwork in a month ago, they showed me proof, and his case manager called the homebound office a few times, as well. I have also tried reaching out to the counselor at Huguenot for months

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John Marshall High School Room 119-B
4225 Old Brook Rd.
Richmond, VA 23227

Email: crobinso4@rvaschools.net

Office Phone: (804) 228-3277

Mobile Phone: (804) 629-5206

Schedule A Meeting With Me

Resilience. Pride. Success. #WeAreRPS



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On Wed, Sep 7, 2022, 12:13 AM Harris, Monique <mharris@rvaschools.net> wrote:

This student is a HHS student that has been having mental health issues for a few years. He is on homebound due to the ongoing mental health issues as well as the threat of neighborhood violence stemming from his association with another student that was involved in a crime. This email was the first I had heard of a mental health issue (suicide watch) and I just read it tonight. The student is affiliated with RBHA and is being treated for his mental health, so I'm pretty confident that he was hospitalized or at the very least has been seen by RBHA crisis. His mother is very involved and we have an open line of communication, so she keeps me up to date since I have been his counselor since his freshman year. I was just looping you in regarding his mom's request of asking for a modification with his camera on Virtual VA because I am not sure if it is the homebound coordinator's role or the RVA school counselor's role to make those type of requests. I don't want to overstep in this situation. I apologize if the email alarmed you. I am not sure how the parent will respond as I believe that she is under the impression that she will still be served by HHS even though he is on homebound. If I can offer any advice, just let her know that we are all working together to make sure he is successful and I think she will be more receptive.

Don't hesitate to let me know if I can assist in any way.

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On Tue, Sep 6, 2022 at 10:03 PM Robinson-Carney, Cynthia <crobinso4@rvaschools.net> wrote:

CONFIDENTIAL

Shawn Jackson

ameekasmth@gmail.com Tameeka Smith

Tuesday, January 31, 2023 at 7:59:20 AM Eastern Standard
Time

To: erojas@rvaschools.net Elvira R., mharris@rvaschools.net Harris, Monique

Good morning, Shawn have some kids their that I don't need him having contact with, so the time needs to be when kids are already in class, or the library like the first suggestion. I am currently working with somebody in RPS to keep my son safe from kids in Huguenot. So just throwing him in there at a time when kids are still arriving to school, is very unsafe. Hopefully we can come up with something together. Thanks in advance.

EXHIBIT 25

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SOL Testing Wednesday 2/1 and Friday 2/3

erojas@rvaschools.net Barron-Rojas, Elvira R.

Monday, January 30, 2023 at 7:36:38 PM Eastern Standard Time

To: 2033098@rvaschools.net Shawn Jackson, mharris@rvaschools.net Monique Harris, tameekasmth@gmail.com

Hello Shawn,

You will be taking the **Reading SOL on Wednesday 2/1** and the **Earth Science SOL on Friday 2/3**. Please arrive at 9:30 and your testing room is 617.

Please let us know if you have any questions.

Thank you,

Elvira Barron-Rojas, M. Ed, NCC



Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
Tel: 804.320.7967
Fax: 804.327.5609

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tameekasmth@gmail.com Tameeka Smith

Tuesday, January 31, 2023 at 7:54:41 AM Eastern Standard Time

To: erojas@rvaschools.net Barron-Rojas, Elvira R.

Cc: 2033098@rvaschools.net Shawn Jackson, mharris@rvaschools.net Monique Harris

Gd morning Feb 1st he have a few appointments. I thought the days would atleast be told more in advance. The 2nd is fine, but Feb 1st is not, he has a DMV appointment and a doctors appointment.

On Mon, Jan 30, 2023, 7:35 PM Barron-Rojas, Elvira R. <erojas@rvaschools.net> wrote:

Hello Shawn,

You will be taking the **Reading SOL on Wednesday 2/1** and the **Earth Science SOL on Friday 2/3**. Please arrive at 9:30 and your testing room is 617.

Please let us know if you have any questions.

Thank you,

Elvira Barron-Rojas, M. Ed, NCC

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erojas@rvaschools.net Barron-Rojas, Elvira R.

Wednesday, February 1, 2023 at 10:35:05 AM Eastern Standard Time

To: tameekasmth@gmail.com Tameeka Smith

Cc: 2033098@rvaschools.net Shawn Jackson, mharris@rvaschools.net Monique Harris

Hello,

He can test on **Thursday and Friday** of this week. So we will shift the **Reading SOL to Thursday**, and the **Earth Science SOL to Friday**.

Once he arrives at school we can have someone escort him to his testing room. Please arrive by 9:30. FYI school starts at 9 so all students should be in their classroom with little to no movement in the hallways at that time.

Thank you,

Elvira Barron-Rojas, M. Ed, NCC



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On Tue, Jan 31, 2023 at 7:54 AM Tameeka Smith <tameekasmth@gmail.com> wrote:

Gd morning Feb 1st he have a few appointments. I thought the days would atleast be told more in advance. The 2nd is fine, but Feb 1st is not, he has a DMV appointment and a doctors appointment.

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On Mon, Jan 30, 2023, 7:35 PM Barron-Rojas, Elvira R. <erojas@rvaschools.net> wrote:

Hello Shawn,

You will be taking the **Reading SOL on Wednesday 2/1** and the **Earth Science SOL on Friday 2/3**. Please arrive at 9:30 and your testing room is 617.

Please let us know if you have any questions.

Thank you,

Elvira Barron-Rojas, M. Ed, NCC



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Shawn Jackson

tameekasmth@gmail.com Tameeka Smith Thursday, February 2, 2023 at 2:21:55 PM Eastern Standard Time
 To: mharris@rvaschools.net Harris, Monique, erojas@rvaschools.net Barron-Rojas, Elvira R.

Hello. I thought when Shawn came there to test he would be isolated. He was in the class with people who literally tried to kill him. If he can't test by himself, his homebound teacher needs to do it. Those kids could have had somebody in the parking lot waiting to follow him or anything. We are working with RPS now trying to get him transferred to another school.

mharris@rvaschools.net Harris, Monique Thursday, February 2, 2023 at 3:15:17 PM Eastern Standard Time
 To: tameekasmth@gmail.com Tameeka Smith

Hello! I am so sorry that this happened. I was not aware he was here until I walked into the room. I wish he had said something to me. Is he ok? The homebound teacher can do a paper and pencil test. You just have to request that through the homebound department or maybe they can work it out where he can test at another school.

Monique D. Harris, M.Ed
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On Thu, Feb 2, 2023 at 2:22 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

Hello. I thought when Shawn came there to test he would be isolated. He was in the class with people who literally tried to kill him. If he can't test by himself, his homebound teacher needs to do it. Those kids could have had somebody in the parking lot waiting to follow him or anything. We are working with RPS now trying to get him transferred to another school.

tameekasmth@gmail.com Tameeka Smith Thursday, February 2, 2023 at 6:53:15 PM Eastern Standard Time
 To: mharris@rvaschools.net Harris, Monique

Yes ma'am he is fine. Who do I talk with so he can do the other test? Thank you so much for helping us.

On Thu, Feb 2, 2023, 3:15 PM Harris, Monique <mharris@rvaschools.net> wrote:

Hello! I am so sorry that this happened. I was not aware he was here until I walked into the room. I wish he had said something to me. Is he ok? The homebound teacher can do a paper and pencil test. You just have to request that through the homebound department or maybe they can work it out where he can test at another school.

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On Thu, Feb 2, 2023 at 2:22 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

Hello. I thought when Shawn came there to test he would be isolated. He was in the class with people who literally tried to kill him. If he can't test by himself, his homebound teacher needs to do it. Those kids could have had somebody in the parking lot waiting to follow him or anything. We are working with RPS now trying to get him transferred to another school.

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Friday, February 3, 2023 at 11:22:00 AM Eastern Standard Time

Do you want it to be paper and pencil?

Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
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On Thu, Feb 2, 2023 at 6:53 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

Yes ma'am he is fine. Who do I talk with so he can do the other test? Thank you so much for helping us.

On Thu, Feb 2, 2023, 3:15 PM Harris, Monique <mharris@rvaschools.net> wrote:

Hello! I am so sorry that this happened. I was not aware he was here until I walked into the room. I wish he had said something to me. Is he ok? The homebound teacher can do a paper and pencil test. You just have to request that through the homebound department or maybe they can work it out where he can test at another school.

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On Thu, Feb 2, 2023 at 2:22 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

Hello. I thought when Shawn came there to test he would be isolated. He was in the class with people who literally tried to kill him. If he can't test by himself, his homebound teacher needs to do it. Those kids could have had somebody in the parking lot waiting to follow him or anything. We are working with RPS now trying to get him transferred to another school.

8/18/23, 11:36 AM

Google Vault - Test Today

Test Today

mharris@rvaschools.net Harris, Monique
 o: tameekasmth@gmail.com Tameeka Smith

Tuesday, May 30, 2023 at 11:49:56 AM Eastern Daylight Time

He can take the WISE test today at 2:30. He can take the Workplace Readiness on 6/1 at 2:30. He has to wait 14 days between tests for the workplace readiness which will be 6/1. --

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tameekasmth@gmail.com Tameeka Smith
 To: mharris@rvaschools.net Harris, Monique

Tuesday, May 30, 2023 at 12:45:12 PM Eastern Daylight Time

He having a issue right now, will it be possible for him to do both on the same day?

Also, do he participate in the graduation practice or you going to squeeze him in on that day?

On Tue, May 30, 2023, 11:50 AM Harris, Monique <mharris@rvaschools.net> wrote:

He can take the WISE test today at 2:30. He can take the Workplace Readiness on 6/1 at 2:30. He has to wait 14 days between tests for the workplace readiness which will be 6/1. --

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mharris@rvaschools.net Harris, Monique
 To: tameekasmth@gmail.com Tameeka Smith

Tuesday, May 30, 2023 at 12:53:29 PM Eastern Daylight Time

Yes. He can do both on 6/1. I will just squeeze him in if you feel that it's too dangerous.

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tameekasmth@gmail.com Tameeka Smith
 To: mharris@rvaschools.net Harris, Monique

Tuesday, May 30, 2023 at 1:11:06 PM Eastern Daylight Time

Ok, maybe he can do one day or when he come test you can show him the routine.

Do you have the stuff for the Snack Store as well?

On Tue, May 30, 2023, 12:54 PM Harris, Monique <mharris@rvaschools.net> wrote:
 Yes. He can do both on 6/1. I will just squeeze him in if you feel that it's too dangerous.

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 School Counselor- 2019 & 2023 Cohort
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On Tue, May 30, 2023 at 12:45 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
He having a issue right now, will it be possible for him to do both on the same day?

Also, do he participate in the graduation practice or you going to squeeze him in on that day?

On Tue, May 30, 2023, 11:50 AM Harris, Monique <mharris@rvaschools.net> wrote:
He can take the WISE test today at 2:30. He can take the Workplace Readiness on 6/1 at 2:30. He has to wait 14 days between tests for the workplace readiness which will be 6/1. --
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Teach with Love, Lead with Love, and Serve with Love. #Reopenwithlove

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Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text interpretations.

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00:00:00 - 00:00:07

OK. All right. Ok. I'm gonna sign off.

00:00:07 - 00:00:09

Nice meeting you, Mr Monroe. You too.

00:00:09 - 00:00:10

Thank you. If you need me, let me know.

00:00:10 - 00:00:16

All right, thank you. All right. So, good morning again.

00:00:16 - 00:00:22

You are Kevin Monroe and Mister Monroe. What is your position with Richmond Public Schools?

00:00:22 - 00:00:26

Uh assistant principal. And is that at Huguenot?

00:00:26 - 00:00:29

Yes. And how long have you been in that role?

00:00:29 - 00:00:43

April 19th of 23. And, and prior to that, what, what role did you, were you working with Richmond public schools?

00:00:43 - 00:00:47

No, I just moved to Richmond in April.

00:00:47 - 00:00:58

Ok. Well, actually in May from out of the state or within elsewhere within the state Hampton Roads.

00:00:58 - 00:01:08

Ok. And how long have you been an educator?

00:01:08 - 00:01:21

Uh 24 years? Oh, wow. And you've been uh can you just talk about a little bit about what your previous roles have been types of roles?

00:01:21 - 00:01:37

Um positions you've held uh began as a career in technical education teacher taught for three years, I mean, seven years, uh then became an assistant principal for three years, then became a principal.

00:01:37 - 00:01:51

I've been overseas as a principal. I've been a director of Operations CTE um my wife and I decided to move to relocate to this area for family reasons.

00:01:51 - 00:01:54

So I took the assistant principal job before this job.

00:01:54 - 00:02:03

I was a, a principal. Thank you.

00:02:03 - 00:02:07

All right. So you came to Huguenot in April.

00:02:07 - 00:02:16

I'm sure by the time you got there, the whole graduation process and planning was well underway by that point.

00:02:16 - 00:02:23

Yes. And, and your predecessor in your position was that Mister Olds.

00:02:23 - 00:02:31

Um I don't, and the reason I say I don't because they had like three openings last year.

00:02:31 - 00:02:39

I'm not, he was here at some point, but I'm not sure which one of them place I took, it was like 33 of us hired last year.

00:02:39 - 00:02:49

Got you. So was your position vacant when like there was nobody that you like had a hand off with when you got it?

00:02:49 - 00:02:52

Yeah, it was vacant for a little while before I got it.

00:02:52 - 00:03:03

So can you just describe to me what your roles and responsibilities were when you stepped into the position in April?

00:03:03 - 00:03:11

Really? At that point, when I got here, everything that needed to be decided was already decided.

00:03:11 - 00:03:16

I walked in as the assistant principal over the seniors.

00:03:16 - 00:03:43

Um We were just trying to close out the year um As far as my role and reset once we got to the summer and plan since everyone was pretty much new um on the admin staff uh just day to day

operations of a large urban high school, um dealing with the seniors and trying to get people um across the finish line, so to speak.

00:03:43 - 00:03:52

And when you say everyone was new on the admin side, what other um positions, what other positions had new administrators?

00:03:52 - 00:04:02

Well, all the, we have, I made the fourth A P and three of them came last year.

00:04:02 - 00:04:13

So none of us had worked together. Uh, like one came in September 1, came in December 1 and then I came in April.

00:04:13 - 00:04:21

OK. And was that in terms of the change like the new administrators?

00:04:21 - 00:04:23

Was that, was that just on the A P level?

00:04:23 - 00:05:04

Yeah. Yeah, the principal had been there seven years and when you came in, was there any unders understanding of you that you had about um uh like if the principal was not able to, to perform certain duties, either because he's out or he's got other things going on or that who becomes the designee when the principal for certain principal responsibilities?

00:05:04 - 00:05:24

Um And the I, I'm the designee now now that he's gone and doctor M is the principal, but I'm not sure I didn't, I couldn't tell if it was doctor M or if it was Miss Hines, that was the de designee.

00:05:24 - 00:05:28

Um When, if he was gone, he was here most of the time.

00:05:28 - 00:05:30

I don't really remember him not being here.

00:05:30 - 00:05:36

Um But I think I can't tell you for certain if it was, you know, I knew it wasn't me.

00:05:36 - 00:05:41

And you know that it was either M Doctor M or Miss Hines.

00:05:41 - 00:05:44

And you're talking about, you're talking about during last year when you came?

00:05:44 - 00:05:54

Yeah, when I was there, when I first started and how, how would one know if they're made the designee for certain duties?

00:05:54 - 00:06:03

We, well, we're told like in my case now, Doctor M became the principal, usually central office everywhere.

00:06:03 - 00:06:10

I've been there. They, that you have to submit uh in a name to make sure that they approve of that person.

00:06:10 - 00:06:17

Uh So like in my case, he came to me and said, they, they're calling for the designees.

00:06:17 - 00:06:20

I want you to be the designee. They want you to be the designee.

00:06:20 - 00:06:23

I said, ok, and then you submitted to central office.

00:06:23 - 00:06:27

So I'm sure at some point he had said, said something to someone.

00:06:27 - 00:06:35

I just didn't know who it was. I was busy doing, being new and trying to do what I needed to do.

00:06:35 - 00:06:58

I and so this year now that you are the designee, you, you were formally asked about being the designee and uh and a notification went downtown somewhere to make sure that that in, in the event anything happens in downtown needs to reach the person who's in charge of the building, they needed to know who's in charge of the building.

00:06:58 - 00:07:24

And is that for just being in charge of the building or does that apply to like just discreet little things that you might do as the designee and if something, if I'm here and he's not, then anything that happens goes through would go through me like any stuff if a parent was upset or a student wanted to come speak to the principal, it would, they would send it to me.

00:07:24 - 00:07:29

Ok. Mhm. Go ahead. I'm sorry, sorry.

00:07:29 - 00:07:37

It includes like from central office, but it really includes um, the daily operations of everything.

00:07:37 - 00:07:42

Like I would, the designee would direct things as it comes up during the day.

00:07:42 - 00:07:54

Is there ever a time when a principal the principal might say, hey, this related to this disciplinary thing, you're, you act as my designee.

00:07:54 - 00:07:58

I, I'll, I'll, I'm in the building but I'm gonna just, I've got other things to do.

00:07:58 - 00:08:10

You act as the designee principal's designee for like this, this disciplinary issue or for this or that other thing, not in the way we're set up and I understand what you're saying, but we're set up by grade level.

00:08:10 - 00:08:13

So there's an assistant principal for ninth, 10th, 11th and 12.

00:08:13 - 00:08:18

So in that case, it would go to who's ever the A P over that grade level.

00:08:18 - 00:08:26

So they never really get into to that a lot.

00:08:26 - 00:08:32

So it it doesn't have to be said because that's what, why you have a A grade level designation.

00:08:32 - 00:08:39

Yeah, it's only if you didn't have that, then the principal would be, be more involved, I guess.

00:08:39 - 00:09:02

Right. And is there ever a time, at least in the, since you've been there, since April where uh force discrete decisions the principal's designee would go to a counselor or to um a social worker at the school or someone other than to the A P N.

00:09:02 - 00:09:09

Not to my knowledge. I've never, but I didn't have a lot of conversation with the previous principal.

00:09:09 - 00:09:18

Um It just didn't happen, so I'm not sure if that, but I've never heard of it going to, it's almost like the presidency.

00:09:18 - 00:09:23

It would have to go down the line of a lot of us not being here to get to that point.

00:09:23 - 00:09:31

Yes. Yes. Yeah, because like our principal wasn't here last week I got called out.

00:09:31 - 00:09:41

So I assigned another designee the next person while, while I was out until I got back and your designee was another A P.

00:09:41 - 00:09:45

Yes, it would be like if I'm not here, it would be Miss Weiss.

00:09:45 - 00:09:57

And you si I'm glad you told me that sort of that.

00:09:57 - 00:10:03

Really. Um Your 24 years of experience a lot as principals and A PS.

00:10:03 - 00:10:15

Have you ever in any school division been in a situation where the designee was other than an A P or a principal's designee was other than an A P?

00:10:15 - 00:10:30

Mm No, that I don't recall that. And I've been at probably four or five high schools and um I've never recalled that happening.

00:10:30 - 00:10:42

All right. Well, thank you. For that background.

00:10:42 - 00:10:46

That kinda helps me kind of orient some things in my mind.

00:10:46 - 00:10:54

And when you said you had 24 years of experience, I, I knew you that you could kind of help educate me on those kind of administrative processes.

00:10:54 - 00:10:57

Um So can you tell me when you came in?

00:10:57 - 00:11:03

April was uh graduation planning was well underway.

00:11:03 - 00:11:07

Did you have a role to plug into that at all?

00:11:07 - 00:11:14

I really didn't. Um, and it was kind of for two reasons.

00:11:14 - 00:11:20

One, they had been planning all year and then the second reason I didn't know anyone and know the students.

00:11:20 - 00:11:33

So I couldn't, I would, I help more from a leadership standpoint, I guess if people needed to be there, if they need to approve a meeting or need to call someone out, out of class or something like that, to speak to a teacher or something.

00:11:33 - 00:11:51

But it was so far gone. Um, you know, that I really didn't, I was kind of just there, you know, as the person, if something happened or they needed somebody to, to, you know, direct something they would call me or I would be in the meetings.

00:11:51 - 00:11:59

Ok. And then more specifically, did you have, did you ever become familiar with the student?

00:11:59 - 00:12:10

Shawn Jackson? Yeah. Uh, yes, they, I, I knew who he was because, and I can't remember how it was.

00:12:10 - 00:12:28

It couldn't have been too, um, may have been at the end of May maybe, um, somewhere around that time, I can't be absolutely sure, but he had to come to school to take an exam, take a test and he used my conference room.

00:12:28 - 00:12:30

That was the only time I had seen him.

00:12:30 - 00:12:35

And um, that's what, so I, I, that's why I knew who he was.

00:12:35 - 00:12:44

Like, hold up. He, the young man that's the young man who took the test in um our conference room and I'm coming and going and I just noticed he was here to take, he's taking an exam.

00:12:44 - 00:12:49

And do you remember who was taking, who escorted him to your conference room?

00:12:49 - 00:13:05

I think it was Miss Harris or someone brought him to Miss Harris and, and then I think Miss Harris um got with testing to get the materials and stuff.

00:13:05 - 00:13:18

And did you know anything about his status or why he was testing in your office in your conference room that he was a, a home bound student?

00:13:18 - 00:13:33

And did, did uh Miss Harris since you were the A P for 12th grade, did Miss Harris give you any background on him or anything like that?

00:13:33 - 00:13:43

I can't say if the back, if the background came out after the fact, like I can't say I can't, I said I know so much of that.

00:13:43 - 00:13:47

Like now about what happened, I'm like, what did I know back then?

00:13:47 - 00:14:05

But I knew he was on homebound and um it was something to do with his parents requesting it and there was no converse.

00:14:05 - 00:14:11

Did anyone ever, well, let me ask it the proper way instead of a leading question.

00:14:11 - 00:14:17

Did anyone ever say, tell you anything about why he was on homebound?

00:14:17 - 00:14:34

No. Did anyone ever talk to you about safety and security issues related to Shawn Jackson at the in May?

00:14:34 - 00:14:47

That anywhere before June 6? No, it wasn't a, um, that never came up and I have a, I'm a safety conscious person.

00:14:47 - 00:15:02

Um, I've been through a lot of, uh, training and things and been over it and, uh, that never, that was one of the things after the fact that I just, you know, wondered, wondered about, was there any, uh, issues?

00:15:02 - 00:15:19

And, um, I'm really interested just from because of your 24 years and, and my ears are really perking up when you say you have a lot of training and safety and security.

00:15:19 - 00:15:42

Just tell me what is it you thought about when, you know, you later everything happened that your safety and security training kind of made you think, think about anytime there's issues with, um, individuals uh in the school that even if it's from the community and it's, it can trickle into the school.

00:15:42 - 00:15:51

You always need to know, know that because you don't put them in certain certain environments where things could happen that could impact other people.

00:15:51 - 00:15:57

I've stopped students from attending games and coming to activities because of their background.

00:15:57 - 00:16:03

There were some security concerns and questions that I just would wanna know the answers to.

00:16:03 - 00:16:11

Uh, and I just didn't feel comfortable with them being there and then something coming out like what happened with us.

00:16:11 - 00:16:19

So, uh, uh, if, if, if I know that there's something going on, then you just act differently.

00:16:19 - 00:16:32

Uh, you err on the side of caution from just my experience, I have no problem saying, uh, you can't be here at this time because, you know, we're not so sure about what's gonna happen.

00:16:32 - 00:16:44

And as it are, are you still the A P of 12th or do you, did you go back to ninth grade and start up to?

00:16:44 - 00:17:00

Ok. So when you were the A P of 12th grade last year and I, I don't know what you do or don't know now about information that we now know about, uh, safety and security around Sean Jackson.

00:17:00 - 00:17:30

Um, if someone said that the student was on homebound because he was having mental health issues and at the same time his house had been shot up, he had been involved in some incidents where people, he thought people were trying to kill him even one time when he came to the school for testing previously, would you talk, would, what kind of, what would that trigger for you in terms of decision making?

00:17:30 - 00:17:42

Knowing that, know that, uh, he would have had to go an alternative route to get the things, uh, done.

00:17:42 - 00:17:47

I'm not letting someone come to the school to take a test and people are looking for him.

00:17:47 - 00:17:51

And I did the part you said about someone coming to get him at school.

00:17:51 - 00:18:23

I didn't hear that. I heard the other things that you said, uh, since, since all the stuff came out, but I didn't know that and knowing that I would never allow him to come to the school to take an E an exam if someone tried to get him the first time and, and, but that wouldn't be a decision that I would make by myself, it would be a decision that I would speak to the people over me and they would actually be the ones to deal with it um to put the things in place to get them tested to what uh because we wouldn't want to deny him the option to test.

00:18:23 - 00:18:32

Um But we wanna be safe. Uh Even if we had them come a different time or something like that, uh but something would have to be worked out.

00:18:32 - 00:18:46

That's a lot of, um and I've dealt with other instances here since then, not obviously, not as bad because no one lost their life, but it has, it always has that potential.

00:18:46 - 00:19:04

Right. Right. Now, now that you as the A P um what is your role and role with the counselors as it relates to in sharing information about students?

00:19:04 - 00:19:14

We um as the assistant, we each, so it's the ninth 10th and 11th and 12th A P and as the ninth, 10th and 11th counselor, so we stay together.

00:19:14 - 00:19:16

So, Miss Harris was, was with 12th.

00:19:16 - 00:19:25

So, now we're both with ninth. Um, and we get information and, you know, we have to work closely together.

00:19:25 - 00:19:29

Um, it's busy. We come in and go on that.

00:19:29 - 00:19:37

She's doing her thing. Uh, well, we're all doing our thing on each level and the councils are doing their thing, but we try to meet and we do meet every week.

00:19:37 - 00:19:39

Now. We didn't last week, last year.

00:19:39 - 00:19:46

I don't remember doing that um and discuss kids where they are and issues that some may be having.

00:19:46 - 00:19:52

So something, any se but any security type stuff like that is brought to us immediately.

00:19:52 - 00:20:10

And you said this is a weekly meeting that you have now and you now, but you were not aware that there was such a meeting last year.

00:20:10 - 00:20:16

Yeah. And then this is a lot. It may be because the district has set up different things.

00:20:16 - 00:20:18

Now. We have different leadership over us now.

00:20:18 - 00:20:23

Um But we're meeting, you know, weekly and it's, it's all about grad.

00:20:23 - 00:20:42

The meeting isn't a safety meeting. It's a just a graduation meeting, seeing who's on track, who's not on track and then students with difficulties that we may need to discuss and services that we may need to get to them to kind of keep them in school and be successful and does that discussion.

00:20:42 - 00:20:48

Um I guess you weren't a part of anything that would have taken place last year.

00:20:48 - 00:20:52

But does that discussion now include mental health or safety security?

00:20:52 - 00:20:56

That kind of stuff? Yeah, cause they're in the meeting as well with us.

00:20:56 - 00:21:10

This is a very needy school and you know, it's the largest comprehensive high school and a lot of needy students.

00:21:10 - 00:21:30

Yeah. So, um and at any time after you arrived in April, did you ever have a conversation with Miss Harris or anyone else about?

00:21:30 - 00:21:36

And, and I may have already is about safety and security related related to, to Shawn Jackson.

00:21:36 - 00:21:55

No. Um It didn't come up, I don't remember it coming up until just being and I had to just, I, I had to go get counseling because of the incident and uh because it triggered uh a lot of different things.

00:21:55 - 00:22:03

Um and I was like, I was to the left of it and was looking at and didn't realize that's what I was looking at.

00:22:03 - 00:22:09

Uh I thought it was fire fireworks at first until I saw the, the balloons was popping in.

00:22:09 - 00:22:14

Um Nobody was popping them then that's when I realized what was going on.

00:22:14 - 00:22:33

Um We, it wasn't say we were, we are some, we had a, I wanna say and I can't say if it was for uh I don't remember it being for Sean, but we as a protocol, we talk about security and safety for the graduation activity.

00:22:33 - 00:22:36

Uh Anyway, it's part of the planning process.

00:22:36 - 00:22:43

Um who's go, what, what we're gonna do in terms of who's gonna be where, how we're gonna search people, how we're gonna get people in and out.

00:22:43 - 00:22:47

So that's a natural conversation that we have.

00:22:47 - 00:22:59

But I don't remember any extra. I, I don't remember, I'm sorry, I don't remember anything extra saying, OK, we have this particular kid we need to be because I'm that that's what would happen if we know and he had got permission to be there.

00:22:59 - 00:23:07

Because one thing I noticed and I'm anytime I go somewhere, I always look at security, any of my personal life.

00:23:07 - 00:23:13

And when we, when it happened, and doctor Hans was next to me and I grabbed her and carried her inside.

00:23:13 - 00:23:21

The first thing I noticed is even when we were coming out, I was like, there's no security in here really there no real security.

00:23:21 - 00:23:25

And there was very few of our unarmed care and safety people in there too.

00:23:25 - 00:23:29

And I said, how can you have this many people in this type of?

00:23:29 - 00:23:33

And I'm a say in this type of city and I'm from New New Jersey.

00:23:33 - 00:23:40

I'm used to urban environments and not have visible because the visible armed security is a deterrent.

00:23:40 - 00:23:46

But for some reason in Richmond, we don't, it seems we don't want it to appear that we need security.

00:23:46 - 00:23:52

Then there. I my, in my opinion, it wasn't secured the, the venue wasn't secure enough.

00:23:52 - 00:24:07

Uh That's kinda, I went off track but, um, I'm sorry, but um, I noticed that so and that never, you know, they, I was told that we had enough security and cause II I said, what's security?

00:24:07 - 00:24:10

Like I, and uh we have enough security, everything will be in place.

00:24:10 - 00:24:15

I'm like, ok, and when it happened we didn't have it cause I'm in there directing people and helping people.

00:24:15 - 00:24:30

And I'm like, there's nobody in there. All the security people were, the police were people doing out in the street during traffic controlling the perimeter and it was nobody around when it happened as far to be a deterrent from it happening.

00:24:30 - 00:24:45

You can't have 1000 people in the little park with all the drama that excuse me, drama that the, the students have in the community and not have somebody, somebody standing there in my opinion could have prevented it cause they're like, what's somebody right there?

00:24:45 - 00:24:58

Well, I'm, you know what? So um you work and you said you work with Miss Harris now?

00:24:58 - 00:25:03

I know she's been out a couple of days um this week.

00:25:03 - 00:25:06

Do you know if she's back now in the building's not back?

00:25:06 - 00:25:16

Yeah, because um she's been out this entire week and I think she may have been out some of last week.

00:25:16 - 00:25:21

Uh It's like just a long day to me but I she's been out this entire week for sure.

00:25:21 - 00:25:31

All right. So I know you were there and, and, and as you, you said, you, you've had some, had to have some counseling related to this.

00:25:31 - 00:25:44

And so I wanna kind of pivot the conversation a little bit to um June 6th and as we kinda walk through this, take care of yourself first.

00:25:44 - 00:25:52

So if you need to turn your video off or take a break or whatever you need to do, you just tell me what you need to do when you do it for yourself.

00:25:52 - 00:25:56

Ok, thank you. All right. So what time did you get to the venue?

00:25:56 - 00:26:12

On June 6th? I drove myself, I didn't ride with anyone and I think, I don't know because we had school that day and we got out, we got out like I don't even remember what time my graduation was supposed to start.

00:26:12 - 00:26:19

But I think we, I think we left here at two or we had to be there too.

00:26:19 - 00:26:24

All right. No, we left at two and I think the students had to be there at three.

00:26:24 - 00:26:29

It was something like that. And so I was there, we were there and we came through the back.

00:26:29 - 00:26:36

We so I probably took me about 1520 minutes maybe to get down there.

00:26:36 - 00:26:57

Um I parked in the garage right across from it but I guess the side of it and um we just start the students start arriving and everybody went through uh the bat and you came in that same entrance where the students were supposed to come in.

00:26:57 - 00:27:02

Yes. And did you notice any, any magnetometers in there?

00:27:02 - 00:27:10

Well, yeah, I didn't get searched and I said, did they not search me?

00:27:10 - 00:27:17

Because I'm wearing a thank the robe and I'm, I didn't, I was, they were like, you know, come on in.

00:27:17 - 00:27:28

And so I was wondering how, well, everyone was being searched because from that, I think it was only one, one.

00:27:28 - 00:27:31

I think it was only one that you walk through right there.

00:27:31 - 00:27:40

I think that's the, and, um, I walked through and, uh, kept on, you know, walking and I, I know I said it all.

00:27:40 - 00:27:43

So you said the magna was in place?

00:27:43 - 00:27:46

It, it, you heard it alert but nobody searched you.

00:27:46 - 00:27:56

I'm thinking, no, you know what I'm thinking, I, I should have said, I think, I don't think I, now that I think I said it should have went off but it didn't mine.

00:27:56 - 00:28:02

I don't think mine went off and that, that's why I said maybe they're not searching us.

00:28:02 - 00:28:12

Uh, but I kept it moving down to, um, to get to my spot and start getting these kids in, in, in order.

00:28:12 - 00:28:24

Um, and when you say you think it should have gone off, why did you, did you have like a, a big buckle belt or something that you thought would have naturally unless I don't want to go off.

00:28:24 - 00:28:25

Like I'm traveling, it's always gonna go off.

00:28:25 - 00:28:29

I have a watch on, I have a belt on my cell phone is always gonna set it off.

00:28:29 - 00:28:35

Yeah. And you had your cell phone in your hand and it didn't go off.

00:28:35 - 00:28:46

No, I don't think it did. I, I don't remember it going off and I don't reme, I, I remember saying to myself, are they really, are they checking us?

00:28:46 - 00:28:60

I think. And, uh, it, it was, um, and it was like, you know, I was like, maybe, and because it was only us going through, like we weren't going through with anyone else, it was just a few staff.

00:28:60 - 00:29:03

I'm like, maybe it's because they know I'm, I got, you know, my ID and stuff.

00:29:03 - 00:29:08

So do you have an ID on you that was visible from?

00:29:08 - 00:29:11

Well, I always wear my Yeah. Ok.

00:29:11 - 00:29:35

But you didn't see anybody didn't stop to like to look at it to make sure, you know, it was, no, I think at the very least I can say it was lax entrance, you know, at, at the very, you know, at the very least it wasn't that they didn't, it wasn't that strict to me.

00:29:35 - 00:29:43

And, and how many personnel, security type personnel did you see at the entrance when you went through?

00:29:43 - 00:29:53

I think it was one guy there, young or old, older, I think it was an old, I wanna say an older white gentleman.

00:29:53 - 00:30:08

I think I can't, uh, did he have one of those yellow, like R MC shirts on, he had on some kind of different like uniform shirt, something type thing.

00:30:08 - 00:30:12

Um, I can't remember if he was us or someone else.

00:30:12 - 00:30:21

Ok. And so just him in terms of, at that point that I, yeah, that right there.

00:30:21 - 00:30:30

Um, and I think a lot of the people were in the other interest where the guests were gonna come through most.

00:30:30 - 00:30:36

It was because when I walked by that door later on, it was more people up that security up that in the front.

00:30:36 - 00:30:50

All right. And then, um, so you go in, did you go in and go down to, to, to the area where the students were being assembled in the ballroom?

00:30:50 - 00:30:54

I try, I think a couple of us, we went the wrong way.

00:30:54 - 00:31:06

Like I didn't, I, we went, yeah, we were trying to go down but we ended up taking a detour and then had to go back because we ended up somewhere by the stage and then we came back and went and got up where like the dignitaries were going.

00:31:06 - 00:31:15

Yeah. Yeah. Yeah. Ok. And they followed me.

00:31:15 - 00:31:17

I'm like, I didn't know where I was going.

00:31:17 - 00:31:19

I'm thinking this is my first time in here.

00:31:19 - 00:31:53

And so before, so what was your assignment then prior to the ceremony starting now that we're just control and you know, last minute somebody needed help tying the tie or somebody, some just, just talking to the teachers, making sure everybody just helping people line up, like, calling the, the letters, the alphabet and moving people, making sure they're not playing around, don't have anything they're not supposed to have.

00:31:53 - 00:31:58

Um, and that was all in the, all in the ballroom at first.

00:31:58 - 00:32:03

Yes. Yes. Do you recall seeing Sean Jackson down there at all?

00:32:03 - 00:32:08

I mean, I know at the time it was not a face that you would have been looking for until you thought about it later.

00:32:08 - 00:32:11

But did you ever think back and say, oh, yeah, I saw him down there?

00:32:11 - 00:32:40

Well, I don't have to do that because I know he wasn't in there because, um, I wouldn't have recognized him at the time, probably with the stuff, you know, um, everybody moving around but talking to um Mr Gilstrap, he did, he came down there, he came down there late later than like when we Yeah, because Gilstrap talked to him on the way in.

00:32:40 - 00:32:47

He said, well, Gilstrap told me that he had talked to him on the way in said he had talked to Sean on his way in.

00:32:47 - 00:33:01

Yes, that Gilstrap saw Sean and spoke to him when he, when Sean was coming in and he had come in late, like everybody was kind of down there and then he came in, he got in, came a little late.

00:33:01 - 00:33:11

Did he say how he came where he saw him or how Sean, where, where Sean entered from.

00:33:11 - 00:33:18

No, no, but he said he shook his hand and spoke to Sean, spoke to him and he, he went in.

00:33:18 - 00:33:23

So I guess when he came in, he got, they would have already been setting up.

00:33:23 - 00:33:26

So he probably just found his spot and jumped in the line.

00:33:26 - 00:33:36

So in terms of coming in late, he came in late to the ballroom or he came in late after y'all had already taken the students upstairs.

00:33:36 - 00:33:49

Now, I think it was and I can't say for sure I took it as he came in because no, I had to be in the ballroom because Gil Strap was in front of me.

00:33:49 - 00:33:55

Like once we, everybody lined up in the ballroom, he uh I was in back of him a little, a few people back.

00:33:55 - 00:34:00

So it couldn't have been then and, and then I was with Giltrap the rest of the way, I think.

00:34:00 - 00:34:04

Uh we went up, up, up uh to the stage and stuff.

00:34:04 - 00:34:07

So it probably was while we were almost finished.

00:34:07 - 00:34:10

Um getting everyone in line. So he propped.

00:34:10 - 00:34:30

So I'm sure he probably came in, he probably came into the front and you know, you run, you got your robe and stuff on everything, hat they gonna let you in, you know, you're running late, they probably just let them in, right?

00:34:30 - 00:34:43

And did uh when did Mr Gilstrap mention that he had seen Sean and shook his hand?

00:34:43 - 00:34:50

Was that like in debrief? Later or was that the day of just in talking about it?

00:34:50 - 00:34:53

It wasn't the day because I never saw G strap again that day.

00:34:53 - 00:35:04

Um when it all happened because I took people in and he went another way and when I ca I stayed, I was probably the next to the last person.

00:35:04 - 00:35:12

Me and Mr s were like the last people to leave the because I was dealing with making sure the kids got home and the bus came and everybody was ok.

00:35:12 - 00:35:17

So I stayed until the end. But he, so it might have been.

00:35:17 - 00:35:25

And then the next day I don't even, I don't remember if I came to work or not.

00:35:25 - 00:35:41

But the next time he saw me that he, he told me that, that we all right.

00:35:41 - 00:35:50

So you're down there in the ballroom, everybody's, you're lining up the kids, you process upstairs to enter.

00:35:50 - 00:35:59

Um And you said you were a few people in line behind Gilstrap, right?

00:35:59 - 00:36:29

As y'all are proceeding in. Yes, I think it was gill strap um kinds Massa and me and then w all right.

00:36:29 - 00:36:36

So y'all go up on the stage. Um You were, I, I've seen the video of the graduation.

00:36:36 - 00:36:41

I know if you're looking at the stage sort of the dignitary school board.

00:36:41 - 00:36:43

Mr Cameras, all those folks are on the left.

00:36:43 - 00:36:50

You guys were to the right and did you sit sort of in the order that you just said that you processed in.

00:36:50 - 00:36:54

I know Mr Gilstrap was standing most of the time.

00:36:54 - 00:37:03

But yeah, because they had our name on the seat now and I am watching the video.

00:37:03 - 00:37:08

I, you know, of course I was focused on when Shaun Jackson walked.

00:37:08 - 00:37:16

Do you recall when Shaun Jackson walked? And no, uh it didn't have any significance for you at that time.

00:37:16 - 00:37:21

Yeah, I didn't even, I, I don't remember.

00:37:21 - 00:37:44

Um I noticed, I uh I didn't notice him as, like I on, I really didn't notice anybody but a couple of guys that I saw and I'm like, they made it, even in my short time I knew that they, they were, they were on the, they had, you know, they, a slim chance and a couple of, I can't remember their names but I've seen them and seen them since then.

00:37:44 - 00:37:49

So, but Sean wasn't, since I never really met him.

00:37:49 - 00:37:53

I didn't, it wasn't like I had a relationship where he would have stuck out.

00:37:53 - 00:37:56

Oh, man. Did you? You still there?

00:37:56 - 00:38:05

Uh Yes, I'm sorry, something happened. Your screen is frozen but I can still see you and I can hear you.

00:38:05 - 00:38:10

Ok, now you're back. OK. All right.

00:38:10 - 00:38:35

So you're sitting in your seats and just from me watching the video, what I noticed is that they're going through the Jays and I think there was a one j a name and then, uh, it was a place where you would have expected Jackson and then it went to James and it went to another J name and maybe three or four out of sequence.

00:38:35 - 00:38:55

Then they called Sean Jackson. Well, that makes sense then because remember I said he came and he just got, he probably just got in line when, after he saw Daryl Strap, we had already, probably, when, since he was late, he, he was, he probably couldn't get back to his real spot that, um, a he should have been in.

00:38:55 - 00:39:01

Ok, because they knew already where they were supposed to be because we had rehearsed.

00:39:01 - 00:39:05

So he just was, I'll get as close to it as I can.

00:39:05 - 00:39:10

And it doesn't really matter because you hand the person the car and they're gonna read your name anyway.

00:39:10 - 00:39:16

It's not like they're reading a, a pre organized list, they're just reading from the cards again.

00:39:16 - 00:39:25

So that, that makes perfect sense. I see, I didn't notice that because I wasn't paying attention to him, but he definitely was late.

00:39:25 - 00:39:33

And since all everything happened, I know you said that the Gil strap mentioned that he saw him late.

00:39:33 - 00:39:42

Did Miss Harris ever talk to you about anything after the fact about Shawn Jackson or, or that day or just the lead up to his graduation?

00:39:42 - 00:40:23

No. Um, more so. And I can't say I might, I might have just asked my own questions like what, you know, when all this stuff because the day it happened, I start getting stuff like people saying,

you know, look at his Instagram or somebody was trying to get him, they were, you know, it was stuff known because what I was initially told was that somehow central office knew that and whatever office deals with the conflicts from different people, somebody had suspected that it was something going on with him and the young man who, um did it, but I didn't know any of that.

00:40:23 - 00:40:28

I hadn't been there long enough to know who didn't like who and who was beefing with who?

00:40:28 - 00:40:31

From what neighborhood? I don't know what's going on with my phone.

00:40:31 - 00:40:37

Um, yeah, it, it, it's freezing and coming back in but I can hear you the whole time.

00:40:37 - 00:40:44

Ok. It looks, I hope I just saw what caused it, it looked like, um, I was trying to buy something.

00:40:44 - 00:40:47

I said, I hope nobody's trying to buy something with my car.

00:40:47 - 00:40:50

They won't, um, what's the name? They won't.

00:40:50 - 00:40:56

Yeah, I just saw it, say capital one, press to pay for something.

00:40:56 - 00:41:11

I'm like, I'm not, I'm on a call, I'm not buying anything but, um, as long as you can still hear me and see me, I can, I can, yeah, I can, I can hear you and it just, your, your, your screen just occasionally freezes like you're frozen now, but I can hear you fine.

00:41:11 - 00:41:17

Ok. And we still don't have internet, um, on my laptop to, in the office yet.

00:41:17 - 00:41:24

But, um, I just had questions from like, what was, what was up with this kid?

00:41:24 - 00:41:30

I mean, somebody sent me, uh, show me pictures of him with money and guns and stuff like that.

00:41:30 - 00:41:34

And I'm like, I mean, we saw him briefly.

00:41:34 - 00:41:37

He didn't seem like, like he was doing that when he came to take the test.

00:41:37 - 00:41:40

He, he spoke to me, he was polite and kind of quiet.

00:41:40 - 00:42:03

Um, but, uh, nothing, you know, everybody was like just in shock and uh who knew what and how, you know what was going on because all I know is that his mom wanted him to be, to not be in school to be at home bound.

00:42:03 - 00:42:17

And then later on, uh you know, you put two and two together and people started saying, yeah, cause somebody was trying to get him at school or you said somebody tried to get him at testing and um that's probably why she didn't want him to come to school.

00:42:17 - 00:42:21

Uh and he ended up getting and I don't know the process of how you get approved for homebound.

00:42:21 - 00:42:42

Um, but it wasn't a medical situation like I broke my leg or I'm sick and I can't come to school and you know, I still need to get an education which is normally the case um that you're in homebound, not um a safety concern, right?

00:42:42 - 00:42:49

So Miss Harris has not spoken, said anything to you about the Sean Jackson case.

00:42:49 - 00:42:59

Just since June 6th in terms of, you know, kind of what the school did or didn't know and the decision making and who made the decision for him?

00:42:59 - 00:43:07

Like, do you to this moment know who made the decision for Sean to be able to walk that day since he was a home bouncer?

00:43:07 - 00:43:18

And well, there, from my understanding, there was no, well, I thought Gilstrap had to, I thought Gilstrap had to approve it and I thought that fell under him.

00:43:18 - 00:43:25

Um, but I don't think there was uh a home bound student can graduate.

00:43:25 - 00:43:28

Uh There wasn't anything saying they couldn't graduate.

00:43:28 - 00:43:49

The issue for me that bothered me is if there are extenuating circumstances based on safety, like if he's on homebound for safety as opposed to a medical, then you have to have a different conversation about him coming to graduation.

00:43:49 - 00:44:00

That's, that's, that's uh um but I could have swore, I thought Gil Strap had to, I thought he couldn't, I thought the process is he couldn't do it unless Gilstrap approved it.

00:44:00 - 00:44:22

Well, there is a, there is a policy that says any homebound student in order to be on school property or attend school, um, school sponsored activities has to have the approval of the principal and I believe they've changed it now in coordinating with the homebound coordinator from central.

00:44:22 - 00:44:47

Um So I'm just trying to understand like if there, if there was a decision made, like for him to to go to a school sponsored activity, which a graduation is, is that something that you would expect is, is a process that takes place in writing or is that, is that a process you would expect to, to be on the phone or, or how would that decision get made?

00:44:47 - 00:44:49

And, and who would be a part of that decision making?

00:44:49 - 00:44:57

I thought just from experience, I thought that it would have to be signed as a document.

00:44:57 - 00:45:14

But I'm not as I'm not familiar with Richmond, but I would assume that if we're place if you, because we sign stuff for you to be out and you're not, you know, you need approval to be here, then it has to somewhere has to be a signature saying we allowed you to come.

00:45:14 - 00:45:19

So that's what I just assumed that he signed because I figured he had more like he had a bunch of them, of different ones.

00:45:19 - 00:45:30

He might have had to sign and signed all of them, you know, and, and approved them because, you know, you pretty much sign off on, you get, you have to sign off on all those things usually.

00:45:30 - 00:45:31

But I may, I guess I'm wrong here.

00:45:31 - 00:45:59

All right. And I usually try to keep this, these interviews more linear like it, but you're giving me so much sort of, you've got such a good base of knowledge of just of how things work that I'm

kind of getting a little so little off going into these little, um, little topics that are implicated by something you say.

00:45:59 - 00:46:09

So, I apologize for seeming a little all over, but I, I'm really kind of following um, good little trails that you're, you're of information that you're opening up for me.

00:46:09 - 00:46:21

So, going back to June 6th then. So you're on the stage, students walk anything unusual during the ceremony prior to the procession out?

00:46:21 - 00:46:28

No, I was just focused on it being my first graduation.

00:46:28 - 00:46:31

I'd only been there a little over a month, I guess.

00:46:31 - 00:46:38

So I was just soaking it in just thinking about, you know, planning things in my head.

00:46:38 - 00:46:45

I'm like, OK, it's graduation, you know, cause most people you don't start in April, you'll just wait until July 1st and start.

00:46:45 - 00:46:50

And that as I was driving home, I said, why didn't I wait till July 1st?

00:46:50 - 00:46:55

And it, it just, I didn't expect what to, nobody could expect that to happen.

00:46:55 - 00:47:01

But the graduation went smooth. The whole thing was smooth.

00:47:01 - 00:47:15

We're out there, you know, clapping and they're coming out the front and you know, and I'm like, oh man, you know, I'm looking around and there's a lot of people over there and again, there's no security and I'm like, OK, we're gonna get out of here.

00:47:15 - 00:47:27

Everything's gonna, you know, put one in the books and uh uh I can't even remember how far have we gotten to the end of the, the, have we gotten to the end of the line.

00:47:27 - 00:47:30

I can't remember. We were clo had to be close to it.

00:47:30 - 00:47:34

I think that if we hadn't gotten through, I think we had made it through the end of the line.

00:47:34 - 00:47:41

And we were, I was because I was standing on a curve and we were talk clapping and talking, I think, and um then it just happened.

00:47:41 - 00:47:47

So, but it was a, it was a smooth graduation.

00:47:47 - 00:48:02

So when you say it just happened, you're, you're standing like on the, I, I, as I understand you, you all kind of created sort of a tunnel for the graduates to come through to, to greet them.

00:48:02 - 00:48:05

So you were on the outer part of that, like towards the curb.

00:48:05 - 00:48:17

Yep. All right. And so tell me just if, what, what was the first thing that happened that you knew something was wrong or unusual?

00:48:17 - 00:48:23

Uh I said, who the hell brought some fireworks to graduation and annoy?

00:48:23 - 00:48:40

And I'm standing on the curb and I turned to my right and, and it's when it's like a slow motion and then I turned back around and was talking and then, like I said, when I look, it was in.

00:48:40 - 00:49:10

So I'm looking and I see the balloons and I'm like, nobody standing there and pop those balloons and they, you know, I, I was looking like, like stuff was going on and people that, because it's almost like people didn't even start running at first because I remember looking in the direction and then turning back and not running, like, just kept, you know, talking and, and then II I thought, and I think why it bothered me so much, is that a couple of few, a bunch of things?

00:49:10 - 00:49:20

But I actually thought it was a mass shooting situation and they chose because it was a large number of African Americans and Hispanics in one populate, one group.

00:49:20 - 00:49:31

So I said, that's what I thought. And you know, I brad told doctor Hans, I said we need to get inside and we just, all people start pushing and crying and she fell and I put, well, almost fell.

00:49:31 - 00:49:40

But I was holding her. And so we, I got in there and we were, I was in there for a while inside for a while.

00:49:40 - 00:49:48

Um, and then came out when I walked out the front, it seemed like a while.

00:49:48 - 00:49:59

Um, everybody was pretty much gone. Like people were going, uh, g strap and them had left, I could see him all the way up the street.

00:49:59 - 00:50:08

And because doctor, he had called me and I went around for corner, there was a bus for the teachers and they were waiting for the other bus.

00:50:08 - 00:50:12

I told them to leave, take every go back to the building, I'll stay and wait for the second.

00:50:12 - 00:50:23

They said the bus was up the street but they blocked it and, uh, we had kids crying and I was the only admin there, uh, because I made doctor Hans leave on the bus with the, with the teachers.

00:50:23 - 00:50:28

And, um, I didn't, I'm trying to, I was only, I went there.

00:50:28 - 00:50:31

I was trying to remember, when did I know who it was?

00:50:31 - 00:50:34

I didn't know at that time that it was Sean yet.

00:50:34 - 00:50:36

I didn't, I didn't find that out yet.

00:50:36 - 00:50:40

When did you find out who it was?

00:50:40 - 00:50:58

I think it was that, um, sometimes I, I left around seven when the last people, uh we made arrangements for the kids that needed the bus to walk up to the 7-Eleven and meet them, meet the bus there and had parent teachers take some other ones home.

00:50:58 - 00:51:13

Um, and I think it may have been, I don't know what security there and told gave me the name and then uh I think Mr S No.

00:51:13 - 00:51:17

Yeah, Mr S gave me the name if I'm not mistaken and told me who.

00:51:17 - 00:51:25

And, um, because he, like I said, he, when I walked in my car, he was putting, I helped him put the stuff into his car because he was a graduation coach.

00:51:25 - 00:51:32

So he had stuff to put in there and he was talking to our security guard, our RSO SRO rhythm.

00:51:32 - 00:51:58

Ok. And then since, um, I guess that just in terms of anything that anybody in an official capacity have said after June 6th, about what people knew about Sean or him being there or approvals for him to be there.

00:51:58 - 00:52:04

Has there been any discussion about that, that you were a part of or just information that you heard about that?

00:52:04 - 00:52:08

Um And like when did you get it?

00:52:08 - 00:52:17

Just stop left? Um Well, he was here for summer school, he left kinda over the summer.

00:52:17 - 00:52:23

Not um a lot of that start coming out as to what happened, but I think we weren't focused on that.

00:52:23 - 00:52:43

We were all focused on grieving and trying to, you know, uh, get people in the counseling and I have people be able to still because I ended up coming back and had to be the summer school principal the first week and we get a stabbing.

00:52:43 - 00:52:46

So that triggered me and it took me over the edge.

00:52:46 - 00:52:52

So 1st, 2nd day of summer school, something like that young man gets stabbed, um, cut up real bad.

00:52:52 - 00:53:04

So we were still a lot of that is just if it would have been a situation where we weren't in such shock and grief, I think things would be clearer.

00:53:04 - 00:53:14

But there were so many emotions and thoughts like I thought I'm thinking, who's gonna take care of my mom if something happens to me, you know, my daughters and my wife.

00:53:14 - 00:53:33

So, um, I kinda, it even came out in the, uh, uh, that I kinda like blocked a lot of stuff out even that, that's, I'm still getting stuff back because I just I think when the shot, they said PTSD and just blocked a lot of stuff out of my mind to deal with it.

00:53:33 - 00:54:03

Um, but we, I don't know, I can't tell you what I know cause reading in the paper and what's on the news versus when I knew it or if I knew it from here, from someone telling me here and say, well, um, how I saw Gill Strap or somebody told me something because just so much stuff came out and I was kind of mad that you know, that I'm trying not to like, I wouldn't, I've had friends call me from overseas that, that were you on the news like that?

00:54:03 - 00:54:17

Uh 8000 miles away that people that I hadn't talked to in New Jersey all around that saw that and so like every day it was coming, it was and I just didn't wanna think about it, talk about it or anything cause I almost left.

00:54:17 - 00:54:32

Uh So, um, so I, I can't, I don't wanna say something wrong and I'm really getting it off of something I heard from someone from someone else as opposed to if one of them told me here.

00:54:32 - 00:54:52

Yeah. Well. Mhm. Mr Monroe, I really appreciate the time you take in and the detail just and as well as just kind of giving me that broad sort of administrative perspective that has been really, really helpful.

00:54:52 - 00:54:57

Um I'm glad I could help. I'm sorry, it took me, I didn't even see the email until Doctor Bell sent me.

00:54:57 - 00:55:02

I was like, I didn't even see that, but I've been run running so, so much.

00:55:02 - 00:55:09

But, uh, if something comes up and, um, a follow up, just let me know if you need to follow up with me.

00:55:09 - 00:55:13

Ok. And then, uh, yeah, if it does, I'll reach out to you.

00:55:13 - 00:55:15

I will directly to you through your email.

00:55:15 - 00:55:16

Is that the best way to get you?

00:55:16 - 00:55:22

Yes. And I think I sent my cell phone number in the email when I found out you were looking for me.

00:55:22 - 00:55:28

I, I responded to the email said just call me on my cell phone and we'll, and we'll, can you give me that again and I'll put it here on my sheet.

00:55:28 - 00:55:37

Ok? 7577735111. Thank you so much. No problem.

00:55:37 - 00:55:39

All right. Well, you have a great day.

00:55:39 - 00:55:41

I hope you all get your internet back up over there.

00:55:41 - 00:55:44

Um, I have a meeting after you too.

00:55:44 - 00:55:50

So I'm like, I'm getting ready to run up to the front and say I can't, I'm not gonna be able to log on and I know my phone is gonna need to be charged now.

00:55:50 - 00:55:53

Uh, but thank you very much and you have a great day.

00:55:53 - 00:55:55

All right, you too. Bye bye. Take care.

00:55:55 - 00:55:55

Bye bye.

Interview conducted via Zoom

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00:00:00 - 00:00:05

All right. Well, we are recording now.

00:00:05 - 00:00:08

So Jessica, you are free to, to jump off.

00:00:08 - 00:00:14

Ok. All right. Thank you very much, Miss Harrison.

00:00:14 - 00:00:25

So, um, just to start, could you please tell me what your um assign what your assignment is at within RPS.

00:00:25 - 00:00:35

I'm a um high school counselor at Huguenot High School and I'm the um department chairperson or lead school counselor at Huguenot high school.

00:00:35 - 00:00:45

You said department lead. Yes. And how many other high counselors do they have at?

00:00:45 - 00:00:48

Huon High school? Um There are five other counselors.

00:00:48 - 00:00:59

So we have a total of six. And do you have the name?

00:00:59 - 00:01:01

I guess before we start? Can I go on?

00:01:01 - 00:01:06

I guess I, I've heard of the investigation, I guess.

00:01:06 - 00:01:10

What is the goal of this investigation or this inquiry?

00:01:10 - 00:01:18

Well, let me read to you very specifically what are charges from um Richmond public schools?

00:01:18 - 00:01:32

And we are, we are duty bound to stay within the parameters of what the um school board has ask us.

00:01:32 - 00:01:46

And I'm just let me find this. That's an ex ex excellent question you're the first to ask that.

00:01:46 - 00:02:28

So. Mm mm mm mm. Sorry. It's just at the beginning of my documents and we have many, many documents now go back to, all right.

00:02:28 - 00:02:36

So the language of the motion and as I said, we're duty bound to stay within the um charge and the authorization of the school board.

00:02:36 - 00:02:49

And it says one, they would like us to report all findings to the school board that include graduation day operations from set up to break down and to include process and procedures for entrance of all students and guests.

00:02:49 - 00:02:53

That's one to report to the school board.

00:02:53 - 00:03:14

Any findings that include written statements from RPS division staff and hhh HHS staff involved with the June 6th graduations, preparations of all graduations on June 6th and then to include in the third party review, the breakdown of the homebound process and procedures that directly impact grading.

00:03:14 - 00:03:21

Those are the three things we have been tasked with investigating and reporting on.

00:03:21 - 00:03:28

Ok. Thank you. You're welcome. All right.

00:03:28 - 00:03:44

So as um a high school, the high school counselor and the department lead for counseling at a at um and we're, I'm just gonna say HHS or you can, were you in that role for the 22 23 school year?

00:03:44 - 00:04:00

Yes. And, and, and is my name gonna be in the report or am I gonna be an anonymous or is my name gonna actually be in the report?

00:04:00 - 00:04:06

Well, we have not um started writing, we, we have an outline of the report.

00:04:06 - 00:04:27

We have not started writing it, but our intention would be, um, unless, you know, the client asks for something different is to, for the public to the extent any part of the report is public, we would, we would try to identify staff by, um, some anonymous moniker like staff member, number seven, staff number, num number.

00:04:27 - 00:04:43

And, and then I can, I can tell you that that would be our intention but as things progress or as we talk about um the review of it, you know, the obviously, if the client wants to know who the unidentified staff members are, we'd have to share with them.

00:04:43 - 00:04:49

But because you know that they are sort of the governing body for the for the division.

00:04:49 - 00:04:53

Um but in terms of being made open to the public, that's another thing.

00:04:53 - 00:04:60

We would, we would definitely advise the client not to release staff names and that kind of thing to the public.

00:04:60 - 00:05:14

Yeah, I, I'm just a little um leery of retribution by the school board, understood or any body that works in central administration.

00:05:14 - 00:05:19

Understood. I understand your concerns and you know, to the extent possible.

00:05:19 - 00:05:23

Again, we are gathering information, we're writing a third party review.

00:05:23 - 00:05:35

We, you know, we are guided by the request of the client and to the extent the client is your employer, you know, they, they are going to be entitled to know whatever we know about these.

00:05:35 - 00:05:52

And also is there a way that if say if somebody wanted to sue the district and they get this report, I could be held liable for any, you know, anything that happened on that day, June 6th as well.

00:05:52 - 00:06:01

Well, here, here is what I can tell you our goal would be and sort of what the legal, the legal sort of framework of that is.

00:06:01 - 00:06:20

We are trying to keep all aspects of this third party review, um, protected by attorney client privilege if it is protected by attorney client privilege, that means we as the attorneys provide it to our clients as and the client is Richmond, the Richmond school board.

00:06:20 - 00:06:26

And between the two of us, we are the only parties that can access it.

00:06:26 - 00:06:53

It otherwise is to be kept private. However, if there is a civil suit that came later, um, again, we would, the school board would still assert attorney client privilege over the report and any contents of the report and it would be up to whatever the judge or the, you know, judge overseeing that civil suit decides about the status of the attorney client privilege.

00:06:53 - 00:06:57

So I, I can't say that it's a attorney client privilege has never been pierced.

00:06:57 - 00:07:10

It has. But, you know, we work really hard to kind of make sure we keep it purely confined to privileged information so that we can protect our attorney client.

00:07:10 - 00:07:21

And I guess I'm also worried about the district and in a school board meeting somebody divulging information or discussing items in this document.

00:07:21 - 00:07:25

And it should not really be discussed in a public forum like that.

00:07:25 - 00:07:37

And that's just another, you know, um concern I have um when you get in a meeting and you're talking and you bring up things that are in this document that, you know.

00:07:37 - 00:07:50

Well, I can tell you, our, our law firm does represent a number of not only school boards but other public bodies like a board of supervisors and city councils.

00:07:50 - 00:08:13

And it is one thing we consistently advise all of our public bodies is if we provide a report to you that has attorney client privilege, you should not be publicly speaking about the contents of that report because you do water down the protections and the privilege of that report.

00:08:13 - 00:08:18

So that would, we would not deviate from that advice to this public body.

00:08:18 - 00:08:33

Um Nor, you know, that's just a standard bit of um legal advice that I would, I would hope that all attorneys who represent public bodies give to their public bodies when, when they're, they talk about attorney client privileged information.

00:08:33 - 00:08:36

But ok, thank you for um, for explaining.

00:08:36 - 00:08:41

00, no, you're, you're quite welcome. And I'm, you know, that's what this conversation is.

00:08:41 - 00:08:48

This is not just me showing up and asking you questions, you know, I need you to, you know, have a chance to ask those questions as well.

00:08:48 - 00:08:53

So I appreciate all of the questions. All right.

00:08:53 - 00:08:59

So do you, do you have the, the could you and I don't know if right off the top of your head, you have them.

00:08:59 - 00:09:01

But do you have the names of the other five counselors?

00:09:01 - 00:09:04

At? HHS. At least those that would have been there for 22.

00:09:04 - 00:09:17

23. Um Yes. Um, Zamora Scott. Mhm.

00:09:17 - 00:09:52

Create Christmas. Monique Harris Andrea Reed. And that's Reed and Kirsten Buis K Irs Tenbuist.

00:09:52 - 00:10:08

Thank you. So, as the department lead for counseling, how does your role, how is your role different from the five other counselors that you just detail.

00:10:08 - 00:10:13

Um, four of them are grade level specific.

00:10:13 - 00:10:20

So one, their caseload is primarily ninth grade, 10th grade, 11th grade, 12th grade.

00:10:20 - 00:10:30

My caseload is I have all the students that um have current IEPs in 504.

00:10:30 - 00:10:43

So my caseload is all exceptional and, and um anybody that has a 504 plan and they're supervising the department.

00:10:43 - 00:10:49

MS Buist her caseload. She deals with all the um English language learners nine through 12.

00:10:49 - 00:11:03

All right. So you and Miss Beest had breakout roles and the other four just have grade level specific roles for counseling.

00:11:03 - 00:11:08

Yes, primarily. Yes, we do have other functions as well.

00:11:08 - 00:11:11

But those, that's how our caseload is broken down.

00:11:11 - 00:11:25

Ok. And um and just in reviewing some documents, I haven't seen a designation, but I just want to confirm as, as far as you know, um the student in question here.

00:11:25 - 00:11:29

Um Mr Jackson, he did not have a 504 or any special education service.

00:11:29 - 00:11:51

Right. All right. And do you, so when you say you're the department lead, does that put you in a supervision role or just an administrative role, kind of alongside your colleagues?

00:11:51 - 00:11:60

Uh, a little of both administrative and supervisor as well, depending upon the situation and the need.

00:11:60 - 00:12:07

And when in what situations, when would you act as a supervisor?

00:12:07 - 00:12:16

Um You mean as far as supervising the other five of the department?

00:12:16 - 00:12:32

Yes, like, you know, uh when you are, say, I in terms of like their decisions that they make day to day related to the, the counseling of their students, do you supervise that individual counseling?

00:12:32 - 00:12:36

Do you supervise certain functions? Like not necessarily?

00:12:36 - 00:12:40

Um And really, it's more on a project management base.

00:12:40 - 00:12:53

Uh You know, I'm aware of, you know, the, what they're doing, um what are major projects just supervising on, you know, supervising what they do on major projects.

00:12:53 - 00:12:58

Um you know, they might come to me for guidance on some things in the department.

00:12:58 - 00:13:39

Um But I'm not managing their caseloads with them or so when that makes sense to me, um if, if uh one of the folks under your purview or, or one of your five colleagues had to make a decision about a student, do they need to come to you or through you to approve decisions or does that not happen.

00:13:39 - 00:13:46

No, they didn't need to um the way we function, they did not need to come to me to make a decisions.

00:13:46 - 00:13:52

Oftentimes they would confer with me, but they didn't need to come to me to make a decision.

00:13:52 - 00:14:07

And if they, if there was a decision point, that one of your um colleagues needed to make, that needed some sort of approval or authorization, who would that go to?

00:14:07 - 00:14:14

Like just in terms of like, help me understand because I, I think I have a general sense of how building.

00:14:14 - 00:14:21

So we are. So our principal actually um supervised the counseling department.

00:14:21 - 00:14:40

So our building principal at the, you know, he was our supervisory lead, I guess over me, over all the counselors and back back in 22 23 that would have been Mr Gilstrap.

00:14:40 - 00:14:54

Yes, Robert Gilstrap. Is that a, is that one of those functions that always rests with Mr Gilstrap or did could he or did he assign a designee to oversee counseling from time to time?

00:14:54 - 00:14:59

Um Sometimes he would, we also had grade level administrators.

00:14:59 - 00:15:11

So sometimes it was that maybe that grade level um designee who if we needed their input in a decision or something, it could have been a that person as well.

00:15:11 - 00:15:17

And like, so maybe you had an assistant principal who had ninth and 10th grade.

00:15:17 - 00:15:27

And if a decision from your ninth and 10th grade counselor needed kind of some feedback from an administrator, they might go to the designated A P for ninth and 10th.

00:15:27 - 00:15:29

Is that kind of what you're saying? Yes.

00:15:29 - 00:15:45

OK. And just give me a sense if you can.

00:15:45 - 00:15:57

Um because I know, you know, you'll have a structure on paper but sometimes day to day things or the, or do follow that structure.

00:15:57 - 00:16:05

But, you know, it might go a little differently was the culture in the 22 23 that, that structure was always to be followed.

00:16:05 - 00:16:13

Like if there was a decision to be made that your counseling department would go to the principal or was it something different?

00:16:13 - 00:16:16

Yes, we had a very good relationship with Mr Gill's rep.

00:16:16 - 00:16:32

So if we needed to uh run something by him or get his opinion, um we would mm.

00:16:32 - 00:16:37

All right, just go to end or grade level principle as well?

00:16:37 - 00:16:49

Ok. Do you remember the names of those grade level A PS that were, that would have been there during 22 23?

00:16:49 - 00:16:56

Oh, let me look at the phone and try to refresh my memory from last year.

00:16:56 - 00:17:13

Um ok, so last year our um ninth grade administrator was Mike Massa Ma Ss A.

00:17:13 - 00:17:27

Mhm. Our 10th grade administrator was Doctor Sheila Hans Hine Ss who has since retired.

00:17:27 - 00:17:54

Mhm. Um Our 11th grade administrator um we actually had, um we actually had 21 of our administrators got a promotion in the fall.

00:17:54 - 00:17:56

Um So at the end of the year.

00:17:56 - 00:18:06

It was Melissa. We w IC he, mhm.

00:18:06 - 00:18:30

Um, our, our senior administrator we actually had, um, so, um, one of our other A PS got a promotion and he left, um, that was Dana Halls and then Kevin Monroe came in the spring.

00:18:30 - 00:18:43

So the beginning of the year you started out with your 12th grade administrator was Dana Hall.

00:18:43 - 00:18:47

She was promoted. It, it's a, it's a male Dana Hall.

00:18:47 - 00:18:51

Mr Dana Hall. And I, I can't remember when he left.

00:18:51 - 00:19:01

Um, mm, it might have been, this might have been January, maybe January February.

00:19:01 - 00:19:07

Ok. All right. I take that back too.

00:19:07 - 00:19:11

We did have, um, we had another administrator too.

00:19:11 - 00:19:24

Um, Kevin S who, he got a promotion and moved to another, uh, he, he got another position too.

00:19:24 - 00:19:31

So, and you're spelling that owes, um S OL Ds Kevin S?

00:19:31 - 00:19:39

Oh, ok. Yeah, promote it. Ok.

00:19:39 - 00:19:42

So we actually had two promotions from that position.

00:19:42 - 00:19:57

Um All right. So the end of the year you, you would have had Kevin Monroe in place and he got there um, late in the spring.

00:19:57 - 00:20:11

I can't remember exactly what month. Mhm. Did you have been any, any direct engagement with the student?

00:20:11 - 00:20:21

Mr Jackson? Um, I know that he came in for um sol testing.

00:20:21 - 00:20:42

Was that in February? I'm not sure uh when he came in for sol testing and you came in, you mean into the HHS building into the building?

00:20:42 - 00:20:48

Yes, for testing? At the time, um, home students had to come into the building for testing.

00:20:48 - 00:20:53

So his counselor, Miss Harris, um, was not available in the morning.

00:20:53 - 00:21:01

So I, you know, I met him in the front office, walked him into the area where he was gonna be testing, stay with him.

00:21:01 - 00:21:07

Um, you know, for a few minutes during testing and then Miss Harris met him.

00:21:07 - 00:21:15

Ok. So you would, have, you said you were the person who actually greeted, greeted him at the front and got him to the test location?

00:21:15 - 00:21:31

Yes. And as far as you know, was, was that one time that he had to come in or um into the building protesting?

00:21:31 - 00:21:41

I think he had to come in more than one time, but I only had one interaction with him um during testing.

00:21:41 - 00:21:48

So you got him into, to the building into the test site and then handed him off to Miss Harris, right?

00:21:48 - 00:21:55

And yes, and he actually was testing um in a conference room.

00:21:55 - 00:22:07

And so I just sat, you know, with him while he was testing, read his directions to him through the sol testing manual, got him started on the testing, stayed with him a few minutes.

00:22:07 - 00:22:17

And then Miss Harris took over, was anyone else present for that other students?

00:22:17 - 00:22:20

You mean all the students or just him?

00:22:20 - 00:22:23

Uh were any other students present with him for testing?

00:22:23 - 00:22:41

No. All right. And so that was your only sort of direct interaction with the student during 22 23 school year.

00:22:41 - 00:22:46

Correct. Yes. Except for graduation. Ok. All right.

00:22:46 - 00:22:52

We'll, we'll double back to, to that unfortunately.

00:22:52 - 00:23:06

Um, so during the course of 22 23 while the student were you, you obviously because you, you proctored him, I guess the beginning of prompting him for the sol test.

00:23:06 - 00:23:21

Did, did you have any other sort of non direct contact with him just with the file or with the parent or email, communications, um review of homebound certifications or anything like any other sort of contact with the student?

00:23:21 - 00:23:24

No, I just knew that he was a homebound student.

00:23:24 - 00:23:29

We get a listing of homebound students. So I knew he was receiving, you know, homebound.

00:23:29 - 00:23:43

Um I know Miss Harris had, you know, discussed that he was a homebound student um before, but I didn't know, you know, a lot about, you know, this student on her case load?

00:23:43 - 00:23:58

Ok. And would you, was there a process or um was there like your, your colleagues, did you all ever get together or have like those sort of meetings to say?

00:23:58 - 00:24:04

Ok, let's get together and discuss, you know, our caseload and issues with the caseload.

00:24:04 - 00:24:07

Here's the homebound list. What's going on with this kid or what's going on with that?

00:24:07 - 00:24:10

Did you ever have those kind of or not the homebound?

00:24:10 - 00:24:17

No. Um sometimes homebound information, you know, can be personal in the interest of why a student is on homebound.

00:24:17 - 00:24:26

So we wouldn't necessarily, you know, um discuss that.

00:24:26 - 00:24:34

Um You know, I know his mother wanted him and, and having a conversation with Miss Harris.

00:24:34 - 00:24:39

I know that his mother wanted him to have homebound services for some reason.

00:24:39 - 00:24:56

Um I never saw any of his homebound documentation or what, what documentation the mother provided to our Richmond public schools for him to get homebound as counselors.

00:24:56 - 00:25:03

If we get that information, if it comes to us, we send it directly to homebound services.

00:25:03 - 00:25:11

Mhm. Um But they did last year have an um online link.

00:25:11 - 00:25:19

So sometimes we wouldn't know what the you know, they could send it directly to the homebound coordinator.

00:25:19 - 00:25:33

Ok. And, and just as I'm listening to you, is it and I just wanna be real clear on this, you just in terms of did you all try to kind of silo that kind of personal information to need to know basis?

00:25:33 - 00:25:43

Basically if you're providing some service or you, you need, you need the the information you would then have be privy to it or you know, as counselors.

00:25:43 - 00:25:46

Could you all, did you all discuss caseloads?

00:25:46 - 00:25:50

That kind of thing? I mean, we discuss case loads.

00:25:50 - 00:26:05

Um We try not to discuss a student's medical or um history or conditions amongst each other just professionally.

00:26:05 - 00:26:23

Um even as a group, um you know, maybe if it's uh you know, need to know reason, but typically we don't discuss who we have on homebound and why sometimes we, you know.

00:26:23 - 00:26:37

Right. Certainly I get it. And that comes, that's sort of informed by your background as medical providers, as well as all the restrictions and rules around privacy for educational records.

00:26:37 - 00:27:02

Yeah. And like I said, we're not medical providers but just best practices not to share a student's information, you know, just, and what, and, you know, with colleagues, you know, um, just to keep that information private, understood.

00:27:02 - 00:27:13

All right. So as they go, goes through the year, did you have any conversations at any point with um Mr Jackson's direct counselor?

00:27:13 - 00:27:20

That would be Miss Harris about decision making on anything related to the student.

00:27:20 - 00:27:54

I know um that she, I know that she and I'll just say this is um was corresponding via email and phone call with his mother throughout the year about homebound about different activities, um different things that were going on related to the student.

00:27:54 - 00:28:19

Um Is there um a is there a, so you go through the year and you all have your, your caseloads and students?

00:28:19 - 00:28:24

Is there a meeting or anything that usually takes place when you get to the end of the year?

00:28:24 - 00:28:57

Particularly for those? I guess that would be specifically with the, let's see with you, Miss Buist who would have had, you would have had 12th graders due to special education in 504 M BEIS would have 12th graders related to English language learners and Miss Harris would have had him just by the grade level designation.

00:28:57 - 00:29:21

Correct. Was there a point? So, with the three counselors, that was there ever a point when, as you approach graduation, you all would meet with the principal or amongst yourselves to talk

about, you know, who on your case load is approaching graduation and how you sort of deal with those grad graduation requirements with that kind of discussion?

00:29:21 - 00:29:34

Sure. We, um, and I don't have the dates but we will meet periodically to, you know, who needs, um, an industry certification, which is one graduation requirement.

00:29:34 - 00:30:12

Um, as far as SOLs, you know, what per, you know, this person needs this sol um, at the end, you know, who doesn't have the requirements and therefore, you know, um, you need to get your list of students that, you know, need to be retained for summer school and that type of thing and, and I know I'm just taking the, the general to the more specific.

00:30:12 - 00:30:18

So you all would meet occasionally regarding these graduation requirements for 12th graders.

00:30:18 - 00:30:26

Did you have such a, a meeting related to the 12th graders during the 22 23 end of the wrap up at the school year?

00:30:26 - 00:30:47

Um Yes. And we just, you know, and not that they were any formal meetings, but we would say, hey, let's meet this afternoon, you know, we've got a, you know, where is your caseload?

00:30:47 - 00:30:50

Um, who needs what in your case load.

00:30:50 - 00:31:04

And so do you, how do you recall how many of those meetings you would have had?

00:31:04 - 00:31:20

Just about the graduates approaching? Well, we actually, um, had what was called an SPP meeting where we would try to meet weekly, um, with our graduation coach to talk about seniors that we were concerned with.

00:31:20 - 00:31:41

And so during that meeting, you know, we could bring up attendance, we could bring up, you know, um any issues related to somebody, you know, and what do you and that spp meeting, what does that stand for?

00:31:41 - 00:31:56

You would have to, uh, you know, let me, let me, uh if I can try to walk down with you, I'm sorry, can you say that again?

00:31:56 - 00:31:58

I, you were kind of muffled. I couldn't hear you.

00:31:58 - 00:32:10

Ok. Um No, I was trying to find the acronym.

00:32:10 - 00:32:20

Um I know it was student performance. Um and it was kind of a meeting just so we would, you know, not lose any seniors.

00:32:20 - 00:32:30

Um, you know, we, but taught some performance and pathways and who were the participants in those meetings?

00:32:30 - 00:32:38

Um It would be um your counselors, your graduation coach.

00:32:38 - 00:33:10

Um Sometimes it was somebody from the um district who was part of the meeting, maybe one of the social workers and depending upon the week and you know, who was available for the meeting.

00:33:10 - 00:33:15

So you had those meetings weekly, would you say you had those throughout the school year or?

00:33:15 - 00:33:19

Did you start having them sort of as you got closer to that June graduation date?

00:33:19 - 00:33:21

Oh, no, we had them throughout the year.

00:33:21 - 00:33:29

And did you all maintain a calendar of when those meetings took place?

00:33:29 - 00:33:35

We did, do you have a calendar with those dates or who, who would be the keeper?

00:33:35 - 00:33:37

Like who organized the meeting, set those up?

00:33:37 - 00:33:43

And who would be your graduation coach? And who was your graduation coach at HHS?

00:33:43 - 00:34:00

Um Last year it was um Lyons Lyons and I'll spell out the name for you San Chezconch.

00:34:00 - 00:34:11

A Sanchez Concha. Ok. Is a Mr Sanchez Concha is still there in that role?

00:34:11 - 00:34:16

He not in that role, he is still um in the building, but now he's an assistant principal.

00:34:16 - 00:34:33

So in looking at my calendar, we actually um started having those meetings in September and was it every week?

00:34:33 - 00:34:53

Um as I recall, pretty much, it was every week, some, not every week, sometimes they had to be canceled because of events in the building or, you know, um something else going on or pretty much they were weekly and were they in person or remote?

00:34:53 - 00:34:59

Um Both, you could either there was always a virtual link if you couldn't make it in person.

00:34:59 - 00:35:11

So in those meetings, would you all discuss specific students and challenges and sort of resources or?

00:35:11 - 00:35:24

Yes, OK. You know, if you wanted to bring up specific student and challenges that was, you know, a format for you to do so.

00:35:24 - 00:35:44

And in that meeting, do you recall discussions, any discussions specifically related to Shawn Jackson?

00:35:44 - 00:35:50

I do not recall, but that's just he wasn't on my caseload.

00:35:50 - 00:35:55

So, you know, I don't recall. There might have been discussion.

00:35:55 - 00:36:00

Um and I will say to, yeah, I, I don't recall.

00:36:00 - 00:36:12

Ok. And so the coordinator of those meetings was Mr Sanchez Concha.

00:36:12 - 00:36:21

So he would, would he, he or from his office be the, the one that would send that since they were virtual and in person sort of send out the meeting invites?

00:36:21 - 00:36:51

Yes. Hm. All right. Um Is there anything else about sort of that the process for, for HHS as it relates to graduation preparations for students in the counseling space?

00:36:51 - 00:36:58

Um That I, that you haven't told me about or any processes that take place that just, I wouldn't know to ask about.

00:36:58 - 00:37:05

Um, well, what part of the process are you referring to?

00:37:05 - 00:37:08

I mean, there's a lot that goes into graduation.

00:37:08 - 00:37:13

Are you talking about academic readiness or are you talking about the event itself or?

00:37:13 - 00:37:16

Yeah, let's, let's see, let's pivot to academic readiness.

00:37:16 - 00:37:24

That, that's thank you. That's exactly what I mean, because there are multiple prongs to, you know, getting to that to that day?

00:37:24 - 00:37:29

Right. Yeah. Was it the counseling office?

00:37:29 - 00:37:47

Was it your responsibility as counselors to be engaged with, with the student in making sure that the student has earned the necessary standard credits verified credits and other necessary requirements for graduation.

00:37:47 - 00:37:52

Yes. Is that, that, that, that students counselor?

00:37:52 - 00:38:28

Yes. And once the students counselor sort of works through that process with the student and they're kind of saying you need this, you need that once that sort of package is wrapped up in a bow and a student has everything because I'm just thinking about when my daughter graduated, you know, her counselor, you know, had those last meetings and say, ok, Maya, you've got Xy and Z done, you've got this, this, this and done, you're, you're ready, you're gonna graduate.

00:38:28 - 00:38:39

Is there a process where the counselor then has to sort of wrap it up and submit it to somebody to say this student on my roster is ready for graduation, right?

00:38:39 - 00:38:48

So we submit a, um, a list of students who are retained, who cannot participate in graduation because they have not met the requirements.

00:38:48 - 00:38:56

And that's what you all call it, your students who are retained.

00:38:56 - 00:39:18

Yes, we use the word retain instead of failed or, and so if a student is not on the list of retained, then the presumption is that everyone else that if you're not on that list, you are graduating?

00:39:18 - 00:39:29

Yes. And, but when is that list, when does that list need to be finalized in order for a person to graduate?

00:39:29 - 00:39:44

Um, well, it depends upon when the school year ends and when graduation, um, I have to look back through my calendar to see, um, you know, the last day for SOLs were.

00:39:44 - 00:39:51

And so, um, if, if you need that date, I can get it for you.

00:39:51 - 00:39:54

Yes, that would be, that would be helpful.

00:39:54 - 00:40:16

Very, very helpful. Um, and while you're looking for that date, let me ask, who is that list go, who does that list go to?

00:40:16 - 00:40:36

Um, we give it to the principal, we also give it to somebody, we call our um P OP Student Information Center so she can tag them as in the system as being retained in the system.

00:40:36 - 00:40:60

Um Oh, um, so I'm just looking at an email I sent out.

00:40:60 - 00:41:15

So the um, last day for seniors was um, Thursday, June the first and so they needed to send out a senior failure list.

00:41:15 - 00:41:18

We give all teachers a senior fail list.

00:41:18 - 00:41:34

Um And so they needed to have um, all grades posted, needed to be posted um, and appear on the child's transcript.

00:41:34 - 00:41:48

Um, by actually May the 30th at 4 p.m. Yeah, and I'm sorry if you can, we have announcements on.

00:41:48 - 00:41:52

So, you know, no problem. Hear me and the announcements going on.

00:41:52 - 00:41:60

No problem for the and for your grade level.

00:41:60 - 00:42:05

Now I say the level, please pick up the application and post it comes.

00:42:05 - 00:42:22

No, again, I plan, if you're interested in competing for your plan level, please present, please pick up the application and you tell them to do it and they, and what we do on Monday.

00:42:22 - 00:42:27

This is your morning and now that we continue to have a delivery service.

00:42:27 - 00:42:34

All right. So the grades needed to be posted to the transcript by May 30th at four.

00:42:34 - 00:42:41

And then that report, the retained, uh, retained list needed to be sent to the principal by June 1st.

00:42:41 - 00:43:00

Yeah. And so we would look through each student's transcript to make sure that the, um, teacher's failure list was accurate with what was in the system on the transcript that we could see, you know, the student pass the class to make sure, you know what the teacher said was correct or what was in the system?

00:43:00 - 00:43:14

Is there any exception made to that, um, posting date and that retention list getting to the principal by June 1st?

00:43:14 - 00:43:36

Um, maybe if, say a student needed, well, just for grades, pretty much say, if somebody, if something didn't post, say we would go back to that teacher, which would have been the next day.

00:43:36 - 00:43:39

Say, hey, your gr I can't see your grades in the system.

00:43:39 - 00:43:46

You know, you didn't turn in a, you didn't put this name on the failure list, but your grade isn't posted in the system.

00:43:46 - 00:43:56

What's going on with this child's grade? So, or that would really be the exception is allowable if it's on the school sides.

00:43:56 - 00:44:05

But like, like if AAA teacher didn't do what they're supposed to do or there's some kind of posting error or something that's really the only exception to those timelines.

00:44:05 - 00:44:12

Well, and this is well ahead of, typically, this is well ahead of the actual graduation ceremony kind of thing.

00:44:12 - 00:44:24

So you're doing this so that you can have some leeway time to say, hey, you know, you know, miss so and so we need your grade and for the student, you didn't post it kind of thing.

00:44:24 - 00:44:31

Ok. But it's assuming the grades are properly posted by the teachers, everything is in there.

00:44:31 - 00:44:58

That needs to be if a student is, is on the retention list, is there any way to get off that retention list after, after that June 1st date, um, typically it would depend upon say if the child needed a, um, say the person might have passed the cla passed all the classes, but they needed a, um, a standards of learning test.

00:44:58 - 00:45:28

So that test may be, we'll say we'll let that child test, you know, the next day and if they pass that test or get what they need that way, you know, um, then that would take them off the list or, you know, so there might be a cause seniors as seniors or term graduates, they would get an another opportunity at testing.

00:45:28 - 00:45:40

And so, um, if they were allowed to test again, if that student wanted to test again, then that could get them off of the retain list between June 1st and the graduation date.

00:45:40 - 00:45:50

Yeah. Ok. So as to the best of your knowledge was Shawn Jackson on the retention list at any point.

00:45:50 - 00:46:10

No. And had you ever, had you been at all involved with his transcript review to see if he should have or should not have been on the retention list?

00:46:10 - 00:46:15

Um, I know that he had all of his classes that he needed.

00:46:15 - 00:46:30

Um, there's a new graduation requirement called the CCCR I, um, which is like a, it's a college, civic college and career readiness index.

00:46:30 - 00:46:35

Um And it was new last year C CCR I, you said uh huh.

00:46:35 - 00:46:41

Ok. And so we had some students that was um doing a um work based learning.

00:46:41 - 00:46:54

And so even though he was homebound and doing um things virtually, he was part of that um work based learning opportunity.

00:46:54 - 00:47:11

So he was doing the work based learning for his CCCR I certification or requirement.

00:47:11 - 00:47:21

Yes. And to the best of your knowledge by the time that, that uh June 1st list went in, he had done that portion.

00:47:21 - 00:48:01

Yes. Yes. In your, in your um trying to make sure I get this word right in your SPP meetings since counselors and social workers and things were there, was there ever a discussion about other than academic readiness, other read readiness for graduation or particularly for students who were separated, physically separated from the school and homebound or home based learning?

00:48:01 - 00:48:05

Uh I'm sorry, what was your question? Was there?

00:48:05 - 00:48:15

Did those SPP meetings that ever include discussions about say homebound or home based students and their other readiness for graduation.

00:48:15 - 00:48:22

Because if, obviously, if they're on homebound, there's some medical, um, something going on.

00:48:22 - 00:48:26

Not so much necessarily why they were homebound.

00:48:26 - 00:48:45

Um, but it, they could have been part of the topic, but we, you know, did you ever have such a discussion that, that you recall as it related to Shawn Jackson and his, I don't recall, I don't recall.

00:48:45 - 00:49:12

And as a, as a counselor, when a student is on homebound, I'm just asking you generally about policy and procedure.

00:49:12 - 00:49:17

Sometimes you have policy and procedure and sometimes you have the way things actually get done.

00:49:17 - 00:49:28

Correct. Do you have, do you have any awareness of how HHS dealt with, um, homebound students coming into the building?

00:49:28 - 00:49:34

Whether it's for SOLs, whether it's for activities, whether for whatever reason when they're on homebound.

00:49:34 - 00:49:42

Do you, do you have any knowledge or awareness of how Huguenot high school handled that in 22 23?

00:49:42 - 00:49:52

So I had a home bound student who, um, she was receiving services um, last year.

00:49:52 - 00:50:33

And so we were told that, you know, they were coming into the building to take their SOLs and we had to, um, it was the school's responsibility to set up that arrangement for them to come into the building to, you know, take a test sol test or, um, you know, whatever act the activity was.

00:50:33 - 00:51:04

And I'm just thinking of this one person, you know, who came in for um sol test um while she was receiving homebound services, was there any um in interaction between, in that, in that process, any interaction between the counselors or the principal as far as, you know, and the homebound uh of the office downtown and central office that, you know, receive certifications.

00:51:04 - 00:51:09

You said no, you mean as far as them coming into the building to take?

00:51:09 - 00:51:28

Yes or no, it was no. I mean, um we would tell there was a spreadsheet and we would just have to um designate what SOLs that student, you know, would need for the school year.

00:51:28 - 00:51:40

But it was up to the school to um to test those students or whatever the case may be.

00:51:40 - 00:51:45

I know they do it a little different than other districts.

00:51:45 - 00:52:01

But so I had a young lady who she had homebound for some medical reasons.

00:52:01 - 00:52:09

Um And so when she did come in, this was a new student to me.

00:52:09 - 00:52:33

So she wasn't familiar with the building. So I met her in the office and I brought her up, you know, um to where she was testing and um she tested with her proctor and after the test, I took her around so she could meet some of her teachers, you know, from here in the building because um the teachers in the building are still the teachers of record.

00:52:33 - 00:52:41

Um and then, um she stayed with those teachers for a few minutes.

00:52:41 - 00:52:54

Um And then she left and how much information does the school based counselor have about the, the details of anyone's medical certification.

00:52:54 - 00:53:01

It depends upon what the um physician or the treating doctor puts on the documentation.

00:53:01 - 00:53:06

And if we see it. So last school year they had a Google form.

00:53:06 - 00:53:21

And so the process went from, we sent the parent the link um and then it was up to them to send it to the homebound coordinator.

00:53:21 - 00:53:25

Um I think this year is going back to a paper copy.

00:53:25 - 00:53:33

Um So sometimes we see that paper copy, sometimes the parent will just send it to the homebound coordinator.

00:53:33 - 00:53:40

So assuming it goes to the homebound coordinator, if it goes to the homebound coordinator, would it make its way to you?

00:53:40 - 00:53:52

So that you as the counselor would have detailed information about, say this student's medical certification says, you know, that, you know, maybe they are claustrophobic.

00:53:52 - 00:53:58

So if you are taking them for a test, don't take them into a small enclosed space, something to that effect.

00:53:58 - 00:54:06

I'm just making that up. Um If we never saw the form, will we have gotten that information?

00:54:06 - 00:54:11

Is that what you're asking if we never saw the form?

00:54:11 - 00:54:21

I can't say because I can't recall a situation like that last year.

00:54:21 - 00:54:25

So I cannot say whether you know, that would have been the case or not?

00:54:25 - 00:54:44

Ok. So if you never saw the form, obviously, you wouldn't, there was not some other internal process that would get that information to you or form, you know, like somebody, unless the form say, um, you know, she's receiving and there's a difference between homebound home base.

00:54:44 - 00:54:51

One of them is a medical, one of them is not, um why a student might be on homebound services.

00:54:51 - 00:55:22

So it's kind of situational. Um, you know, we, you know, if we could, if we saw the form, um if it was returned to us and then, you know, we forward it to the homebound office, then of course, we're gonna read what's on the form and see what the medical, you know, or um psychological, you know, condition of, you know, is.

00:55:22 - 00:55:46

Um, so there would, there would, it, it was, it was not unusual then for your, your team, the counselor team to not have the specific details of a home of and, and, and just, and I will say from homebound, just focus on home.

00:55:46 - 00:55:59

Usually we would know because we would have probably talked to a parent and they would say, hey, I want my, my child is pregnant or my child has, um, needs spinal surgery.

00:55:59 - 00:56:08

Um, you know, can you direct me to the form or they just had surgery or they broke their leg and I think they, you know, they need homebound services.

00:56:08 - 00:56:13

So we, you know, typically we are involved in that conversation or that process.

00:56:13 - 00:56:34

So w would it be safe to say that you are, you relied on more on what was told to you then sort of knowing to expect, you know, some document that detailed, I kind of like you you you work on the IEP and 504 side.

00:56:34 - 00:56:42

But these are the these are the things that, that are need to be in place for the students, let's say homebound accommodations, right?

00:56:42 - 00:56:45

This student needs to not be with this student.

00:56:45 - 00:56:49

This student needs to not take a test in a closed environment.

00:56:49 - 00:56:53

This student is on homebound because allergic to whatever.

00:56:53 - 00:57:16

So it can't be in the building because there's mold and it, and also it depends to um if there was a paper form that we could, that was, that came back to the counselor back to the building and then we had to send it off to homebound or whether the process was just the parent and the homebound coordinator.

00:57:16 - 00:57:23

So sometimes a parent would say, you know, I don't have access to a Google form.

00:57:23 - 00:57:27

I don't have a computer. Can I come and get the a hard copy of a form?

00:57:27 - 00:57:34

And then typically they was, you know, a lot of them would bring the hard copy back to us and then we will forward it to.

00:57:34 - 00:57:53

Um but there were occasions where it was just the um the I would say a digital or electronic version going out to the family and the family getting that position to, you know, to do it.

00:57:53 - 00:57:55

Um, like I said, I can give you another example.

00:57:55 - 00:57:58

I had a young man who had to have spinal surgery.

00:57:58 - 00:58:03

I knew that he was having spinal surgery, um, and needed homebound.

00:58:03 - 00:58:09

Um, but the family was able to do the form electronically and it went right to the homebound coordinator.

00:58:09 - 00:58:24

So then after he was assigned a homebound teacher, she sent us an email saying, you know, this child has been assigned homebound for however many weeks, this is his homebound teacher so that we would still be in the loop.

00:58:24 - 00:58:35

But sometimes I would just say last school year when it was done digitally, I guess, and you could still get a paper copy of it.

00:58:35 - 00:58:44

You know, you might not have seen the what the doctors put on there, you know, if you didn't already know.

00:58:44 - 00:58:50

Ok. But, but usually as counselors, we, we've spoken to the parent.

00:58:50 - 00:59:00

So we know, you know, the reason why the family is requesting, you know, homebound instruction for the child.

00:59:00 - 00:59:12

Ok. And, and I, I just, I just wanna be real certain about understanding this was that a process?

00:59:12 - 00:59:40

I mean, w as you as the counselors, I guess there could be occasion depending on, you know, a parent sort of ability or interest or desire to sh to share with the counselor details, but maybe be more sort of willing to share those details in the certification process that goes to the homebound coordinator downtown.

00:59:40 - 00:59:55

But then a sort of on the ground with the people they have to see and talk to, maybe kinda, uh, I'll tell you what you need to know, but I may, may not want you for lack of a better word all in my kids' business.

00:59:55 - 01:00:01

Right. Well, sure, we get that every day, you know, for whatever reason.

01:00:01 - 01:00:20

Yeah. Yeah. So, so that's what I'm seeing in terms of like, so if you were, if, if you were not a part of the natural process of documentation that went to the homebound coordinator, making it to the counselors for their review and knowledge.

01:00:20 - 01:00:24

So that maybe, you know, just like with the IEP process, right?

01:00:24 - 01:00:46

It the IEP team and the case manager will create an IEP but the teachers that are not in those IEP meetings, the only way they know what accommodations and services needed to be provided in the classroom is because they have to review the IEP in order to implement sort of the services that are in the IP.

01:00:46 - 01:01:22

So I'm just thinking of a process where you got sort of your downtown who has the certification has the medical information that requires that they require to get the certification that they're perhaps I'm, I'm, I'm looking for some way to kind of see you counselors and the people who have to implement that certification on the ground where there should be some natural process of you knowing everything that you need to know in order to implement that homebound, of course.

01:01:22 - 01:01:29

So it used to be, of course. And I guess for the good for bad that there was everything was paper.

01:01:29 - 01:01:49

So typically, um, even though it was online and I think maybe it was even on the website, um, everything came back to the school and we were forwarded to the homebound office.

01:01:49 - 01:01:56

Um, but for neither here nor there, they got rid of the person who was doing it.

01:01:56 - 01:01:60

They let go of the position. Um, he was ripped.

01:01:60 - 01:02:12

And so, um, you know, they got somebody new and, you know, so, so is that just that Huguenot or is that that position was eliminated across all the school?

01:02:12 - 01:02:14

Oh, no, this was a district position.

01:02:14 - 01:02:18

Oh, ok. But I say homebound coordinator, this is a district position.

01:02:18 - 01:02:28

Ok. So, and I just wanna make sure I understood what you just said when there was paper, everything came to the school.

01:02:28 - 01:02:36

Te technically everything came back to the school and we would, um, fax it or email it to the homebound coordinator.

01:02:36 - 01:02:48

Um, gotcha. And then when did that change?

01:02:48 - 01:02:51

When, when did that stop being the process?

01:02:51 - 01:03:10

Was it because of COVID? And, you know, people did paper dealt with paperless or I think so, but that person, that position was, um, I use the term rift reduction in force.

01:03:10 - 01:03:20

Um, I guess that's the correct app, you know, but that position was basically eliminated and I don't know.

01:03:20 - 01:03:30

If it was the person or the position but or if it was recycled or, you know, and somebody else got it for the last school, you know, after that person left.

01:03:30 - 01:03:36

So uh and all right, I just wanna, I wanna really, this is important details.

01:03:36 - 01:03:42

So I wanna make uh if I'm asking it a couple of times, be patient with me because I wanna really understand.

01:03:42 - 01:03:44

So thank you for being patient with me.

01:03:44 - 01:04:05

It's a lot to, you know, it's a um, it's a, I would say it can be a fluid process because you're dealing with families and Children.

01:04:05 - 01:04:33

And um, you know, there are extreme cases where a child can, you know, be undergoing cancer treatment, you know, so sometimes it's highly sensitive, you know, and um, and yeah, so this homebound coordinator under the old system, uh the paperwork will come to the school for the certification, right?

01:04:33 - 01:04:46

They're, they're requesting homebound certification. You all would receive that package it up and, and put it in the hands of what was then called a homebound coordinator who was downtown.

01:04:46 - 01:04:51

Yeah, and, and tip and sometimes his information was at the bottom of it.

01:04:51 - 01:05:02

So sometimes there were some um physicians who they would send it from their offices to the, you know, to the homebound office as well.

01:05:02 - 01:05:10

So if it didn't, you know, so it might go both places, it might come to you physically with the parents to the school.

01:05:10 - 01:05:32

But it might have also been sort of mailed or electronically from the doctor's office there as well and sometimes even parents will fax it to us and then we would get it to this, you know, person who, um, was the homebound coordinator or actually, uh, I think it was, um, that wasn't the title of it.

01:05:32 - 01:06:02

Um, um, um, I'm just trying to think of, I'm just trying to look through a email just to see what, what was the, um, what was the title?

01:06:02 - 01:06:16

But it was Student Support Services. Oh, actually, yeah, it was the Office of Ash.

01:06:16 - 01:06:21

Ok. So this person was over the office of pupil placement services.

01:06:21 - 01:06:35

And so one of his functions was homebound, home base, um, enrollment, people, placement service.

01:06:35 - 01:06:41

So a, a staff person and people placement services.

01:06:41 - 01:06:44

Yeah, it was called the Office of Pupil Placement Services.

01:06:44 - 01:06:55

Does that office exist anymore? Um, now they're called, um, let me see, I've got, I don't think that's what they're called now.

01:06:55 - 01:07:07

Um, it might be student support services now.

01:07:07 - 01:07:23

Ok. I, I, so the process as you understand it now, but when, when was the last time, you know, knew the old process to, to exist.

01:07:23 - 01:08:02

Um, and I'm just trying to go through, um, um, the old process, um, existed during the 21 22 school year.

01:08:02 - 01:08:09

Ok. That was the last that you knew it existed.

01:08:09 - 01:08:18

Yes. Now somebody did take over. Um, and I'm gonna say maybe April of 2022.

01:08:18 - 01:08:29

Um, and so there was another person who took over the homebound process.

01:08:29 - 01:08:36

Ok. And do you know who that person is?

01:08:36 - 01:08:46

Yeah, it was, um, Laura Laur, a Falcon fa Ulcon, but she's no longer with the district.

01:08:46 - 01:08:58

Ok. But she took over from the other gentleman and that would have been, you said in spring of 22.

01:08:58 - 01:09:09

Um, yes. Ok. That he, that gentleman had been doing it for quite a while prior to him leaving.

01:09:09 - 01:09:16

And do you remember that gentleman's name? Yes, it's Harry Morgan.

01:09:16 - 01:09:44

Ok. All right. All right. And so as, um, as far as you understand it, what is the process now or what was the process that was in place for 22 23 for this?

01:09:44 - 01:09:54

So before you had the paper system with Mr Morgan, parents came to the school paperwork was generated, maybe a copy went downtown.

01:09:54 - 01:10:05

But if it didn't, even if it did you, all the the school based team was the one responsible for making sure the paperwork for certification got to the homebound office through Mr Morgan.

01:10:05 - 01:10:10

Yeah. So what is the process now? Ok.

01:10:10 - 01:10:32

So the process now? Mhm. Um Hang on because I have it saved and you, when you say you had it saved, is there a document of the process?

01:10:32 - 01:10:47

Yeah, there's a document. Um, when we are off this call, could you forward that to me?

01:10:47 - 01:10:51

And I believe my email should be attached to the Zoom link.

01:10:51 - 01:11:16

Sure. Um, yeah. Yes. So, um, a document went out on Friday, August 18th.

01:11:16 - 01:11:23

Um, and she's sending it out, I guess to different school teams.

01:11:23 - 01:11:31

8 August 18 22. Uh, no, this year 23 for the 23 24 school year.

01:11:31 - 01:11:46

Ok. All right. All right. Um, just sharing, um, the home instruction handbook and I think they also had this handbook last year too as well.

01:11:46 - 01:11:58

And there is a page, let me see that if this, yeah, I'll, I'll just send you the email.

01:11:58 - 01:12:13

Ok, that'd be great. So, ok, so I just wanna be clear because what you, what you told me is that the old system was in place through 21 through the 21 slash 22 school year.

01:12:13 - 01:12:21

Yeah. And then this August 18 23 new home instruction handbook kind of has a little bit of a different process.

01:12:21 - 01:12:33

But what process were you using in terms of homebound instruction certifications and all of that during the 22 23.

01:12:33 - 01:12:37

So, we've got the 2021 22 which was old system under Mr Morgan.

01:12:37 - 01:12:41

We, we know what we have for 23 24.

01:12:41 - 01:13:09

What was the 22 slash 23 process? It actually seems like it's kind of similar to, um, um, I'm just reading it over an email.

01:13:09 - 01:13:14

It's kind of similar to what it was this year.

01:13:14 - 01:13:22

Um, uh, well, I'm just reading over something now.

01:13:22 - 01:13:26

I mean, do you want me to spare this email to you?

01:13:26 - 01:13:32

I mean, or read it to you? Yes, you can read it to me and then then let's decide if if you can.

01:13:32 - 01:13:38

So it says um good afternoon secondary school leaders, please make a note of this important change.

01:13:38 - 01:13:43

All homebound request should be reported to R VA Doctor Robinson Carney.

01:13:43 - 01:13:48

So that was like the virtual school and her team should review all homebound requests.

01:13:48 - 01:13:52

This work stream has shifted from Laura Falcone.

01:13:52 - 01:13:57

So it was no longer Laura Falcone and it was shifted to Doctor Robinson Carney.

01:13:57 - 01:14:10

Um And so I my response was so homebound request did not go to Miss Pillar and it was like she said, no, they should, should get, they should continue to go to Miss Pillar.

01:14:10 - 01:14:18

So even back then I was questioning the process to.

01:14:18 - 01:14:23

So, um and what was the date on this communication?

01:14:23 - 01:14:43

Um That was October 11 2022. Could you please send that whole communication string to me because you want me to do you want me to send it DC C or um if you could just forward it?

01:14:43 - 01:14:57

Oh, if you just forward that whole chain to me because that really kind of clear, more clearly than anything I've understood before, lays out kind of the timeline for when they were moving from one process to another.

01:14:57 - 01:15:03

And uh what's your email or I can write it down or um no it's, that's fine.

01:15:03 - 01:15:08

Like my name P as in Pam, O Berry, but no apostrophe in there.

01:15:08 - 01:15:13

So just Popob. Er, Ry. Yes, I got it.

01:15:13 - 01:15:18

That fans Anderson dot com. That's correct. Yes, it should be, that should be coming to you now.

01:15:18 - 01:15:21

Ok. That, that's great. That's very helpful.

01:15:21 - 01:15:34

All right. Is there anything else that you can tell me about, sort of that homebound process or any of the things we talked about before, before we shift kind of to the graduation?

01:15:34 - 01:15:56

No, I think the, that doctor Connie Robinson, she actually was the virtual academy um principal and I think during the 2022 23 school year, um, homebound was moving under virtual because the students were doing it virtually at home.

01:15:56 - 01:15:59

The homebound instructors were not going out to the house.

01:15:59 - 01:16:01

So I think that's why they moved it that way.

01:16:01 - 01:16:33

Got you. Um So, um, actually on the 29th, um, there's, I can send you someone sent me a one pa it says attached, you'll find a one pager about homebound services, please review and let me know if you have any questions.

01:16:33 - 01:16:41

Um, some of you asked about the process for students returning so I can forward that to you if you need me to.

01:16:41 - 01:16:48

And what's the date on that one? Um That is um August 29 2022.

01:16:48 - 01:16:50

Yes, please. If you could send that.

01:16:50 - 01:17:09

Ok. All right. That is very helpful and you should have that and I'll send that other email to the one about the, this school year and the policies and procedures.

01:17:09 - 01:17:13

Ok, thank you. All right, let's pivot a little.

01:17:13 - 01:17:16

Do you need a break or are you ok with pushing through?

01:17:16 - 01:17:30

Um, I'm ok. Just give me one bye minute before I forget and I will send that, um, email to you.

01:17:30 - 01:17:40

I know you're, if you're anything like me, the minute I stop this process, five other things pop up and then I forget to go back and do what I was supposed to do with this thing.

01:17:40 - 01:17:45

Um All right, I'm gonna send this August 18th.

01:17:45 - 01:17:50

Um I'm gonna forward that to you now.

01:17:50 - 01:17:57

Thank you. Ok. You should have that as well.

01:17:57 - 01:18:03

Oops, it's saying second drop. Ok, you should have it.

01:18:03 - 01:18:10

I don't know if anything is. Hm I received the word two attachments coming with that.

01:18:10 - 01:18:14

So. Ok. Yeah, I did receive your first, your first email.

01:18:14 - 01:20:03

Yeah, I'm sorry? Ok. You ready? Yes.

01:20:03 - 01:20:08

Ok. I was just. All right. So we're gonna pivot a little bit to graduation.

01:20:08 - 01:20:13

All right. Were you present on June 6th?

01:20:13 - 01:20:33

Yes. All right. So I know that that was a very sort of traumatic set of events and so as we walk through this, um if you need a break or something, you know, just tell me what you need as we walk through this.

01:20:33 - 01:20:37

All right. All right. So you were present.

01:20:37 - 01:20:42

Did, did you, did you enter through the main entry or were you on the Dais?

01:20:42 - 01:20:52

Um, so there was a, um, everyone who was participating, all staff and students.

01:20:52 - 01:20:56

We had a specific door. Uh, we had to enter through.

01:20:56 - 01:21:01

Was that the, the entrance to the left by the loading dock?

01:21:01 - 01:21:19

Yes. And did you enter? So when you came through that door, I know that there was one, as I understand it, there was one you could go left if you were going upstairs to be on the dais and then if you were students.

01:21:19 - 01:21:42

No, I, I went, I went through the door and went downstairs where the Huguenot staff and students because I got there, I don't know, um, you know, maybe an hour and a half early out, you know, before the graduation was to start and to your knowledge, what time was the graduation supposed to start?

01:21:42 - 01:22:09

Um, that's funny you say that because that is all a, um, that is all a, um, um, a blur to me now, um, hang on, let me, um, let me get my program for you so I can.

01:22:09 - 01:22:13

All right. It was four o'clock. Hang on just one moment.

01:22:13 - 01:22:40

Certainly. And actually I should have it in my email.

01:22:40 - 01:23:53

Um, our internet is moving kind of slow.

01:23:53 - 01:23:57

Um, it was, um, I was at four o'clock, um, ceremony.

01:23:57 - 01:24:04

Ok. And was there a time that you were supposed to report, like everybody who was coming in that needed to be seated.

01:24:04 - 01:24:20

Yes. What time is that um for students or for um audience participants if you, if you know both or whatev whatever you know.

01:24:20 - 01:25:30

Yeah. Ok. Let me go back and look at um mm I have a document this loading.

01:25:30 - 01:25:59

Um Yeah, so graduation was at four students were I had to had to arrive by three o'clock and that that just and it just broke out students and did it break out what time staff was to be there?

01:25:59 - 01:26:10

Um, typically, so some, uh, rode on their own and then we had a bus of staff members that came, um, from school.

01:26:10 - 01:26:17

So, but, um, I think they got there maybe at, because we actually closed school early.

01:26:17 - 01:26:20

I think we were on a two hour early.

01:26:20 - 01:26:41

Um, we had an early release. So, um, but those staff members got there, you know, well, before four o'clock, did you come on the bus or you came on your own?

01:26:41 - 01:26:44

No, I came on my own and I parked in the, um, parking deck.

01:26:44 - 01:26:49

All right. So you got there an hour and a half early.

01:26:49 - 01:26:54

You went in that sort of the entry off the loading dock.

01:26:54 - 01:27:03

I think the, as they called them, the VIP S meaning school boards elected mayor went sort of up to the desk to the, to the left.

01:27:03 - 01:27:15

When you came through that door, you would, you and other staff and other attendee, uh, or students, not attendees, students would have gone down to the right once you went through that door, I went down first.

01:27:15 - 01:27:27

But during that, you know, hour and a half hour, 15 minutes, I did have to go up to the stage, the stage because I, we had to make sure that the um, the seats were right.

01:27:27 - 01:27:31

And um, you know, the names were put on the seats.

01:27:31 - 01:27:35

I called, the names was one of the people that called the names for graduation.

01:27:35 - 01:27:38

So I just wanted to make sure the microphone was correct.

01:27:38 - 01:27:45

And you know, the stage was presentable for the service.

01:27:45 - 01:27:58

And when you access the stage before the ceremony, did you have to go back out to the entry and then go up to the DAO or could you from the floor just walk up to the stage when you say from the floor?

01:27:58 - 01:28:01

What do you mean or from wherever you all were staged before?

01:28:01 - 01:28:06

Like did you or did you have to go back up like where they saw the VIP s where the elected?

01:28:06 - 01:28:09

I, I wasn't anywhere near them. OK.

01:28:09 - 01:28:17

They were in a room, they were in a um room, one floor, I think above the where the stage is.

01:28:17 - 01:28:21

OK. So, no, I didn't, no, I didn't see them.

01:28:21 - 01:28:30

OK. So you went up while you were there while you were waiting for ceremonies to start, do a sound check and organizational things.

01:28:30 - 01:28:45

Yeah, when you went in, pull it back a little bit, when you went into the doors, was anyone sort of at the outer entrance, um, in a security role?

01:28:45 - 01:29:13

Um, they were right there at the door when you say they, uh, I think maybe it was the, um, R MC, I don't know, whatever, whoever they were contracting and I wanna say maybe it was a, a Richmond public schools security person, but there were at least two or three people at the door when I came through and is that from the outside going into the building?

01:29:13 - 01:29:25

No, I think they were right at the threshold of that, you know, that door, that outside door to get into the Altria.

01:29:25 - 01:29:33

Ok. And you said you, there were R MC and rps or whoever?

01:29:33 - 01:29:37

And, yeah, but you definitely saw rps.

01:29:37 - 01:29:41

Stay there. Yes, I'm pretty sure I did.

01:29:41 - 01:29:54

Yeah. Were you wanted? Yes, I believe I had the, you know, um, I had my, um, gown and my cap in my hand.

01:29:54 - 01:30:10

Um, and so I think I had to outstretch my arms, you know, like they want to or, or, yeah, I'm trying to think if they had, I don't think they had the little actual security thing that you walk through.

01:30:10 - 01:30:19

I think they wanted me. Ok. And did you ever come leave and come back into the NL?

01:30:19 - 01:30:28

No. And as you were going in, did you see students being waned as well going through that?

01:30:28 - 01:30:41

Um, I got there pretty early before any students you know, arrived, but I know that was the only way to get into the Altria.

01:30:41 - 01:30:45

That was, you know, how we told them that was your only, um, door to get in?

01:30:45 - 01:30:59

Ok. So when you get, so at that point coming sort of from the outside into the building, that threshold, once you pass that threshold and you went down to the right.

01:30:59 - 01:31:05

Was there any other security check once you after that passing that threshold?

01:31:05 - 01:31:13

No, at least not for um students and staff.

01:31:13 - 01:31:28

And then once you got, you went down into the right.

01:31:28 - 01:31:31

Was it, were you in a room or were you in the, the audible?

01:31:31 - 01:31:38

Pardon me? The um the ballroom of the tri theater?

01:31:38 - 01:31:54

And so when you got down there, was there a staging area for staff versus students or were you all kind of commingling down there together?

01:31:54 - 01:32:00

We were there together, there were seats for the students to sit and we had to get all the students in alphabetical order.

01:32:00 - 01:32:19

And so you had your staff there. And so, and so your role, your, besides what you were doing with getting the day set up all of the staff who were present, it was their job to kind of assemble the students as they needed to be assembled, correct?

01:32:19 - 01:32:29

Did you have C or, or have any interaction with the student Sean Jackson that day?

01:32:29 - 01:32:34

No other than when he came up on the stage and I called his name?

01:32:34 - 01:32:51

Ok. And do you have any specific recollection of seeing him when he walked across?

01:32:51 - 01:32:57

Um, no, I mean, they tell us to keep the ceremony to an hour.

01:32:57 - 01:33:08

So I'm kinda going through names, you know, quickly and, um, so, no, ok.

01:33:08 - 01:33:20

And then anything unusual during the ceremony, it was wonderful ceremony.

01:33:20 - 01:33:34

And so, so you conclude as soon they do a, I don't know if you let them do a cap toss.

01:33:34 - 01:33:37

Um Some of them did a cap toss.

01:33:37 - 01:33:46

Um Usually how we recess down is the stage participants um recess first.

01:33:46 - 01:34:09

And so um the especially every all the staff people that are on the stage, the principals, the counselors, we um go out first and so we make a little tunnel, so to speak so that when the students go through, we can give them a hug or half five or whatever.

01:34:09 - 01:34:17

And the, I guess the district participants they're fast, I guess.

01:34:17 - 01:34:20

And then they go back to wherever they, their VIP area.

01:34:20 - 01:34:28

So the stage like HHS staff come down first.

01:34:28 - 01:34:42

Yeah. Uh huh. I think maybe the superintendent um also is part of that little um you know, farewell, whatever, recessional, I guess.

01:34:42 - 01:34:48

All right. So your HHS staff go out, you kind of make this tunnel for the students to go through.

01:34:48 - 01:34:57

But then before the students recess, the sort of the elected and things get an opportunity to go back to wherever they're staging area is.

01:34:57 - 01:35:03

Yeah. Yes. Especially, I think if they don't wanna, I'm trying to think of any of them were part of that recessional or not.

01:35:03 - 01:35:10

I think maybe the superintendent was, you know, some years they participate some years they don't.

01:35:10 - 01:35:16

So, so after those folks go back then the students release.

01:35:16 - 01:35:21

Uh huh. And they get to walk out through your sort of greeting tunnel.

01:35:21 - 01:35:29

Right. And where was your greetings tunnel? Set up, sort of at the back of the.

01:35:29 - 01:35:32

So, we're actually, like, right at the tree.

01:35:32 - 01:35:35

We're actually on the sidewalk at the tri door.

01:35:35 - 01:35:41

So we're, you know, right on that side, you know, on that sidewalk.

01:35:41 - 01:35:52

And that's, that's the Laurel Street entrance. Yes.

01:35:52 - 01:36:02

Yes. All right. And do you recall where you were when you knew something was going on?

01:36:02 - 01:36:09

Unusual. Um, I know our last student had just recessed because he was one of my students.

01:36:09 - 01:36:15

He's, um, an exceptional as student who needs is in our intensive support.

01:36:15 - 01:36:20

And his last name was Z and I remember he was one of the last ones to recess out.

01:36:20 - 01:36:29

And then I just heard, you know, like a pop, pop, pop and I'm like, oh, wow, that sounds like fire, you know, fireworks going on.

01:36:29 - 01:36:50

And then you just saw, I just saw a huge crowd of people coming towards me and I just, you know, I'm on the sidewalk right by the door and in my mind I'm thinking I need to run back in the building, I need to run otherwise I'm gonna get trampled.

01:36:50 - 01:36:54

So I run back into the, you know, trium.

01:36:54 - 01:37:13

So, from the time you see, say the, the, the, you are set up, you're, you're, you're greeting all these students coming out to the, the first set of kids going out to the time.

01:37:13 - 01:37:28

You hear the pop, pop, pop. How much time did it, you know, um, well, it was like 200 you know, almost 250 students recessing.

01:37:28 - 01:37:37

So I don't know if it's eight minutes, you know, longer than five.

01:37:37 - 01:37:39

I don't know if it was 10 minutes or not.

01:37:39 - 01:37:53

But, ok. So, and you, and you got that crowd that's in Monroe Park and you've got people on the kind of sidewalk too.

01:37:53 - 01:37:57

And I don't know, I can't remember if they allow people in that low street.

01:37:57 - 01:38:06

But you got, you know, the, the students are going out into a throng of people, you know, everywhere, right?

01:38:06 - 01:38:15

And so when, when they sit and it's very helpful that you said the last student was coming out had a name.

01:38:15 - 01:38:21

Z, so when they recess out, did they recess out in this alphabetical order that they had?

01:38:21 - 01:38:26

Yeah, they, they go through roles. They don't make them just, we don't allow them to Willy Willy.

01:38:26 - 01:38:33

Willy nilly just get up and, you know, the same way that you processed and you kind of recessing out.

01:38:33 - 01:38:49

Ok. Um, so I assume, and I hope that you were able to get back in the building safely for yourself.

01:38:49 - 01:39:03

Yes. Anything, did any you see or observe?

01:39:03 - 01:39:09

Anything else? Of note? No, it's just, you know, in that lobby area it's just chaos.

01:39:09 - 01:39:46

People are just running everywhere. Um, I was able to actually get back into the, I guess you call the Altria Auditorium of the, you know, Altria Theater itself and just, people are just running and hiding and, you know, somebody was having like a panic attack and then somebody else, I don't know if she had a heart attack, she was outstretched and just, you know, we had a lot of, um, Spanish speaking families and, you know, they were just, you know, kind of at a loss what's going on, what to do.

01:39:46 - 01:40:05

So, um, then you, I guess after another, I don't know, five or 10 minutes you hear people, another throng of people running back into the theater as if there's something still happening outside, you know, and people, you know, and people on the stage.

01:40:05 - 01:40:17

And so I, um, you know, because we've had the, um, graduations at the Altria for a long time, you know, not during the pandemic.

01:40:17 - 01:40:26

We didn't. But, um, I know that there's some rooms, um, near the stage, um, dressing rooms.

01:40:26 - 01:40:31

And so I, you know, especially some of the, um, non Spanish speaking families.

01:40:31 - 01:40:54

I just told them follow me, I'll take you in this room, stay there until you know, for safety, you know, and then, um, just trying to calm, you know, families and, you know, tell them, you know, and then after maybe 20 minutes or so when I feel like everything is safe, you know, they're, people are just traumatized.

01:40:54 - 01:41:19

And so I knew where the VIP S were cause that they, um, and I did go there where the VIP S were maybe once before the ceremony I knew they had um water and food and so I went up a couple of times and I got bags to bring them, you know, water to folks who were, you know, just hyperventilating, just, you know, just very stressed.

01:41:19 - 01:41:36

So, all right. Um Were you present for any sort of conversations about what had happened with any of the officials?

01:41:36 - 01:41:56

No. When did you leave the, the altria to, to finally be able to head home maybe 6 30 or seven?

01:41:56 - 01:42:12

I know we still had some um some choir members that were hiding somewhere and um some of them, their parents were coming to pick them up and though they were waiting for where this bus could come pick some of them up.

01:42:12 - 01:42:18

Also, some of our um JROTC um students were there participating too.

01:42:18 - 01:42:32

So we were just outside near that loading dock area, that corner of Maine and I don't know if it's cherry or whatever the street is just, you know, making sure that the students that were still there were Ok.

01:42:32 - 01:42:54

Mhm. All right. Um, well, Miss Harrison, I'm, I'm, you know, as, as terrible a day and as tragic as it was, I'm, I'm, you, you being on the scene, I'm very, very glad that you at least physically were able to, to make yourself safe.

01:42:54 - 01:43:03

Uh, surely I'm not telling you anything. You don't know that, that it is not just the physical part of this that you, you have to deal with.

01:43:03 - 01:43:09

So I, we keep you in my thoughts and prayers as thank you as you go forward with this.

01:43:09 - 01:43:14

Is there anything um you have been so extremely helpful?

01:43:14 - 01:43:27

Um And I do appreciate you just kind of walking me through and telling me and teaching me some things about processes and systems and practices that there's no way I could have just known without you walking me through them.

01:43:27 - 01:44:32

So I do appreciate that and I will share this and I don't know if I'm overstepping my bounds but to say, um, you know, I've been in this role as a counselor for a while and as far as homebound services, you know, we've never gotten anything from them to say, you know, no, this child cannot participate in graduation or the only reason that a child would not be able to participate in, participate in graduation if they were like on a suspension, you know, um had some type of disciplinarian fraction that would, you know, someone would say no, you cannot because of this, you cannot participate in graduation as far as, you know, has that always been just, uh if they meet requirements, they were, your expectation was they would part, could participate in that.

01:44:32 - 01:44:37

Yeah. And of course, we have some students that say they don't want to participate, you know.

01:44:37 - 01:44:40

Um, and so that's fine if they don't want to participate.

01:44:40 - 01:44:54

But there's never been, you know, if this child, this is the criteria so they cannot participate in you, you know, except if they're already under suspension or something, right?

01:44:54 - 01:45:03

Ok. That is a helpful point to add as well.

01:45:03 - 01:45:18

Um Well, Miss Harrison, you have given me lots of your time and I know as you are sitting in a high school, there are probably lots of things that you're not getting to while you're, I have, I have extra meetings from now until a all right.

01:45:18 - 01:45:47

Well, so I want, I want, but I, but I, you know, you know, it's just, um I can appreciate the investigation to go over processes because I do think there needs to be a little um fine tuning of some of the homebound, you know, just some of the processes that needs to be some clear processes and maybe they weren't, you know, maybe they should be, but every situation is not black and white either.

01:45:47 - 01:46:00

Um especially when you're talking about people. Um And, you know, I, I heard someone say, you know, we're doing this investigation.

01:46:00 - 01:46:13

So that this never happens again. Well, I think that's, you know, that's, you can never say never.

01:46:13 - 01:46:21

I understand and, and for somebody to think that an investigation is gonna stop something from ever happening again is unrealistic.

01:46:21 - 01:46:38

Right? Well, as II, I like to provide, um I would like to provide you my cell phone number in the event you should have anything you else you'd like to add or you think about this or you think about that, you can just call me.

01:46:38 - 01:46:41

Um And, or just for any aspect of this.

01:46:41 - 01:46:48

Um And if you never use it, I will not be offended because there are other things.

01:46:48 - 01:46:57

My cell phone number is 804869 1484. Ok.

01:46:57 - 01:47:03

All right. And I understand that this report um has to be concluded by next week.

01:47:03 - 01:47:07

That is the goal. But um that is still in discussion.

01:47:07 - 01:47:22

Ok. Ok. I, I know it's a lot to go through everybody's um interview, you know, and to compile all of that in a comprehensive report.

01:47:22 - 01:47:27

Um So my head goes off for you too.

01:47:27 - 01:47:37

Um And your team. Um you know, so, um but we're trying to be efficient and diligent.

01:47:37 - 01:47:44

Um but we also don't want to sacrifice quality for uh exactly for a deadline.

01:47:44 - 01:47:58

Yeah. Yeah. Yeah. And, and I will say this to um you know, every school in Richmond public in the district is different and so there are different protocols for every high school, you know.

01:47:58 - 01:48:17

Um, so, um, yeah, you know, especially, you know, when do you give out cap and gowns, when do you, you know, give out graduation tickets whose responsibility that's different for, you know, for each high school?

01:48:17 - 01:48:26

So, and I don't, you know, that might be probably some of the part of the process, end of the year process that they're looking into also.

01:48:26 - 01:48:36

So. Well, thank you. I, I hope that I, um, was a help and providing you some information.

01:48:36 - 01:48:39

You were extremely helpful and I do appreciate it.

01:48:39 - 01:48:43

Ok, thank you. All right. You have a great rest of your day.

01:48:43 - 01:48:45

You too. Bye bye, bye bye.

Interview conducted via Zoom

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This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text interpretations.

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00:00:00 - 00:00:09

All right, I am starting the recording. That means my colleague, Jessica can drop off the call since she will not have to assist me with note taking.

00:00:09 - 00:00:12

All right, have we met before Mr Crosby?

00:00:12 - 00:00:16

I don't believe so. Ok. You're not a former Richmond police.

00:00:16 - 00:00:26

No. Ok. I I just know all of the uh former Richmond police like Mr Dandre talks and others I do know from, from that.

00:00:26 - 00:00:29

No, I just worked in corrections. I never worked for RPD.

00:00:29 - 00:00:36

OK. Very good. Well, thank you for taking the time um for this conversation.

00:00:36 - 00:00:40

Um And it is your portion of this.

00:00:40 - 00:00:59

I know I said that we identified you as someone who may or may not have information, but specifically your name has been provided as someone who was present at the graduation, working in your CS a capacity and someone who who is also assigned to Huguenot high school um as a CS A.

00:00:59 - 00:01:14

So really gonna be important for, for us to just talk about anything that you know, new prior to June 6th about the student about events at hu at high school security issues, all of that.

00:01:14 - 00:01:24

And then we will also walk through kind of your engagement and, and roles and responsibilities on June 6th at the four o'clock graduation.

00:01:24 - 00:01:35

So when we pivot to the June 6th um portion, I know that was a traumatic event for everyone who was present and, and I'm sure for you as well.

00:01:35 - 00:01:47

So if you need to take a break, turn your camera off, ask for a pause, whatever you need to do, take care of you first and we'll figure out getting the rest of, of the interview completed.

00:01:47 - 00:01:49

Is that ok? Yes, ma'am. All right.

00:01:49 - 00:01:56

So tell me you are a CS A Yes ma'am at Huguenot High School.

00:01:56 - 00:01:58

How long have you served in that role?

00:01:58 - 00:02:23

This is my third year. And what is, what are the roles and responsibilities of A CS A particularly at Huguenot um conducting morning intake which involves searching students and staff bags into the building, um, maintaining the school in a safe manner, building relationships, um, mandated reporters.

00:02:23 - 00:02:32

So anything that I see wouldn't. So here I have to report, um, working with the students, teachers also work after school program.

00:02:32 - 00:02:46

So I'm here all day, um breaking up fights, writing reports, de escalation, monitoring halls, lunch.

00:02:46 - 00:03:10

Ok. And in your role as, as filling, filling, carrying out all of those responsibilities, do you have occasion to sort of be the eyes and ears for security issues there at the school?

00:03:10 - 00:03:19

Yes. And do I, I would imagine.

00:03:19 - 00:03:24

You said uh one of the things you said is about building relationships.

00:03:24 - 00:03:27

Yes, ma'am. Is that with both the students and the staff?

00:03:27 - 00:03:34

Yes, ma'am. And why are those relationships important for you to build for me?

00:03:34 - 00:03:41

It's important to be because I, I try to treat everybody the same no matter their background, the history, sexuality, color anything.

00:03:41 - 00:04:02

So for me, it's big when a student comes to me and saying that they have an issue or a problem and they're comfortable enough to talk to me and we can hear each other out and have a conversation and for teachers it's good because they have a student in class that needs to be removed.

00:04:02 - 00:04:08

Hey, um car, he can get this kid out and it's a relationship where they know they can depend on me.

00:04:08 - 00:04:16

Did you know, or have a relationship with Shawn Jackson from my time here.

00:04:16 - 00:04:38

He was never in school. I've heard, I've heard of him but I did not know him personally and, and you say you heard of him but you didn't know him.

00:04:38 - 00:04:42

What can you tell me what you might have heard or known about him?

00:04:42 - 00:04:50

Um It was my kids were saying that that was a friend he was involved in when he had got, I think he shot himself or something.

00:04:50 - 00:04:56

It was just, you know, the kids talking about who they knew and how they know him and things that they have been involved in.

00:04:56 - 00:05:05

And so the just the informal sort of grape mind was that he had shot himself before.

00:05:05 - 00:05:18

And did you know that he was still on the roster but was out on homebound?

00:05:18 - 00:05:23

I did not, I wasn't previewed to that information.

00:05:23 - 00:05:35

So as far as, you know, he just was a kid you didn't see and you didn't know whether he had changed schools, graduated, dropped out.

00:05:35 - 00:05:40

You just, he just was not a kid you encountered and you didn't have any reason to think about?

00:05:40 - 00:05:59

Not at all. So, is there any other than the um, information you said that you knew informally or you'd heard informally about him being involved in a shooting, perhaps shooting himself?

00:05:59 - 00:06:02

Is there any other information that you were aware of related to Shawn Jackson?

00:06:02 - 00:06:07

No, other than some of the kids that were here in Calling Center?

00:06:07 - 00:06:11

That was that brother? That was it? Ok.

00:06:11 - 00:06:20

Now, what is your um, relationship as it relates to work that you do with school counselors?

00:06:20 - 00:06:26

Um It's a working relationship. I go to them when I need information.

00:06:26 - 00:06:37

I have a question. They come to me if they have a question, do school counselors ever come to you for information?

00:06:37 - 00:06:52

Like if they're counseling a kid and they hear the kids may be involved in, you know, some things on the street, like counselor might come and say, hey, Crosby or any, any of the kids or, or you know anything about this kid being involved in XY or Z that kind of thing.

00:06:52 - 00:07:01

Yeah. I've been before. And do they ever come to you to seek out information?

00:07:01 - 00:07:10

Like, if, even if you say, like, I, I don't know, but I could ask around or I could look into it or maybe talk to the SRO, or talk to someone else.

00:07:10 - 00:07:15

Is that something that you might do, if you thought there was more information you could get?

00:07:15 - 00:07:49

Yeah. If it was, if I feel like it was more information though, I hear the students talk about it then, yeah, I'll get that information and then it is safe to say that if you, you had, you know, been dealing with a kid that might be causing problems or just maybe being victimized or something, you might go to a counselor and say, hey, you know, th this information I have about this kid you might wanna.

00:07:49 - 00:07:53

Yeah. Yeah. Depending on how serious it is.

00:07:53 - 00:08:09

Yes, I will go to the counselor or the principal or even if it was serious, far as I need to get the school resource offer involved, I'll go that right also.

00:08:09 - 00:08:21

And until that was my next gonna be my next question, what is your relationship or the role of the C SAS generally?

00:08:21 - 00:08:25

And you specifically with, um, the school sr Os?

00:08:25 - 00:08:29

Well, we all have a pretty good relationship.

00:08:29 - 00:08:39

We, we stand around, we talk, we communicate if something comes up that needs to be dug in too far as information wise or reports.

00:08:39 - 00:08:41

We all come together and get that done.

00:08:41 - 00:08:47

And how many SRS did you have at Huguenot last year?

00:08:47 - 00:08:54

Last year there was 12 and one was out on maternity leave.

00:08:54 - 00:08:59

So there were two told when one was out on maternity leave.

00:08:59 - 00:09:09

Yes, ma'am. Do you know the names of those Sr Os from last year?

00:09:09 - 00:09:15

Um M Ruffin. And, uh, what is her name?

00:09:15 - 00:09:20

I just said that was it, Marty. Marty leaves Marte.

00:09:20 - 00:09:26

Ma rt ee, I'm not sure how it's spelled.

00:09:26 - 00:09:34

Ok. Do you have those same Sr Os this year?

00:09:34 - 00:09:38

No, ma'am. Completely different. Both of them.

00:09:38 - 00:09:54

Yes, ma'am. Did, did you ever have an occasion to have a conversation with any of the Sr Os about any safety or security issues related to Shawn Jackson last year?

00:09:54 - 00:10:11

Not at all. Did you ever have the occasion to have a, a conversation with the counselor or the principal or anyone else at Huguenot high school last year?

00:10:11 - 00:10:17

About Sean Jackson's? No, his name really didn't come up until after the fact.

00:10:17 - 00:10:32

What was the, um, what was the process for?

00:10:32 - 00:10:45

Like if you, if you knew of a, a kid that had security issues, either around them or that could affect the school and that information came to your, your attention?

00:10:45 - 00:10:47

What was the process for you to share that information?

00:10:47 - 00:11:07

I would first share with my lead here at the school and then from there it would go to that student's administrator and that would be the A P for 12th grade.

00:11:07 - 00:11:10

Yes, it would be the A P for that grade level.

00:11:10 - 00:11:24

Yes, ma'am. And who was your lead?

00:11:24 - 00:11:30

Um SRO lead last year? Thanks. You said James?

00:11:30 - 00:11:48

Yes, ma'am. Car is, what's the first name?

00:11:48 - 00:12:02

See was it Chris? Chris James. Is Chris James still there?

00:12:02 - 00:12:14

No, ma'am. When did Chris James stop being the CS A lead for Huguenot?

00:12:14 - 00:12:17

It was on the school year ended last year.

00:12:17 - 00:12:23

So was he there through the graduation? Working in school?

00:12:23 - 00:12:32

Yes. So he left after the graduation. Yeah, he went on to other employment.

00:12:32 - 00:12:45

Not with R PS. No, ma'am. Did you happen to have any conversation with him after June 6th?

00:12:45 - 00:12:49

And Chris James about the the incident on June 6th?

00:12:49 - 00:12:59

Or Sean Jackson? Generally Sean Jackson though after June 6th, it was we had conversations where he was checking up on me to make sure that I was ok.

00:12:59 - 00:13:08

But briefly talked about the situation. What was that conversation about?

00:13:08 - 00:13:13

Just no, just the shock of the incident.

00:13:13 - 00:13:21

How did that happen? What happened? Was there any discussion about?

00:13:21 - 00:13:29

Why was Shawn Jackson at the graduation briefly?

00:13:29 - 00:13:39

What was that was just for me? It was like I said, I've never known him, never seen him.

00:13:39 - 00:13:43

It was, oh well, sh they say Sean was there.

00:13:43 - 00:13:46

Well, we all knew Sean was there with and where did he come from?

00:13:46 - 00:13:59

So it was just kind of a general discussion about.

00:13:59 - 00:14:16

He wasn't even on anybody's radar because he hadn't been at school and no one in your operation could have even known to think about or expect or ask questions about because he's just suddenly there.

00:14:16 - 00:14:24

Yeah. And that's exactly what it was. Even when he walked across the stage, there was no red flags was lifted.

00:14:24 - 00:14:29

We all were celebrating and collab as the kids walked across the stage not thinking anything of it.

00:14:29 - 00:14:35

Would you, did you know Sean when you saw him walk across the stage, would you have known him when you saw him?

00:14:35 - 00:14:52

I would not, it wasn't until after the fact that I found out that there was Sean who was shot.

00:14:52 - 00:15:00

Now, your principal last year was Mr Gilstrap.

00:15:00 - 00:15:20

Were there any meetings um that your team would have on any basis, regular basis or irregular basis just talking about students and security issues and anything that you might, you know, whatever you all know and what you do when the system, I'm sorry, not system.

00:15:20 - 00:15:25

When the situation arose, we will have conversations as far as having a scheduled meeting.

00:15:25 - 00:15:33

We didn't have those maybe with the league, he had them, which was James, but as far as just regular C SAS, we didn't have those.

00:15:33 - 00:15:51

Did you have a relationship with the principal last year?

00:15:51 - 00:15:55

Any kind of sort of working relationship or familiarity with them?

00:15:55 - 00:16:04

Working relationship, spoke talk when we see each other, maybe laughed a little that.

00:16:04 - 00:16:09

Was it? Nothing like he was your regular guy?

00:16:09 - 00:16:13

You'd just be like, oh, Gil Strap, you know, guess what's going on?

00:16:13 - 00:16:24

Hey, that kind of thing. What about, did you have a relationship?

00:16:24 - 00:16:28

Working close, working relationship with any of the counselors there?

00:16:28 - 00:16:36

Close? No. Um, I worked with, was it Christmas for two years as we worked on the same hallways?

00:16:36 - 00:16:39

That was the closest care I was to.

00:16:39 - 00:16:50

What about Monique Harris? Any working relationship with her?

00:16:50 - 00:16:55

No. Um, I'm sorry? Yes. Yes, we do have a working relationship.

00:16:55 - 00:16:57

What is that? What, how is that?

00:16:57 - 00:17:05

How did that, what kind of rela working relationship is that, um, talking to each other on the daily checking on each other?

00:17:05 - 00:17:25

Um, joking from time to time. What about, um, Lisa Harrison, the counselor lead?

00:17:25 - 00:17:32

Any, anything unusual, any, not unusual but any working relationship, just, uh, working relationship.

00:17:32 - 00:17:38

Speaking, if something arose with a student when the information was needed, she'll come actually.

00:17:38 - 00:17:53

Did you all have, um, w what was thinking forward to June 6th?

00:17:53 - 00:17:56

Where did you have an assigned post that day?

00:17:56 - 00:18:01

When I got to the Out Trail, I was assigned to post.

00:18:01 - 00:18:08

My post was inside of the out Trail on the first floor on the left side by a small set of stairs.

00:18:08 - 00:18:29

Ok. Did you ever have the occasion to go down to downstairs to the ballroom where the students were being assembled and, and organized?

00:18:29 - 00:18:49

Did you have it play any role in, um, organizing the chil the kids as they came up to the auditorium to, to take their seats.

00:18:49 - 00:19:09

No, ma'am. When they came in on the side I was in, I stood there so nobody would cut them off but that was, it was there, um, pretty tight.

00:19:09 - 00:19:32

Um, I wouldn't say security but buffers that you all created between the graduates as they processed in and out and say the general public who would have come, like to watch like parents and things, I wouldn't say general public because they had tickets but say the ticketed, um, guests.

00:19:32 - 00:19:44

You mean fr seating? Yes. Like, so when they're, they're down in the ballroom, like, did the general public have access to the students when they were down in the ballroom?

00:19:44 - 00:20:32

That I'm not sure I stayed on the main floor the whole time, the main floor and inside the theater and then when you were up upstairs in the theater, when the students come up from the ballroom and they're processing in, you said you, um, you, let's see, you stayed to make sure basically no one interfered with them as they're coming in, like guests trying to jump in and take a picture with them or that kind of thing on the left side where I was, one side, one line came my way and the other line went the other way.

00:20:32 - 00:20:48

And when they turned down to get to that seat, I stood right there at that and I call it an intersection so that no families, anything would break the line and while you were in that post, did any families manage to get to any of the students from that side?

00:20:48 - 00:21:06

No, ma'am. Were you aware of whether any families got to any of the students on not just your side but anywhere else like in the after discussions or anything like that?

00:21:06 - 00:21:08

No, ma'am. Nothing was said about that.

00:21:08 - 00:21:32

All right. Um So you're posted at inside Altria first floor on the left side.

00:21:32 - 00:21:42

Um You go through any, is there anything unusual related to Shawn Jackson security or anything?

00:21:42 - 00:21:49

Otherwise as the ceremony begins and, and you know, goes through the process.

00:21:49 - 00:21:54

Well, there was nothing different outside of a regular high school graduation.

00:21:54 - 00:21:60

I forgot to ask you this. What time did you arrive?

00:21:60 - 00:22:07

Um that I do not remember my time of arrival.

00:22:07 - 00:22:16

It was before the ceremony. I do remember students walking into a side door.

00:22:16 - 00:22:20

So it was when the graduates were arriving, but I do not remember the exact time.

00:22:20 - 00:22:37

So when you got there, students were still being admitted, I believe they were just starting because it wasn't that many gra yes because it wasn't that many graduates outside of the Altria.

00:22:37 - 00:22:44

Did you? What door did you come in?

00:22:44 - 00:22:58

When you, when you came in? I wanna it was a side door uh along main street or that side street.

00:22:58 - 00:23:02

I'm not sure the name of that side street, but it's on the, you got the front and then that side street.

00:23:02 - 00:23:11

So the front is Laurel. And then as you, if you're face out Tria and you go up the street that runs along the left side of it, that's the main street, ma'am.

00:23:11 - 00:23:17

That street. Yes, ma'am. And was that, which main street door would that have been?

00:23:17 - 00:23:24

I know they're like a, there's a few, it may have been the first set of doors that were right there.

00:23:24 - 00:23:29

And how did you get in that, that door?

00:23:29 - 00:23:32

Um, I believe somebody was standing at the door.

00:23:32 - 00:23:37

Were they locked? Like you couldn't just open it and come in?

00:23:37 - 00:23:41

No, somebody actually standing outside of the door.

00:23:41 - 00:23:48

And did you have on something to identify you as a CS A?

00:23:48 - 00:23:50

Yes ma'am. I had on my work uniform.

00:23:50 - 00:24:10

What the person who let you in was that, would that have been R MC security or, or RPD or I told who was at the door?

00:24:10 - 00:24:28

I know when I walked in the door, I seen R MC, but I don't remember exactly who was holding the door for me to walk in and the door that you came in was not one of the main entries.

00:24:28 - 00:24:34

Was it, was there any, were there any magnetometers or wands or anything like that at the door?

00:24:34 - 00:24:42

I walked in though, but from what I witnessed from the main doors, there were machines at those doors.

00:24:42 - 00:24:48

Did you ever have the occasion to go back there to the door where the graduates were coming in?

00:24:48 - 00:25:04

No, ma'am. Ok. All right. So you go through the ceremony?

00:25:04 - 00:25:10

Um, nothing unusual. Uh, this ceremony ends.

00:25:10 - 00:25:13

Did you change position when the ceremony ends?

00:25:13 - 00:25:20

We did, did that require that you change your position or anything when, when everything was coming to an end?

00:25:20 - 00:25:32

No man, when it came to an end and the music started playing, I wouldn't have stood at the same location so that no parents would run up wanting to take pictures or hand anything to the graduates.

00:25:32 - 00:25:53

And while you were back in that position, do you recall if there was any, um, parents had accessed the kids from your side?

00:25:53 - 00:26:02

No, unless they were in the front row and they, but no, not from where I seen, I didn't see anything.

00:26:02 - 00:26:07

I know we had parents sitting in the front row that they walk by, but that was as close as anybody did get.

00:26:07 - 00:26:26

Ok. Ok. How long did you stay at that post as, you know, when everything's over and they're proce processing out.

00:26:26 - 00:26:32

I may have been there. It might have took them maybe five minutes.

00:26:32 - 00:26:35

Five, yeah, it's about five minutes for everybody to process out.

00:26:35 - 00:26:51

And when they processed out on both sides, I wouldn and stood at the top of, you know, the ramp that goes not tr I stood there so that the graduates could get outside before the rest of the families exited through the same door.

00:26:51 - 00:26:54

Ok. So you, you said you stood at the exit doors?

00:26:54 - 00:26:57

Yeah, on that ramp that leads into the theater.

00:26:57 - 00:27:09

I stood, maybe I was at the top of that talking to a student from TJ, stood there so that, um, nobody will interfere with the graduates leaving the building.

00:27:09 - 00:27:20

So then the graduate, I in this correct me if I'm wrong, I understand that the first process out was the people in the d came out first.

00:27:20 - 00:27:31

Right. I'm not sure because I was on that ramp and I was just told not to let no families come down until all of the graduates were outside.

00:27:31 - 00:27:33

But there were people leaving through other doors.

00:27:33 - 00:27:38

But from where I was, I couldn't let anybody through until the graduates are outside.

00:27:38 - 00:27:46

All right. So you're in the top of the ramp.

00:27:46 - 00:27:53

You're making sure that the graduates can get out before anybody else starts processing out.

00:27:53 - 00:28:01

Graduates need to get out first. Um, where were you, what were you doing?

00:28:01 - 00:28:22

When you realized something was unusual. I've seen the last gradually walk through the first set of doors and I turned around and said, hey, they're outside now, they can come by the time I walked from the door to that water fountain, that's when I heard pops go off and I thought it was fireworks at first.

00:28:22 - 00:28:45

But you hear these pups, I thought they were firecrackers.

00:28:45 - 00:28:52

What do you do? I see everybody starting to run and the door just shut.

00:28:52 - 00:28:60

So I walked towards the doors to open them and as everybody's running back in screaming, yelling, I'm walking outside.

00:28:60 - 00:29:08

I never stopped. I just walked outside because at that moment I knew something wasn't right.

00:29:08 - 00:29:19

And by that time is when I realized that, hey, that's another sound of pops and, oh, that's gunfire.

00:29:19 - 00:29:26

And you heard a second series of pups as you are going towards you walking out the door.

00:29:26 - 00:29:40

And so when you started walking out the door, you said you started moving and you never stopped.

00:29:40 - 00:29:45

Where were, where were you going towards? Where you thought you heard the sounds come from or what were you doing?

00:29:45 - 00:29:53

I was walk outside when you get outside.

00:29:53 - 00:30:09

What did you do? I looked around seeing people running, running and I looked across the street and seeing people laying on the ground when I walked across the street.

00:30:09 - 00:31:16

Mhm. Mhm. Hello? Ok. I walk across the street and the first one I seen was a, a light skinned guy lay a little on his back with his right hand on his neck, blood on the ground.

00:31:16 - 00:31:22

I look beside him and at the time I didn't know who the kid was.

00:31:22 - 00:31:24

I looked to see if it was a kid that I knew.

00:31:24 - 00:31:31

I love. They were giving the kids CPR I looked to his right.

00:31:31 - 00:31:36

There was an older gentleman on the ground face down.

00:31:36 - 00:31:44

I look back across the street, people were still running and yelling, running into the building.

00:31:44 - 00:31:47

There were people sitting on the curve just sitting there.

00:31:47 - 00:31:52

I didn't know what was going on with them and I turned back around.

00:31:52 - 00:31:60

It kinda shielded the crowd from getting to the three land on it.

00:31:60 - 00:32:10

Well, I stood in front of Sean, I stood in front of Sean so that people would stop coming up to him because they were trying to give him CPR.

00:32:10 - 00:32:27

And as I'm standing in front of him, the police started taping it off, pushing people back and I stayed in that position until the ambulance came.

00:32:27 - 00:32:35

The ambulance came, I directed them to Sean because, um, the police told me that he was number one.

00:32:35 - 00:32:40

So they got him out of the air and then they got the other ones out.

00:32:40 - 00:33:16

And after you saw them remove Sean and ambulance got the others out.

00:33:16 - 00:33:20

How long did you stay on the Monroe Park side of things?

00:33:20 - 00:33:28

I stayed there for a while. I don't know the exact time because everything just felt like it was in slow motion.

00:33:28 - 00:33:34

Then I had one of my graduates who was having a panic attack.

00:33:34 - 00:33:46

So I tried to comfort her. I was telling other kids from heat to get across the street just trying to clear it out.

00:33:46 - 00:33:55

But I was there for a while. And so time that we were all called into the building I'm not sure how long that was.

00:33:55 - 00:34:05

And how were you called to the building?

00:34:05 - 00:34:08

But did you all have walkie talkies or anything like that?

00:34:08 - 00:34:22

Walkie talkies? So, other than your walkie talkies, um, did you have any other equipment that helped you communicate or do crowd control that day?

00:34:22 - 00:34:25

What, what else did T SAS have on them?

00:34:25 - 00:34:30

Equipment wise? Nothing. I had my walkie talkie and I had my personal cell phone.

00:34:30 - 00:34:34

I had my voice and I had it myself.

00:34:34 - 00:35:01

So you, you hear the walkie talkie, what was the call that you, you heard for you all to come back in the building that um, all C SAS needed to meet in the lobby of the Altra.

00:35:01 - 00:35:20

And you, you did that as soon as you heard it, it took me maybe, maybe 2 to 4 minutes because I was just, I was standing there in complete shock.

00:35:20 - 00:35:34

I was just looking around. Do you know who, who did you, could you recognize who was calling the CS A's bat?

00:35:34 - 00:35:49

It was cor do you get inside after a couple of minutes for you to, I guess, just orient yourself the reality, right?

00:35:49 - 00:35:55

And realize that, oh, there's something they're asking me to do, which is to come back in.

00:35:55 - 00:36:11

And when you get in as you leave Monroe Park to walk over any, anything unusual happened between there and getting to the, to the lobby, one of the ladies who was given Sean CP I was sitting on the curve.

00:36:11 - 00:36:17

I checked on her before I went in the building.

00:36:17 - 00:36:38

When you say you just checked on her, you just kind of check, just checked in just the human to human or, or see what she needed or how just human to human.

00:36:38 - 00:36:44

Are you? Are you ok? What did she say?

00:36:44 - 00:36:50

She was crying? It was like, just, just a head nod.

00:36:50 - 00:36:56

Just a here. No. Do you know who that was?

00:36:56 - 00:37:03

There? Was um, Miss beers and she's one of the counselors.

00:37:03 - 00:37:18

Anything else between you getting her meal card back inside?

00:37:18 - 00:37:22

No. All right. What happens happens when you get back inside?

00:37:22 - 00:37:29

I wanna sit on the stairs and put my head in my hands and started crying.

00:37:29 - 00:37:45

Were the other CS a starting to assemble there.

00:37:45 - 00:37:50

Yeah, I may have been one of the last ones there to get this.

00:37:50 - 00:38:00

What was that, this conversation? What was that meeting about?

00:38:00 - 00:38:04

I mean, I know what it was about but what did you all, what was the plan?

00:38:04 - 00:38:08

What was the discussion? Honestly, I wasn't paying attention.

00:38:08 - 00:38:13

I know somebody came over set with me.

00:38:13 - 00:38:28

What? Mhm The only thing I remember from the conversation was corrare telling me I couldn't leave that you could not leave.

00:38:28 - 00:38:48

Mhm And then, so there's some discussion going on.

00:38:48 - 00:38:50

Do you remember who was leading the discussion?

00:38:50 - 00:38:53

Was it Miss Corbin? I wanna say it was Corbin.

00:38:53 - 00:39:07

And what happened after ho how do you know how, I'm sure it's, this is a really hard question, even answer to even think about.

00:39:07 - 00:39:10

How long were you there in this CS a discussion?

00:39:10 - 00:39:15

The conversation was over. People, people were leaving people laugh.

00:39:15 - 00:39:22

I know two people stay with me. I'm not sure how long I was there.

00:39:22 - 00:39:29

I know after a while I tried to leave like, hey, I'm gonna just go ahead, go to the car, get away from here.

00:39:29 - 00:39:34

What I looked out the door and broke down again.

00:39:34 - 00:39:53

So it took me another couple of minutes to get myself together and then they walked me to my car in the parking lot and we stood there just talking so that, you know, like they tried to help me feel better so I could leave.

00:39:53 - 00:40:19

Did, did you have any conversations at any point after you kind of saw who was on the ground and to even to now about once you, well, when did you first realize that this was Shawn Jackson on the ground that you had seen on the ground?

00:40:19 - 00:40:38

It was some point after that. I'm not even sure when it was because I know in the moment it was, I don't remember.

00:40:38 - 00:40:41

It may have been that evening later on.

00:40:41 - 00:40:47

Is it la later on that day or that night?

00:40:47 - 00:40:58

Mhm. And when you realize it was him, was there any discussion you had just with anyone at all about?

00:40:58 - 00:41:02

Why was he here or how did he get here or anything like that?

00:41:02 - 00:41:08

It was a, why weren't we told he was gonna be here?

00:41:08 - 00:41:23

And who did you have that conversation with?

00:41:23 - 00:41:26

I believe it was with the people that walk us through my car.

00:41:26 - 00:41:33

So, like, why didn't, why didn't we know who walked you to your car?

00:41:33 - 00:41:51

Oh, was it Wyatt Venable and Jones? And that's Kenyatta Jones.

00:41:51 - 00:42:00

Did they share any information about anything they knew about Sean Jackson?

00:42:00 - 00:42:08

And as y'all are walking and talking or at your car when we walk, nothing was said they just walked behind me.

00:42:08 - 00:42:13

When we got to the car. It was, and my phone's blowing up.

00:42:13 - 00:42:15

This made this news, it made that news.

00:42:15 - 00:42:19

It's on this news. My phone is ringing, everybody's calling me.

00:42:19 - 00:42:30

It was kind of one of those conversations just trying to not talk about it, but it was hard not to bring it up because we were in the moment.

00:42:30 - 00:42:38

Did you all share any conversation about like that?

00:42:38 - 00:42:48

They knew anything about Shawn Jackson? Maybe that you maybe more than you knew or did you learn anything about him in that moment from either of them?

00:42:48 - 00:42:59

I don't believe. So. Did you share anything that you knew with them about him in that, in that moment?

00:42:59 - 00:43:33

Probably what I've told you far is that I've heard that he had been in situations, but that's, that's it because I really had no proof other than hearing it from the students was there ever, um, after this all, after you, of course, you get home.

00:43:33 - 00:43:41

Did you go back to work? The next, uh, for what day of the week was this?

00:43:41 - 00:43:49

Um, did you go back to work on the next day, the next day?

00:43:49 - 00:43:52

No, they, um, they told all of us to take off.

00:43:52 - 00:43:57

Do you remember how soon it was before you were able to go back to work?

00:43:57 - 00:44:12

I know the school year ended up being canceled but we didn't come back and I had previously signed up to work summer school.

00:44:12 - 00:44:19

So I work summer school. So the first time you went back to work was after the school year for summer school.

00:44:19 - 00:44:36

All right. And the graduation was on a Tuesday and you did not go back until after summer school.

00:44:36 - 00:44:41

No, until summer school. I work summer school here at Huguenot.

00:44:41 - 00:45:04

Did you ever have any meetings um about what happened or, or just to discuss like with your colleagues, your other C SAS or the principal or anybody about about this after June, we didn't have any meetings.

00:45:04 - 00:45:08

Um I kinda didn't talk about it anymore.

00:45:08 - 00:45:20

I talked about it a little bit like because my mom, dad, friends asked me what happened, but I got tired of talking about that because how I kept making me feel.

00:45:20 - 00:45:27

So I ended those conversations. But I remember that we had a annual training.

00:45:27 - 00:45:43

Matter of fact, after that, I was, they had the grief counselors here at the school because they had signed me up to work a graduation at the school in Brooklyn Park.

00:45:43 - 00:45:50

And I'm there looking around and I could, I looked in the room and couldn't do it.

00:45:50 - 00:45:59

I started crying, I broke down. So they sent me back to Huguenot to talk to the grief counselors.

00:45:59 - 00:46:08

And when I got here, they were asking for me by name and I talked to them that day for May or maybe three or four hours.

00:46:08 - 00:46:16

And that was, that was in the days after when they started sort of resuming the other graduation ceremonies.

00:46:16 - 00:46:47

So you left the, the, that graduation and you went, that they told you to go back to HHS where they had grief counselors.

00:46:47 - 00:47:11

Yeah. Have you? Other than that? So after that it was like, you, you knew you shouldn't work until summer school were able to take some time off.

00:47:11 - 00:47:21

Yes. But other than that, have you all the C SAS, you said annual training?

00:47:21 - 00:47:40

So, annual training? Oh, yeah, we had annual training and then towards the middle to the end of that day, they brought in grief counselors and put everybody who was at the out in the room to discuss how they felt, what they were feeling about graduation.

00:47:40 - 00:47:46

But by that time I was just, it was numb.

00:47:46 - 00:47:48

I didn't want to talk about, I didn't want to hear about it.

00:47:48 - 00:48:18

So I sat in the back of the room on my phone while everybody else sitting here and talk, you know, when your annual annual training was maybe the beginning of September and October after the school year had started, that was before it started.

00:48:18 - 00:48:21

So it was like two weeks before school started.

00:48:21 - 00:48:30

And as you said, annual training, meaning you, this is what you always do.

00:48:30 - 00:48:33

This was not a special training that was called because of what happened.

00:48:33 - 00:48:38

No, this is what we do before school every school year.

00:48:38 - 00:48:49

So other than this annual training, had there been any meetings called to just discuss how, what how information should flow.

00:48:49 - 00:48:58

Like if Crosby, you know something about a kid who you, this is who you, who you need to tell what you know about the kid or any conversation like that.

00:48:58 - 00:49:30

No, ma'am. Well mister Crosby, I thank you for walking through that with me because I know, I mean, I don't know, I can, I can just because I wasn't there.

00:49:30 - 00:49:38

So I can't say I know how you feel, but I empathize and appreciate you being willing to walk through this with me.

00:49:38 - 00:49:50

Can you tell me just in and, and I just asked this question because it will inform how I look at things in an ideal world.

00:49:50 - 00:50:01

What could C SAS have done to, to help better decision making have taken place around this event.

00:50:01 - 00:50:06

And to be honest, I don't feel like it was all C SAS because we had no.

00:50:06 - 00:50:17

Say someone who showed up for graduation from what I've seen, we've, we were in a position where we were told to be.

00:50:17 - 00:50:36

Mhm So, and I'm talking beforehand like if you could, you could wave a magic wand and create a system that would have made this process better, not, not specifically as it relates to whatever you did or didn't you guys did or didn't do.

00:50:36 - 00:50:49

But if you could just wave a magic wand and you would say somebody needs to do Xy and Z or ask us or let us be a part of this conversation or something or whatever you can think of.

00:50:49 - 00:51:12

And what, what process would you recommend? So that information is where it needs to be for decision making, being involved in the decision making process of who's coming to graduation and being alerted to any potential situations that may arise.

00:51:12 - 00:51:28

Then in those closed door meetings, since we are dealing with the students eight hours a day, we may know something that they don't know and as they know stuff, we don't know.

00:51:28 - 00:51:58

And if you had supposed a decision to have Sean had gone ahead and been made um without, you know, your people being in the room as it was when the decision was made for Sean to come, your, your team was not a part of that decision nor asked to be a part of that.

00:51:58 - 00:52:12

But suppose that decision had gone forward and you all were advised of it beforehand, like, you know, hey, you know, it's June 6th.

00:52:12 - 00:52:15

We're doing our first sort of discussion about graduation.

00:52:15 - 00:52:24

C SAS SRO this person's coming. What might, what might have you all been, been able to do?

00:52:24 - 00:52:52

Had you been given that information? We could, uh, if he was at the graduation, we could have removed him another exit so that he wasn't seen by the entire crowd outside or better than that not been at the graduation due to the potential of what may happen in their life for everybody else that's involved.

00:52:52 - 00:53:26

All right. Um Well, this is the part where I just ask you if, is there any uh obviously, there's certain things I can't share about what our findings are or what our report will say or any of that.

00:53:26 - 00:53:45

But if I can answer any questions, I, I certainly will or if there's anything that I can clarify or anything at all that I didn't ask you that you like that you like to share or contribute to this because this is truly we are outside rps.

00:53:45 - 00:53:55

We don't have a side, we don't have, you know, we, we're not on this side or on that side or pointing, we're just gathering the facts and going to report the facts.

00:53:55 - 00:54:05

So is there anything else you can, you'd like to share um with me that can inform this process or that you just like to share in general?

00:54:05 - 00:54:17

So I've I've informed you of everything, everything that I know and remember I've informed you about, I don't have any questions about the process.

00:54:17 - 00:54:20

Yeah, actually trying to put it, still put it behind me now.

00:54:20 - 00:54:31

So. Sure. Yeah. Well, I, I just will say it sounds like you've been taking care of yourself and your mental health related to this.

00:54:31 - 00:54:38

This is, this is about as traumatic as it gets in terms of what you were part of and observe.

00:54:38 - 00:54:42

So I really do hope you continue to take care of yourself in this process.

00:54:42 - 00:54:47

And um my email address is attached to this Zoom link.

00:54:47 - 00:55:00

So if there's anything you think of that you wanna share or if you just have a question or anything, please feel free to email me and I will certainly um get back in touch with you to answer any questions you might have.

00:55:00 - 00:55:04

All right, sounds great. All right. Thank you Mr Crosby.

00:55:04 - 00:55:07

And again, take good care of yourself. All right.

00:55:07 - 00:55:09

All right. Thank you. You have a great day.

00:55:09 - 00:55:10

You too.

Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

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00:00:00 - 00:00:06

Hey, we'll be able to drop off so she won't have to assist me with note taking.

00:00:06 - 00:00:08

Ok, if anything. Uh Let me know.

00:00:08 - 00:00:14

Thank you, MS Kimberly. Bye bye. All right.

00:00:14 - 00:00:17

Well, good morning MS Morris. Good morning.

00:00:17 - 00:00:25

And you are Peggy Ann Morris, correct? Say it again, you blink, blink out Peggy Ann Morris.

00:00:25 - 00:00:29

Let me put my speaker a little closer to me.

00:00:29 - 00:00:33

All right. And you are a CS A for Richmond public schools.

00:00:33 - 00:00:40

Yes, ma'am. The camera is moving around here.

00:00:40 - 00:00:45

And how long have you been a CS A for Richmond public schools?

00:00:45 - 00:00:52

I started April 11th of this year. Right.

00:00:52 - 00:00:55

And prior to that, did you work for Richmond public schools or you worked?

00:00:55 - 00:00:58

Yes, ma'am. No, I work for Richmond public Schools.

00:00:58 - 00:01:03

I was an early intervention assistant at Woodville Elementary School.

00:01:03 - 00:01:09

And how long were you in that role?

00:01:09 - 00:01:28

Uh Roughly four years? Oh, ok. And you, you were CS A since April at Huguenot assigned to Huguenot high school, correct?

00:01:28 - 00:01:49

Yes, ma'am. And so, um uh in your assignment as a CS A at Huguenot, did you have any familiarity with um, the student Sean Jackson?

00:01:49 - 00:01:58

Absolutely not. And you his face was not even a face you were familiar with seeing, correct?

00:01:58 - 00:02:22

No, ma'am. That was to ok. And, and you, as you understand it, what is the role and the responsibility of A CS A when you're other, let's, we'll talk about the graduation later, but just in terms of your day to day responsibilities as a CS A at Huguenot safety and security of the school to make sure that the students and staff are safe.

00:02:22 - 00:02:31

Um search everybody, search their bags, uh make sure that the school is free of weapons or anything that can hurt or harm anybody.

00:02:31 - 00:02:42

And what about um do, do you as a CS A I know you all don't have any police powers, correct?

00:02:42 - 00:02:45

Right. And you don't carry any weapons. No, ma'am.

00:02:45 - 00:03:01

And your, your equipment that you're armed with the every day is what I have a two way radio and that is it and the power of persuasion.

00:03:01 - 00:03:05

Right. Yes, my mouth. Yeah. All right.

00:03:05 - 00:03:22

Um So do you also play a part in just um sharing and receiving, sharing and exchanging information related to safety of students or, or the staff?

00:03:22 - 00:03:35

Yes, ma'am. If we find something out via social media or just word of mouth from a student, we usually convey that to our um other CS a colleagues.

00:03:35 - 00:03:60

And do you um have a reporting chain for that information or if like if you feel like something needs to be acted on, who do you report it to, uh, I would probably let my lieutenant know my lieutenant and her boss.

00:03:60 - 00:04:04

I'd probably let them know before anybody if it's something serious and credible.

00:04:04 - 00:04:10

Yeah. Right. And then I would probably let my lead, but I would start with my boss.

00:04:10 - 00:04:15

Um, Lieutenant Cor Corbin and, um, Mr Beasley.

00:04:15 - 00:04:38

I would let them know first and then I would let, I would, I guess I would let Miss Brown our lead know and um and the principal at the school and did you have a working relationship with the principal who was in place last year?

00:04:38 - 00:04:57

Not as high. And by like we never, we never rapped or, you know, sat down and held a conversation now and was there in terms of last year with the principal.

00:04:57 - 00:05:06

There was there any time or occasion where you had, you, you were engaged in a meeting with him for information sharing purposes.

00:05:06 - 00:05:17

Yes, but not pertaining to um not pertain to like a CS a situation not pertain to that.

00:05:17 - 00:05:22

I should say not pertaining to a safety and security issue.

00:05:22 - 00:05:35

And prior to the incident taking place on June 6th had the name Shawn Jackson ever come to your attention?

00:05:35 - 00:05:51

Not at all, ma'am. No problem. There you go.

00:05:51 - 00:06:03

All right. Um I'm gonna just pivot to June 6th.

00:06:03 - 00:06:12

I knew you were there that day. And so, and I know it's difficult, it may be difficult um to talk about it.

00:06:12 - 00:06:20

Or, or recall facts or so through in the course of our discussion related to June 6th.

00:06:20 - 00:06:35

Take care of yourself first. So if you need to take a break or if you need to, you know, tell me, you know, whatever you need to do, you let me know and I will honor that um, as we walk through these that day.

00:06:35 - 00:06:44

All right. Yes, ma'am. So you were assigned, um, to, to work at, uh Huguenot high school graduation, correct.

00:06:44 - 00:06:48

Yes, ma'am. And what was your assignment?

00:06:48 - 00:06:59

I was located inside of the, um, al play theater inside the actual, um, I guess where you would have the, where the graduation was being held.

00:06:59 - 00:07:19

That's where I was and I was placed, um, like on the main floor and my job was to just make sure that nobody was jumping up during the graduation just, you know, kind of keep the peace and make sure if somebody needed assistance getting out of their seat, you know, to give him a hand or whatever.

00:07:19 - 00:07:24

But that was it. Hold on for one minute.

00:07:24 - 00:07:33

I wanna close the door. Certainly. Go ahead.

00:07:33 - 00:07:36

I'm sorry. No worries. No worries. All right.

00:07:36 - 00:07:41

So, um, were you anywhere in proximity to MS Flowers?

00:07:41 - 00:07:50

I saw Miss Flowers that day that day is I try to really block all of that out.

00:07:50 - 00:07:59

Um, I'm trying to think of me and Miss Flowers were on that floor together.

00:07:59 - 00:08:09

I can't remember who was, who was with me on that, um, on that main floor.

00:08:09 - 00:08:16

Ok. Let me ask you this. Did you, before the graduation ceremony began?

00:08:16 - 00:08:27

Where, where were you, uh, before it began, I was stationed in the, the location that the lieutenants had us go to.

00:08:27 - 00:08:36

I was on the floor. Oh, before I started, I was helping them get their gowns together, fixing their sashes, they were lining up.

00:08:36 - 00:08:40

So, whatever room that was, it was like a big ballroom, I think.

00:08:40 - 00:08:47

Ok. So down in the ballroom with the, where the graduates had come in and were assembled before they went upstairs.

00:08:47 - 00:09:14

Yeah. And so being down there and I believe most folks who have referred that to referred to that as the ballroom down there in the ballroom, that's where all the students after they came in the at their ex entry would come in the ballroom and just kind of get themselves together, get lined up in alphabetical order and all of that.

00:09:14 - 00:09:23

Correct. Yes, ma'am. Yes, ma'am. And from where you were in the ballroom, could you see the entry point where the students were coming in?

00:09:23 - 00:09:43

No, I could not. I was um I was towards the back of the room and then I remember like making a full circle just helping kids uh fix their sashes, straightening up their gowns.

00:09:43 - 00:09:52

Um Yeah, that's all I remember. One second, one second, Mr Morris.

00:09:52 - 00:10:10

I'm very sorry. That's ok. My friend and painter was just finishing up this morning and leaving.

00:10:10 - 00:10:14

All right. Um, you were in the back of the room.

00:10:14 - 00:10:16

You were making a full circle helping out.

00:10:16 - 00:10:21

Yeah. Straightening up their gowns, the girls and the guys.

00:10:21 - 00:10:29

Yep. And while you were down there, I know you said you did not know Sean Jackson beforehand.

00:10:29 - 00:10:39

And at any point like after everything happened, did you, could you reflect back and say, oh, yeah, I remember seeing that guy in the ballroom or whatever?

00:10:39 - 00:10:48

No, I, no, I really can't. The first time I saw that young man was when, after everything happened, I'd never seen him before.

00:10:48 - 00:10:54

I've never laid eyes on him. All right.

00:10:54 - 00:11:09

So after everybody's sort of organized and, and put in alphabetical order, did you, um, did you help get them up for, you know, organize or stay in order to go upstairs?

00:11:09 - 00:11:16

Yes. And were you at the front of them or are you at the rear of that group?

00:11:16 - 00:11:31

The back of the line? Ok. And, um, while you were down in the ballroom, you were familiar with Principal Gilstrap.

00:11:31 - 00:11:34

As was he down in the ballroom at all?

00:11:34 - 00:11:51

I don't recall seeing him down there. All right.

00:11:51 - 00:12:01

So then, um, you all go upstairs, you're from the, at the back of the, the crew going up and what do you do when you get upstairs?

00:12:01 - 00:12:20

Um, we reassembled in the, um, I guess the lobby area and then we were told where we were to stand during the, the gra the actual graduation and you were signed to inside on the floor, main floor.

00:12:20 - 00:12:26

Yes, ma'am. And I was also towards the back of the, you know, that room.

00:12:26 - 00:12:45

All right. And, um, and so you're towards the back, like where if anybody was coming in late, they would have come like you were towards the back of where people would enter.

00:12:45 - 00:12:48

Yes. Yes, they would have to go past and go to their seat.

00:12:48 - 00:12:56

Yes. Uh huh. And from the back, do you recall seeing if anyone came in late students staff, anything like that?

00:12:56 - 00:13:00

I do not recall any of that. No, ma'am.

00:13:00 - 00:13:10

And while the so the ceremony starts, you get everyone inside.

00:13:10 - 00:13:17

Um, the ceremony starts anything unusual you recall during just the actual ceremony.

00:13:17 - 00:13:25

Nothing unusual at all. During the ceremony. The only and I, this is just me.

00:13:25 - 00:13:30

I noticed a couple of kids were throwing up like gang signs as they were walking across the stage.

00:13:30 - 00:13:34

That's the only, that's the only thing that really stuck out to me.

00:13:34 - 00:13:45

Mm. I'm sure that was not pleasant to see.

00:13:45 - 00:13:54

No. Uh oh, can you hear me?

00:13:54 - 00:13:56

Yes, I can hear you. What happened?

00:13:56 - 00:13:60

The, the screen just turned white. You can't see me.

00:13:60 - 00:14:08

No. Hm. Because I can, I, I had the same view of your name and I could hear you.

00:14:08 - 00:14:11

No, mine just says zoom. It's a white screen.

00:14:11 - 00:14:13

It just says Zoom in big blue letters.

00:14:13 - 00:14:20

Hm. But I can hear you fine. Ok.

00:14:20 - 00:14:23

Well, we'll just keep going and see if, as long as we can hear each other.

00:14:23 - 00:14:27

That's weird. Yeah. As long as it doesn't blink out, but I can still hear you and everything.

00:14:27 - 00:14:35

Ok. If anything connection should happen, just try to go, go out and come back in on the same link and I'll do the same.

00:14:35 - 00:14:41

Ok. Very good. Ok. All right. So you go through the ceremony, did there?

00:14:41 - 00:14:45

I guess at some point the ceremony was over when the ceremony was over.

00:14:45 - 00:14:58

What was your first responsibility? Um, when the, the graduation was over, my responsibility was to make sure that that section that I was in was clear.

00:14:58 - 00:15:12

So I was just basically helping, um, elderly people, you know, go down the ramp and, and exit the, um, the room that we were in and as that was happening, that's when the melee broke out, I believe.

00:15:12 - 00:15:24

All right. So tell me what was the first thing you, you're helping the elderly clearing your section?

00:15:24 - 00:15:27

What's the first thing you know, that happens?

00:15:27 - 00:15:30

That makes you realize something unusual is happening?

00:15:30 - 00:15:39

Ok. I, this is just so hard to even really think about all this.

00:15:39 - 00:15:49

Uh, I heard the gunshots, what appeared to be gunshots and I think the elderly people that were in my section, they too heard it.

00:15:49 - 00:15:53

So they panicked and I just thought fast.

00:15:53 - 00:15:57

I was like, let me get these older people with walkers to safety.

00:15:57 - 00:16:16

So I ushered them to the right side of the stage and then I walked them up steps and got them behind a curtain, um, on the stage and then once, and it was like maybe 15 older people.

00:16:16 - 00:16:23

Once I got them back there, I came back and was in the actual theater again.

00:16:23 - 00:16:32

And then, um, I exited, I guess, into the main lobby and everybody was running, you could still hear gunshots.

00:16:32 - 00:16:55

People were running, screaming, crying. And I walked to the left, I opened the door and it was a bunch of crying and screaming, um, mothers and Children in there and I just stayed in there with them and they, they were screaming, you know, close the door, close the door and, um, I was just trying to calm people down because I didn't know what was going on at that point.

00:16:55 - 00:17:03

And so at this point, you were in like what the foyer area between the outer entrance and the inner doors.

00:17:03 - 00:17:19

Um, I'm in the lobby, the main lobby and I don't know if this was a coat closet or what this room was, but it was about 15 to 20 people in there.

00:17:19 - 00:17:30

And that, I do remember, I recall that room, if you opened, there was another door, if you opened it, that door, uh, led out to the street.

00:17:30 - 00:17:52

Yeah. All right. And so you are, you, you, do you stay in this sort of coat room?

00:17:52 - 00:18:09

Yeah, I stay in there for like, 15 to 20 minutes and then, um, I kept peeking out to see, like if the coast was clear for me to find my coworkers and see, you know what our next steps were.

00:18:09 - 00:18:15

Um, I'm trying to think once I left there, where did I go?

00:18:15 - 00:18:20

Once I left there I walked across it was still, you know, melee pandemonium.

00:18:20 - 00:18:36

I walked across the lobby and at that point I was in front of um, an entryway and you could see police, you could see, you know, people running back and forth and right.

00:18:36 - 00:18:41

We were told to stay there and make sure nobody was coming back in that already exited.

00:18:41 - 00:18:54

Mm. Did you ever go across the street?

00:18:54 - 00:18:59

No, I didn't leave out of the theater until we were told to leave.

00:18:59 - 00:19:20

So, no. All right. Um I think, and again, you never went.

00:19:20 - 00:19:22

Oh, what time did you arrive at the Atria?

00:19:22 - 00:19:25

Oh, I don't even know what time the thing started.

00:19:25 - 00:19:26

I can't even remember to be honest with you.

00:19:26 - 00:19:32

The ceremony started at four. So I was probably there at three.

00:19:32 - 00:19:39

And which door did you come in to make entry?

00:19:39 - 00:19:49

I wanna say to the main door, the front door, the door that's like on Laurel Street.

00:19:49 - 00:19:53

Yes. Under like the marquee. I believe so.

00:19:53 - 00:20:02

Yes, ma'am. And when you came in on Laurel, did you have to be admitted in or was it open or how did you get in?

00:20:02 - 00:20:09

I believe we just walked in. I don't remember.

00:20:09 - 00:20:13

Yeah, we just walked in, um, we're R MC staff there.

00:20:13 - 00:20:16

Yeah, they were walking around. Yes, ma'am.

00:20:16 - 00:20:29

And you were in your uniform? Yes, ma'am.

00:20:29 - 00:20:51

Following the, um, the shooting and after everything cleared out, was there a sort of a debrief or just a moment where the C SAS got together to?

00:20:51 - 00:20:55

Yes, ma'am. In the main lobby. Yes, ma'am.

00:20:55 - 00:21:12

Can you tell me about that? Uh, we all, um, got in that one area and we were asked, I think, I don't know if we had already collected people stuff because we were told to go floor to floor to make sure everybody was out of the building.

00:21:12 - 00:21:27

So while we were going floor to floor making sure everybody was out of the building, we were collecting people's phones, pocketbooks, uh, graduation diplomas, like anything that was thrown and strewn about.

00:21:27 - 00:21:38

We were picking that up. So when we all got to the lobby area to, um, like debrief, we put everything in a box, all the stuff we had picked up.

00:21:38 - 00:21:43

We had, it was a couple of boxes, we shoes, baby bottles, just, you name it.

00:21:43 - 00:21:56

We were picking up a lot of stuff and we, it all was put there and, um, you know, the, our superiors made sure we were ok and we were told, you know, get home safe and that was, that was it.

00:21:56 - 00:22:01

Yeah. And do you recall what time you left?

00:22:01 - 00:22:10

I do not. But I remember leaving with, um, one of my coworkers, like we were parked in the same deck.

00:22:10 - 00:22:15

So we just made sure each of us got to the deck, you know, safely.

00:22:15 - 00:22:20

And that was it. You remember which coworker you left with De Michelle?

00:22:20 - 00:22:36

And when you were leaving at any time, did you hear anybody talking about who the student was or anything that they knew about the student?

00:22:36 - 00:22:44

So you said no, no, ma'am. I didn't hear anybody discussing anything.

00:22:44 - 00:23:01

Ok. All right. Well, I think that's all the questions I have for you.

00:23:01 - 00:23:15

Um Is there anything that I failed to ask that you, you'd like to advise me of or, or any information that you have that you think would be helpful that I didn't ask about?

00:23:15 - 00:23:26

No, ma'am. All right. Well, I really, really thank Miss Morris.

00:23:26 - 00:23:34

Thank you for your time and I'm sorry to have to sort of take you back to that day that you, I, you understandably say you're trying to forget.

00:23:34 - 00:23:44

Um, if there's anything that comes up or any questions you have or any information you think you might, might like to add to what we just discussed.

00:23:44 - 00:23:54

My email address is attached to the Zoom um invite and you can just use that and send me an email and I'm, I, I would happily respond.

00:23:54 - 00:23:59

Yes, ma'am. Thank you. All right. Well, you take good care of yourself.

00:23:59 - 00:24:04

And I'm sorry that you know this happened to your school and that you were present for this.

00:24:04 - 00:24:08

Yes, ma'am. All right. Well, you have a great day.

00:24:08 - 00:24:11

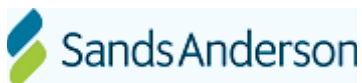
Yes, ma'am. Thank you. You too. Bye bye bye bye.

Interview conducted via Zoom

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00:00:00 - 00:00:06

But I all right. Thank you, Miss Kimberly.

00:00:06 - 00:00:07

All right, if you need me to let me know.

00:00:07 - 00:00:10

Nice meeting you, Mister Venable. You too.

00:00:10 - 00:00:15

How are you Mr Venable? Doing fine. How are you doing?

00:00:15 - 00:00:22

I'm doing well. Have we met before? What is your, your background before you were CS A there?

00:00:22 - 00:00:33

Uh education, uh social uh mental health and maybe track and field with you?

00:00:33 - 00:00:37

Ok. I don't know why uh your name was familiar to me.

00:00:37 - 00:00:42

Your face was not but I thought the name was but I don't know, maybe it'll come to me at some point.

00:00:42 - 00:00:47

So um I'm really, I know you are.

00:00:47 - 00:00:50

Are you still a CS A at Huguenot high school?

00:00:50 - 00:01:03

Yes, I am. And how long have you been a CS A at, at HHS uh Stench February of last year?

00:01:03 - 00:01:13

Ok. And prior to that, uh were you, did you work for RPS or you work somewhere else?

00:01:13 - 00:01:31

I actually was with RP. Si had um I was at Thomas Jefferson High School and um I transferred from Hu United to Thomas Jefferson in January 2000 as a CS A at TJ U was, that's what you did there as well.

00:01:31 - 00:01:34

No, actually I was, I was in the classroom.

00:01:34 - 00:01:54

Ok. What did you teach? Um, I had went to Thomas Jefferson to do an ingenuity class and I ended up doing that and uh uh business finance class for um, career, technology education.

00:01:54 - 00:02:01

Ok. So what made you make that switch?

00:02:01 - 00:02:05

Uh, I needed a break out the classroom.

00:02:05 - 00:02:29

So at the time I, I thought that doing CS A work kinda help me to um assist other teachers that were needing assistance as far as uh it, I noticed there was a lot of students that were probably in the halls that really didn't need to be in the halls.

00:02:29 - 00:02:42

And that was my way of being able to communicate with them and assist the teachers as far as having students out of their classrooms and um just maintain trying to use all my avenues.

00:02:42 - 00:02:52

I've did, I've done education, I've done mental health and I just thought that would probably help out a little more as far as in the district.

00:02:52 - 00:03:07

Ok. Mhm. All right. And so when you came in there in February of 2023 who is it?

00:03:07 - 00:03:11

You're supervising CS A, the lead, I guess is what you call them.

00:03:11 - 00:03:17

Uh J uh Kristen James and he's gone now.

00:03:17 - 00:03:40

Right. Correct. And at, at Huguenot, was there um a process or any regular meetings that were held between, say the C SAS and the administrators at Huguenot?

00:03:40 - 00:03:45

Uh You mean just in general throughout the year.

00:03:45 - 00:03:51

Yeah, just like regular meetings or meetings that you would have when you needed to, that kind of, you know.

00:03:51 - 00:03:59

Yeah, we would, we would normally try to have, um, at the least, uh, weekly meeting or like any updates.

00:03:59 - 00:04:15

Um, if there was something that needed to be addressed that came from the outside, like some type of, uh, uh, trauma that was already in the community and it involves some of our students.

00:04:15 - 00:04:19

We would get a heads up before they entered into the building.

00:04:19 - 00:04:23

Um, and we would do that as much as needed.

00:04:23 - 00:04:34

Um, but yeah, mostly during the week we would try to have an update either Monday mornings or Monday evenings determining on how things are going.

00:04:34 - 00:05:09

Um, if we have a special event where we have, um, additional people in the building, we would get a heads up before they enter the building on, uh, like an idea of who's coming in, uh, what part of the building they were gonna be in the most and the pretty much like the time period they would be in and out the building, um, that type of stuff and who, who would, who would call these meetings, do you know?

00:05:09 - 00:05:17

Um, for the most part, it will be initiated through CS a lead.

00:05:17 - 00:05:60

Um, and, or one of the administrators, occasionally it will come, it'll, it'll, it'll come from, uh, the Sr Os because they have more information, um, involving like I said, um, anything outside of school in the community, maybe something happened yesterday or something happened overnight and one of our students or communities that uh where our students live, they're involved and they would introduce that information to us.

00:05:60 - 00:06:05

So we kind of be familiar at what could or what should be done.

00:06:05 - 00:06:15

Um If we have anything like they're looking for a particular student or group of students, we'll get the alert on that.

00:06:15 - 00:06:22

So by us having it more than intake, we're the first to see the students come in the door.

00:06:22 - 00:06:49

So we have eyes and ears on those students when they come in and um, we're able to position ourselves so we can relocate them if necessary in this meeting with, in these, you said this was usually every Monday or as if as needed on a Monday.

00:06:49 - 00:06:55

Yeah, I, I, and I just gave money as an example because that's normally to be, you know, the beginning of the week.

00:06:55 - 00:07:02

But like I said, if something comes up, they, you know, tomorrow we'll have, we'll have another meeting tomorrow.

00:07:02 - 00:07:11

But for the most part, it'll be the beginning the middle and possibly sometimes the end of the week like this week, we have homecoming.

00:07:11 - 00:07:24

So we'll probably go over how we're gonna do, uh Friday night and Saturday because we have homecoming events game and they have an event on Saturday night.

00:07:24 - 00:07:33

So they probably discussed that part. Um, like I said, this would be, that was just an example when we would probably do multiple things.

00:07:33 - 00:07:36

Thank you. Yeah, that's all. Thank you for that clarification.

00:07:36 - 00:07:43

Um Well, now in this meeting, you said it would be called initiated by the CS A lead.

00:07:43 - 00:08:04

Sometimes by the administrators. When you say the administrators, do you mean the principal and the A PS or, or one or the other or both, sometimes both, sometimes who, who's ever available um for the most part, um depending on what the matter is about.

00:08:04 - 00:08:18

So if it's about because we have grade uh administrators, we have administrator for the 9 10th, 11th, 12th grade, then we have um right now we have a uh principle that's in charge.

00:08:18 - 00:08:25

So we have each group. So just for an example, it's an event for the seniors.

00:08:25 - 00:08:45

Um the, the A P for the seniors will probably have the lead on that particular meeting and if the principal is available at that time, he may or he or she may join in with that meeting or um get a heads up or follow up on the information that was discussed.

00:08:45 - 00:09:06

Ok. And in, and, and from the time that you were there in February 2023 until obviously after the event happened on June 6th, was there ever a meeting held with the C SAS R OS or the building administrators that raised the topic of Sean Jackson?

00:09:06 - 00:09:12

Oh, we, matter of fact, we didn't have any information I that I know of about.

00:09:12 - 00:09:20

So Jack Jackson until um, June the sixth when everything had actually was over.

00:09:20 - 00:09:40

And if a student was in terms of just your procedure, if a student was coming in it and was on homebound and was coming into the building for testing or anything of that nature, would your shop usually get some notice of that?

00:09:40 - 00:10:00

Yes. Any, any even with uh, so I would say in the sense that if we have any students that are not regular students in the building per se, being like maybe a student that was even expelled, but they have to take tests.

00:10:00 - 00:10:31

Um, there would be a specific time set up for that student to enter and exit the building and we would have uh, a procedure for them, um, and a procedure for them to enter a procedure for them to be in place for whatever they're coming in for like testing and a procedure for them to exit out the building and to your knowledge.

00:10:31 - 00:10:39

Did you ever receive any information that Sean Jackson was coming in during the course of the school year for different tests?

00:10:39 - 00:10:45

No, II, I, I'm not familiar with any, any of that information.

00:10:45 - 00:10:53

Uh You are, you are familiar though with that information, like being shared in other instances.

00:10:53 - 00:11:32

If someone might come in, if, if we have that, that's the only way we would know if it's uh mentioned and uh in a, uh not a meeting, but we would be alert, we would get some type of uh notification or alert that we would have, like I said, a stu cause sometimes we would have students that may have been um suspended for that time frame and they need to come in and take a test that's only available on a particular day like a sol or so.

00:11:32 - 00:11:46

They, so they're normally um, given a time that they're supposed to come in and a time when they're supposed to be uh picked up to leave the Destin area.

00:11:46 - 00:12:04

And so if a student were coming in, say, for instance, if Shawn Jackson did come in for a test during the time that you would have been there, would that have been something that the whole CS A team would have known about or only like the CS A who's gonna provide the escort or, or take care of it.

00:12:04 - 00:12:25

I, um I would assume that it, all of us would be, um, giving that information because it's not always guaranteed that there's one particular CS A that could, that's gonna be available because of our schedules during the day and our positions in the building throughout the building.

00:12:25 - 00:12:49

So, like I said, if, if like I'm on the 800 hole, so say if there's a situation where they, if that person is gonna be on the 800 hole, they may be escorted to my hall, I might be alerted that we're gonna have testing in room eight 00 and I would be notified because that's my hall that I was assigned to.

00:12:49 - 00:13:02

Um, but I'm quite sure they would alert all the other C SAS to help maintain, um, with, um, security in those areas also.

00:13:02 - 00:13:21

Gotcha. So I think you already answered that question, um, that you did not receive any notice like of that nature for Sean Jackson.

00:13:21 - 00:13:26

Well, at least to, to the best of your knowledge, the team did not receive it to it.

00:13:26 - 00:13:38

I mean, sorry, I just need to, someone's asking me where I am for a meeting and I'm in this one.

00:13:38 - 00:13:43

So I need to just tell them this is where I am and this is where I will be for the next.

00:13:43 - 00:14:49

Ok, sorry about that. So have you had occasion to work with um the different counselors at AJ S about like if a counselor had a concern about the safety or security or uh that a student presented for the school, is that the kind of conversation that you would expect C SAS to have with a counselor or with anyone in the administration, every administration and administration would forward that information to us.

00:14:49 - 00:15:14

Um Unless it's something that's happening like right at that second or moment, like I said, like I have a counselor on my hall and if say, for instance, she comes out and she's trying to um deal with a student and I'm in the area, she might ask for assistance.

00:15:14 - 00:15:23

But for the most part, if it's something major, it'll probably go through the administrator which the administrator will contact the lead and the lead will contact us.

00:15:23 - 00:15:36

Got you. Ok. And so those meetings that you have never have one related to Shawn Jackson, never recall him being raised in any of the other.

00:15:36 - 00:15:40

Just general meetings. Oh, ma'am. All right.

00:15:40 - 00:15:47

And then on the June 6th, I believe, and please tell me if my information that I have is correct.

00:15:47 - 00:15:56

You were on the upper balcony, correct? What time would you say?

00:15:56 - 00:16:01

You got to the building to Altria? Its ceremony started at four.

00:16:01 - 00:16:22

So we would have to be there or I think we were there if I'm not mistaken, we were there at three or 330 I wanna say 3315.

00:16:22 - 00:16:28

Um, not sure. I know it was.

00:16:28 - 00:16:38

If it started at four, we had normally we're there an hour ahead and I'm thinking we were, we had early dismissal.

00:16:38 - 00:16:42

So I wanna say around 3315 because we got out early.

00:16:42 - 00:16:47

Ok. And, and when you got to the building, how did you get in?

00:16:47 - 00:16:53

We, I actually went through, I'm not mistaken.

00:16:53 - 00:16:59

I went through the front door of the Atria where the, uh, metal detectors are.

00:16:59 - 00:17:18

Did anybody check you or? Yeah, I had to, well, we're, we weren't, we're not doing searches that day.

00:17:18 - 00:17:25

It was, uh, was it R MC yellow with the people with the yellow shirts, they were doing a shirt.

00:17:25 - 00:17:29

So, basically we had to go through just like, I guess everyone else.

00:17:29 - 00:17:35

And did you ever have the occasion? Did you know where the students were entering or the VIP S?

00:17:35 - 00:17:43

Well, I did personally because, um, I've done several graduations as a teacher.

00:17:43 - 00:17:45

So I knew they come in from downstairs.

00:17:45 - 00:17:60

Um, but other than that, that's, that's about it because again, we weren't, we weren't doing the searches and we're basically in the building as, um, C SAS for Richmond public schools.

00:17:60 - 00:18:05

And so you knew where, just from previous graduations.

00:18:05 - 00:18:10

But on that day, did you ever go to that area where the grads and VIP s were coming in?

00:18:10 - 00:18:29

No, no. All right. So, um, anything else you, you, so between the time you get there to the time when the ceremony starts?

00:18:29 - 00:18:35

What, what were you doing? Um, mainly in the lower Eric.

00:18:35 - 00:18:44

Well, I guess you would say that the, I don't know if it's a lawyer but when you walk into the front door it's a, oh, yeah, right there.

00:18:44 - 00:18:50

Uh, we had like a, um, basically the CS A is met right there.

00:18:50 - 00:18:59

Um, the Lieutenants because the White Shirts, LTs would, was giving us information of who's gonna be where in the building.

00:18:59 - 00:19:19

Um, and what floors and from there we went to those locations that after a period of time when we all met together, um, and then after that, um, I wanna say the people that work for our tr gave us instructions on with myself.

00:19:19 - 00:19:31

Um, how, how we would, um, fill up one area, go to the next level and until we get to the top versus letting people go scattered throughout the building.

00:19:31 - 00:19:42

So we started from, um, I guess you say with me, it would have been the second floor from the main, we started there.

00:19:42 - 00:20:04

Once you fill that area up, the uh staff from our Tria would give us to go to head upstairs and um they would open the doors and we would direct um the people to the locations on the staircase, bathrooms, things of that nature.

00:20:04 - 00:20:21

Ok. And then when you went up anything unusual during the ceremony or I'm sorry, what did you say that anything unusual during the ceremony?

00:20:21 - 00:20:40

No, seem normal. Um From all the graduations I have been to, you know, family, friends, other students really excited um Just normal routine up different.

00:20:40 - 00:20:57

Ok. And so the ceremony over, um, do you see, I guess the processions out, were you still up on the upper balcony when they process out, like holding people until the graduates got out?

00:20:57 - 00:21:03

So with us, we were doing the opposite of what we did for them to enter.

00:21:03 - 00:21:27

We started at the top and we got everyone arm off the top floors and then we checked that area and then we were going to the second level to check that area and then we were to go downstairs and once everyone was cleared out from our sections, we would, we were supposed to radio in to let everyone know that each floor was clear.

00:21:27 - 00:21:37

And I guess from there they would, um, do the next part as far as letting the, uh, next school come in.

00:21:37 - 00:21:42

Ok. So where were you, when you realized something was going on?

00:21:42 - 00:22:05

That was unusual. I was on the IKI, I, it was the se second floor because we had came from the top, the top level and we were clear, we had cleared the top level and we were coming down to the second level and yeah, it was the second level and we heard like a bunch of screaming.

00:22:05 - 00:22:11

Um I think it was myself and Officer Williams.

00:22:11 - 00:22:20

What did you do when you heard that?

00:22:20 - 00:22:31

I uh we, we assumed it was, uh probably a fight because that's normally what happens when we hear that type of.

00:22:31 - 00:22:34

No, it was like, you know, you could hear people screaming.

00:22:34 - 00:22:38

Um So we just assumed there was some someone fighting.

00:22:38 - 00:22:56

Um, so we kind of rushed down to the next level and then when we got to the main level, uh it, it was a whole different set up than, well, for me, it, it wasn't what I thought it was.

00:22:56 - 00:23:07

What did you see? Um, a lot of people that were at exit out of the building were trying to force their way back into the building.

00:23:07 - 00:23:12

Um, through the main entrance where the, uh, metal detectives were.

00:23:12 - 00:23:15

Detectives work. I see a lot of people getting stepped on trample.

00:23:15 - 00:23:19

Um, I heard somebody yell, the shooter was in the building.

00:23:19 - 00:23:32

Um, I paused at the fountain and went into, I just, I guess safety mode and started to, um, do a perimeter of the building.

00:23:32 - 00:23:46

And the area that I was in is because normally if there's a shooter in the building you'll see people move from away from that person versus gravitate toward him and I didn't see any movement.

00:23:46 - 00:23:57

So the next thing that I did was try to assist the people that were trying to come through the doors, there were a lot of, um, disabled people, elderly people.

00:23:57 - 00:24:19

Um, uh, I, I remember one lady, she had a, uh, um, like a toddler in her one hand and a, an elderly lady in another hand and she was trying to pick her phone up and trying to help the sister, uh, the, um, elder into the building and help another person that they weren't sure about.

00:24:19 - 00:24:23

But it was just, it was a lot.

00:24:23 - 00:24:28

Did you, um, did you ever go outside?

00:24:28 - 00:24:42

Yes. Once I pretty much assisted clearing the foyer where the metal detectors were, um, I noticed that, um, I, I really did.

00:24:42 - 00:25:06

I, I guess I just kind of walked in, we'll just try to see what's going on outside from that time I, um, when I walked to the door I saw smoke in the air and was kinda like looking outside and saw a lot of stuff like sneakers, pocketbooks, um, cell phones.

00:25:06 - 00:25:16

They were on the floor. I mean, on the ground and I knew then that something wasn't right.

00:25:16 - 00:25:37

Um, I walked outside. Oh, ok. I noticed that, um, there was a young lady having a, um, panic or she was, it looked like she was convulsing, like, having a seizure or something.

00:25:37 - 00:25:50

And I asked the, um, I, I assumed it was her mom, her parent or guardian and she said that she was.

BEHAVIORAL THREAT ASSESSMENT & MANAGEMENT

Richmond Public Schools
2022-2023 Edition

Culture, Climate & Student Services
T | (804) 780-6070
Email: threatassessment@rvaschools.net

Introduction

Richmond Public Schools is committed to creating and maintaining a culture of safety for staff, students and the communities served. Essential to supporting a culture of safety is the implementation of a proactive process to identify and intervene with individuals who may present with behavior that threatens the safety of the school community. The implementation of a threat assessment process is required by the Code of Virginia and serves as a critical component of the division's safety efforts. The Threat Assessment guidance provided in this guidebook is predicated on the model from VA Department of Criminal Justice (DCJS) [Threat Assessment and Management](#).

Code of VA § 22.1-79.4. Threat assessment teams and oversight committees (excerpt).

A. Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety (the Center) in accordance with § [9.1-184](#). Such policies shall include procedures for referrals to community services boards or health care providers for evaluation or treatment, when appropriate.

Virginia law requires...the use of multidisciplinary approaches to threat assessment and management to enhance the school's ability to identify, assess and manage all threats that may be posed (DCJS, 2020). Each school threat assessment team is expected to conduct threat assessments for students or other individuals who make threats of violence or exhibit harmful, threatening, or aberrant behavior. The goal is to gather and analyze data to determine the level of risk and appropriate interventions. The purpose is to determine if the individual poses a threat, not was a threatening statement or action made. Threat assessment and management is not approached as an adversarial or punitive process and should not be equated with a disciplinary process....[it] is a helping process and is most effective when it is not framed or approached as adversarial (DCJS, 2020).

SUMMARY OF ACTIONS

Responsible Party	Action(s) to Take
Principal	<ul style="list-style-type: none"> • Establish a school-based threat assessment team which consists of a minimum of: <ul style="list-style-type: none"> ○ Administrator ○ Instructional / Academic / Sped staff ○ Mental Health staff ○ Law enforcement/ SRO (SRO if school has one) ○ Community service provider (if student has services) • Determine a team lead
Staff (mandated reporters), Student, Caregiver, Any source	<ul style="list-style-type: none"> • Report of threatening behavior, statement or actions to Administrator
Administrative team and Care & Safety	<ul style="list-style-type: none"> • Mitigate the threat if active threat of imminent risk. • Establish safety first and initiate any crisis response needed in the immediate
Threat Assessment team members	<ul style="list-style-type: none"> • Initiate a threat assessment process inclusive of the team (not an individual) • Triage / Screen • Full Assessment • Case Management & Interventions • Follow up / Monitoring
Threat Assessment team lead	<ul style="list-style-type: none"> • Submit completed threat assessment, documents and team signatures to threatassessment@rvaschools.net

WHAT CONSTITUTES A THREAT?

Any communication or behavior that indicates an individual may pose a danger to the safety of school students or staff through acts of violence or other behavior that would cause harm to self or others

The threat could be communicated (directly or indirectly / observed or not):

- Behaviorally
- Orally
- Visually
- In Writing
- Electronically
- Any other mean

Examples of concerning behaviors include but not limited to:

- Engaging in violence
- Bringing a weapon to the school (or parts associated with weapons)
- Bullying, stalking,
- Direct threatening verbal statement
- Behavior that significantly disrupts the environment
- Person who is isolated or alienated from others
- Concerns that someone may engage in self harm (*initiate self harm risk assessment*)
- Increased focus or fixation on aspects of violence, harm or death
- Threatening gestures
- Social Media posts
- Aberrant, atypical behavior or communications / unusual for person
- Information that someone is expressing thoughts, plans or preparations for violence

WHO MAY POSE A THREAT AND THEREFORE MAY BE A SUBJECT OF A THREAT ASSESSMENT?

Current students represent the largest demographic of most school communities and will most likely be the subjects of threat assessments in schools, the full range of potential subjects school divisions are responsible for assessing include:

- Students: current and former (and potentially prospective)
- Employees: current and former (and potentially prospective)
- Parents, guardians, or other family members of students
- Persons who are (or have been) in relationships with staff or students
- Contractor, vendors, or other visitors
- Persons unaffiliated with the school (DCJS, 2020)

Once potential concern is reported, Threat Assessment Team **ensures that immediate safety threats are mitigated and any other necessary crisis responses have been initiated.** Team then engages in intake and triage.

INTAKE & TRIAGE

Intake: Team needs to collect initial information:

- Initial report: Date & time reported, reviewed, who received the initial concern
- Reporting person: Name, association, contact information
- Incident of concern: Date & time of occurrence, where, what, weapons involved or used in threat, any relevant background known
- Subject of concern: Name, association, contact information
- Identified targets of the concern: Name, association, contact information

Triage (can be full team but no fewer than 2 team members):

- Conduct initial review (screening) of the concerns reported
- Identify imminent safety concerns
- Review reported concerns, review records
- Screen out cases not in need of full assessment (can still include referrals for service)*
- Screen in cases for full assessment:
 - History of previous contacts with threat assessment team
 - Strength of current concerning behavior
 - Ideation of self-harm**
 - Student has engaged in behaviors that place others in harm (intended or not)
 - Others may be significantly impacted by the threat (to self or others)
 - Imminent threat***

*Situations where there is doubt with regard to screening out should be elevated to full assessment

**Situations that include threats to self AND others require a Threat Assessment AND Suicide risk Assessment

*** Imminent situations require immediate alert to Safety & Security and Culture & Climate offices

FULL ASSESSMENT

- Team should have reviewed information with regard to subject of concern's background, behaviors and relationship to others in involved.
- Team facilitates interviews with (determine impact of involvement prior to engaging):
 - Person reporting the concern
 - Person who received the initial report
 - Target / subject of the threat
 - Witnesses
 - Person who engaged in the concerning behavior / made the threat
 - Others for consideration:
 - Peers, friends, classmates or co-workers
 - Teachers, coaches, aids, other staff
 - Parents / caregivers
 - Relational partners
 - Law enforcement
 - Community services / providers
- Team follows the guidelines and questions outline on assessment forms
- Some questions can be answered without directly asking the subject
- The form provides core guidance and is not exhaustive list of questions to explore as the team gathers information
- Parent / caregivers of subject and target / victim should be notified if not already alerted.

DETERMINING RANK AND RISK LEVEL

Priority 1 (Critical/Imminent):

Subject poses an imminent threat of serious violence or harm to self/others and has or may reasonably have significant impact on others. Requires immediate law enforcement and school administration notification, subject containment, target protection and safety planning, implementation of crisis response and notification protocols, ongoing assessment and management plan, and active monitoring.

Priority 2 (High):

Subject poses, or is rapidly developing capability for, a threat of serious violence or harm to self or others; or is in urgent need of hospitalization or treatment. Targets/others are impacted. Typically involves environmental/systemic factors and consideration for precipitating events. Requires immediate notification of school administration and law enforcement, subject containment, target protection and safety plan, activation of crisis response protocols as appropriate, ongoing assessment and management plan, and active monitoring. Referrals as appropriate.

Priority 3 (Moderate):

Subject does not pose a threat of serious violence or harm though risk cannot be ruled-out. Subject may be developing capability for harm and is engaging in aberrant or concerning behaviors that indicate need for assistance/intervention. Targets/others likely concerned and impacted. Environmental/systemic or precipitating factors may be present. Consider law enforcement/security notification as appropriate. Requires ongoing assessment and management plan, and active monitoring. Referrals as appropriate.

Priority 4 (Low):

Subject does not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance with concerns. Target, environmental/systemic, or precipitating events may be present at low levels. May involve some ongoing assessment management with passive monitoring and/or periodic active monitoring, Referrals as appropriate; Close case if no team interventions or monitoring indicated.

Priority 5 (Routine/No Known Concerns):

Subject does not indicate a threat of violence or harm to self or others; or need for assistance or intervention. No impact on others, environmental factors, or precipitants that need team intervention. Close case.

(DCJS, 2020)

INITIATE RECOMMENDATIONS

- May include disciplinary processes (if not already in action)
- Referrals to mental health supports (RBHA and CReST are designated partners as the Community Services Board for City of Richmond)
- Follow up with Law Enforcement (SRO or assigned officer / precinct as needed)
- Define safety plan, action steps of support and monitoring plan (inclusive of scheduled follow up on school base mental health team).

FORM SUBMISSION

- Submit all completed forms and documentation:
 - threatassessment@rvaschools.net

STORAGE OF DOCUMENTS

Threat assessments are **not** be maintained as part of the student cumulative or discipline record. The completion of the threat assessment can be noted on ASPEN but not the components of the assessment. The threat assessment documents should be maintained in a separate, locked file.

Contacts & Resources

DIVISION CONTACTS

Safety and Security	
Mauricio Tovar, Director	mtovar@rvaschools.net 804-780-8550
Monica Fecht, Emergency Management	mfecht@rvaschools.net
Culture, Climate and Student Services	
Angela Jones, Director (TA Trainer)	ajones2@rvaschools.net 804-780-6070
Charles Johnson, Coord., Student Support Services (TA Trainer)	cjohnson10@rvaschools.net
Kari Savage, Sr. Behavioral Specialist	koconnel@rvaschools.net
Margo Tacey, Manager, Trauma Responsive Strategy	mbuchana@rvaschools.net
Christina Finney, Sr. Social Worker	cbowmanp@rvaschools.net
Hearing Office	
Dr. Robin Dalton, Hearing Officer	rdalton@rvaschools.net 804-780-7808
Chief Wellness Officer	
Renesha Parks	rparks1@rvaschools.net

COMMUNITY PARTNER CONTACTS

Richmond Police Department	
Emergency:	911
Non-emergency:	804-646-5100
Richmond Behavioral Health Authority	
Richmond Behavioral Health (RBHA) Crisis Response	804-819-4100
Children's Response and Stabilization Team (CReST)	804-968-1800

ADDITIONAL RESOURCES

[Threat Assessment and Management in Virginia Public Schools: Model Policies, Procedures, and Guidelines](#)

[K-12 Threat Assessment in Virginia: A Prevention Overview for School Staff, Parents and Community Members](#)

[K-12 Threat Assessment Video](#)

SECTION 1:

SUMMARY OF CONCERN AND SCREENING

THREAT ASSESSMENT & MANAGEMENT FORM

PART I: INTAKE for INITIAL REPORT OF CONCERN

Date Reported:		Day of Week: <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <input type="checkbox"/> Sunday	Time: <input type="checkbox"/> AM <input type="checkbox"/> PM
Taken by:		School:	Position:

REPORTING PARTY:

Name:		<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown		Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:		Building/Program:		
Home Address:		Phone:		

INCIDENT:

Date Occurred:		Day of Week: <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <input type="checkbox"/> Sunday	Time: <input type="checkbox"/> AM <input type="checkbox"/> PM
Location:	<input type="checkbox"/> School Property [<input type="checkbox"/> In School Building <input type="checkbox"/> School Grounds] <input type="checkbox"/> School Bus <input type="checkbox"/> School Sponsored Activity <input type="checkbox"/> Other:		
School:		Building/Program:	
Address:		City:	State:
Concern Types:	<input type="checkbox"/> Harm to Others <input type="checkbox"/> Abduction <input type="checkbox"/> Stalking <input type="checkbox"/> Bullying <input type="checkbox"/> Suicidal/Self-Harm <input type="checkbox"/> Aberrant Communication/Behavior <input type="checkbox"/> Assault [<input type="checkbox"/> Physical <input type="checkbox"/> Sexual] <input type="checkbox"/> Bomb/Arson <input type="checkbox"/> Weapon <input type="checkbox"/> Harassment <input type="checkbox"/> Mental Health <input type="checkbox"/> Disruptive / Suspicious Behavior		
Nature:	<input type="checkbox"/> Act <input type="checkbox"/> Threat <input type="checkbox"/> Concern	Modes:	<input type="checkbox"/> In Person <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Letter <input type="checkbox"/> Social Media <input type="checkbox"/> Internet <input type="checkbox"/> Other :
Persons(s) injured: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Persons(s) require medical attention? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown		
Weapon involved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Type of Weapon: <input type="checkbox"/> Firearm[<input type="checkbox"/> Rifle/Shotgun <input type="checkbox"/> Pistol] <input type="checkbox"/> Edged <input type="checkbox"/> Explosive <input type="checkbox"/> Other:		
Weapon referenced: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Type of Weapon: <input type="checkbox"/> Firearm[<input type="checkbox"/> Rifle/Shotgun <input type="checkbox"/> Pistol] <input type="checkbox"/> Edged <input type="checkbox"/> Explosive <input type="checkbox"/> Other:		
Law Enforcement Involved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Agency:	Arrest/Custody of Subject: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	

Details of the incident/nature of concerns. Note what occurred, who was involved, where and when, if others were impacted or harmed, etc. If threats/concerning statements were communicated, provide direct quotes where possible, using quotation marks to indicate direct quotes. Attach original communications if available.

PART I: INTAKE for INITIAL REPORT OF CONCERN – PERSONS INVOLVED

SUBJECT (1) Engaging in threatening, aberrant or concerning behavior:

Name:	<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown	Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:		Relationship to Target:	
Emergency Contact:		Relationship:	<input type="checkbox"/> Parent <input type="checkbox"/> Spouse/Partner <input type="checkbox"/> Guardian <input type="checkbox"/> Other:
Home Address:		Phone:	

SUBJECT (2) Engaging in threatening, aberrant or concerning behavior:

Name:	<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown	Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:		Relationship to Target:	
Emergency Contact:		Relationship:	<input type="checkbox"/> Parent <input type="checkbox"/> Spouse/Partner <input type="checkbox"/> Guardian <input type="checkbox"/> Other:
Home Address:		Phone:	

Note: If more than two subjects of concern in this incident, attach additional copies of this page with subject’s information.

TARGET (1):

Name:	<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown	Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:		Relationship to Subject:	
Emergency Contact:		Relationship:	<input type="checkbox"/> Parent <input type="checkbox"/> Spouse/Partner <input type="checkbox"/> Guardian <input type="checkbox"/> Other:
Home Address:		Phone:	

TARGET (2):

Name:	<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown	Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:		Relationship to Subject:	
Emergency Contact:		Relationship:	<input type="checkbox"/> Parent <input type="checkbox"/> Spouse/Partner <input type="checkbox"/> Guardian <input type="checkbox"/> Other:
Home Address:		Phone:	

Note: If more than two targets in this incident, attach additional copies of this page with target’s information.

PART I: INTAKE for INITIAL REPORT OF CONCERN – PERSONS INVOLVED

Witness (1):

Name:	<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown	Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:		Relationship to Subject:	
Emergency Contact:		Relationship:	<input type="checkbox"/> Parent <input type="checkbox"/> Spouse/Partner <input type="checkbox"/> Guardian <input type="checkbox"/> Other:
Home Address:		Phone:	
Witness Interview			

Witness (2):

Name:	<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown	Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:		Relationship to Subject:	
Emergency Contact:		Relationship:	<input type="checkbox"/> Parent <input type="checkbox"/> Spouse/Partner <input type="checkbox"/> Guardian <input type="checkbox"/> Other:
Home Address:		Phone:	
Witness Interview			

Note: If more than two witnesses in this incident, attach additional copies of this page.

Regarding:	Case:
PART II: TRIAGE – RECORDS CHECKS	

RECORDS CHECKS (ALL):	Checked <small>NS=Not Significant NA=Not Applicable</small>	Notes about Significant findings:
Photo	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Threat Assessment Team history	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Criminal history	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Driver license information	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Vehicle/Parking information	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
SRO/SSO contacts	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Local Law Enforcement contacts	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Other Law Enforcement contacts	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Protective/No Contact Orders	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
No Trespass Notice	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Concealed weapons permit	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Weapons purchase permit	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Social media	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Online Search	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	

RECORDS CHECKS: School Staff

Disciplinary actions	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Grievances filed	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Title IX actions	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Application	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	

RECORDS CHECKS: Students

Class schedule	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Academic standing/progress	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
IEP/504	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Transfer records	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Conduct/Discipline	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Title IX actions	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> NS/NA	

OTHER RECORDS CHECKS:

Note: Complete a record check form for each subject and target.

Subject:	Case:
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PART II: TRIAGE INQUIRY SUMMARY SHEET		
SUBJECT		Notes:
Behavior(s) causing concern/impacting others	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Concerning or Aberrant Communications	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Directly communicated threats	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Leakage: grievances, ideation/intent, planning, preparations, targets	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Identified grievances/motives for violence	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Fixation on grievances, targets, violent resolution, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Interest or Identification with perpetrators, grievances, or violent acts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
History of violence or novel aggression	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Last resort behaviors: Desperation, imperative, diminished alternatives	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Pathway behaviors – Planning	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Pathway behaviors – Preparing: means, methods, opportunity, proximity	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Stalking/unwanted contact, communication, or pursuit	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Energy bursts/changes in pattern(s) of disruptive/concerning behavior(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Last Resort behaviors/JACA	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Despondency, despair, isolation, and/or suicidality	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Significant cognitive, emotional, or psychological concerns	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Significant or multiple stressors/difficulty coping	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Lack of inhibitors/stabilizers to prevent violence	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Comments:		
TARGET / OTHERS		Notes
Identified targets (person/proxy, place, program, process, philosophy)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Fearful of harm	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Protective actions/responding as if subject poses a safety concern	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Vulnerability: e.g., consistent routine, low situational awareness	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Need for assistance	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Comments:		
ENVIRONMENT		Notes
Organizational climate concerns: e.g., bullying, bias, poor conflict mgmt.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Systemic/procedural	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Report latency/failure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Bullying/bias	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Lack of support, guidance, or resources	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Adverse social influences	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
High rates of violence, harassment, disruption, stress	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Disproportionate rate/severity of concerns	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Comments:		
PRECIPITATING EVENTS		Notes
Impending loss, failure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Key dates/events	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Triggers/reminders	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Views intervention negatively	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Contagion influence	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Return from separation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Comments:		

Subject:		Case:
NOTIFICATIONS	Reason	Notes
<input type="checkbox"/> Superintendent/Designee	<input type="checkbox"/> Student poses High/Imminent threat to self/others <input type="checkbox"/> Other	
<input type="checkbox"/> Principal	<input type="checkbox"/> High/imminent threat <input type="checkbox"/> Crime <input type="checkbox"/> Other	
<input type="checkbox"/> Law Enforcement	<input type="checkbox"/> High/imminent threat <input type="checkbox"/> Crime <input type="checkbox"/> Other	
<input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Student poses High/Imminent threat to self/others <input type="checkbox"/> Other	
<input type="checkbox"/> Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No	

NOTES:

CASE PRIORITY LEVEL:

<input type="checkbox"/> Critical/Imminent	<input type="checkbox"/> High	<input type="checkbox"/> Moderate	<input type="checkbox"/> Low	<input type="checkbox"/> Routine/None
--------------------------------------------	-------------------------------	-----------------------------------	------------------------------	---------------------------------------

TRIAGE RECOMMENDATION:

<input type="checkbox"/> No identified Concerns: Close case	<input type="checkbox"/> Non-TAT Concerns: Referral(s)	<input type="checkbox"/> Unknown/On-going Threat: Initiate TAT Case	BTAM CASE # <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
----------------------------------------------------------------	-----------------------------------------------------------	------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

TRIAGE COMPLETED BY:

_____	_____	_____	_____
Name	Position	Signature	Date
_____	_____	_____	_____
Name	Position	Signature	Date

SECTION 2:

FULL BEHAVIORAL THREAT ASSESSMENT DOCUMENT

Subject:	Case:
PART III: THREAT ASSESSMENT KEY AREAS FOR INQUIRY	
SUBJECT Key Areas for Inquiry	Key Factors
<p>Is subject engaging in behaviors causing concern? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Concerns about nature, pattern, context, or change in frequency or intensity? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Others significantly impacted</p> <p><input type="checkbox"/> Patterned occurrence continues</p> <p><input type="checkbox"/> Changes in behavior/pattern</p>
<p>Is subject engaging in concerning, aberrant & threatening communications? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Indicating grievances, ideation, intent, planning, preparation, or targets? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Directly Communicated Threats</p> <p><input type="checkbox"/> Leakage</p> <p><input type="checkbox"/> Multiple communication modes</p> <p><input type="checkbox"/> Intent to engage in violence</p> <p><input type="checkbox"/> Warning others</p>
<p>Subject expressed motives and/or grievances with intended violence/harm? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Immersion</p> <p>Fixation?</p> <p><input type="checkbox"/> Grievances</p> <p><input type="checkbox"/> Targets/sources</p> <p><input type="checkbox"/> Violence</p>
<p>Has the subject shown inappropriate interest in violence? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p>Identification?</p> <p><input type="checkbox"/> Incidents or perpetrators</p> <p><input type="checkbox"/> Grievances of perpetrators</p> <p><input type="checkbox"/> Weapons/tactics</p> <p><input type="checkbox"/> Notoriety or fame</p> <p><input type="checkbox"/> Violent Ideology</p>
<p>Does subject have (or developing) the capacity to engage in violence? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Violence Hx <input type="checkbox"/> Novel Aggression</p> <p><input type="checkbox"/> Pathway behaviors?</p> <p style="padding-left: 20px;"><input type="checkbox"/> Planning & research</p> <p style="padding-left: 20px;"><input type="checkbox"/> Preparations</p> <p style="padding-left: 20px;"><input type="checkbox"/> Surveillance, stalking, rehearsal</p> <p><input type="checkbox"/> Energy Burst behaviors</p> <p><input type="checkbox"/> Rapid Escalation/Imminence</p>
<p>Subject experiencing/expressing hopelessness, desperation, and/or despair? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Last resort behaviors</p> <p><input type="checkbox"/> JACA behaviors?</p> <p style="padding-left: 20px;"><input type="checkbox"/> Justification</p> <p style="padding-left: 20px;"><input type="checkbox"/> Alternatives (lack of)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Consequences <input type="checkbox"/> Martyrdom</p> <p style="padding-left: 20px;"><input type="checkbox"/> Ability</p> <p><input type="checkbox"/> Legacy token</p>
<p>Subject's behavior indicates need for intervention/support services? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Depressed mood</p> <p><input type="checkbox"/> Hallucinations</p> <p><input type="checkbox"/> Delusions</p> <p><input type="checkbox"/> Extreme wariness/distrust</p> <p><input type="checkbox"/> Martyrdom</p> <p><input type="checkbox"/> Pervasive maladaptive behavior</p> <p><input type="checkbox"/> Untreated symptoms of MI</p> <p><input type="checkbox"/> Poor treatment compliance</p>

<p>Does subject have protective factors or stabilizers that inhibit violence? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Subject has positive, trusting, sustained relationship with positive figure? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Views violence as unacceptable, immoral: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Accepts responsibility for actions: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Demonstrates remorse for inappropriate behavior: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Respects reasonable limits and expectations: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Uses socially sanctioned means of addressing grievances: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Values life, job, relationships, freedom: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Fears loss of reputation, job, freedom, life: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Maintains, uses, and builds effective coping skills: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Treatment access, compliance, engagement: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Few/no protective factors</p> <p><input type="checkbox"/> Protective failures diminishing</p> <p><input type="checkbox"/> Loss of key support</p>
Subject:	Case:
TARGET Key Areas for Inquiry	Key Factors
<p>Are targets vulnerable, concerned, or impacted by subject's behavior? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Significant impact/fear</p> <p><input type="checkbox"/> Significant impart/fear</p> <p><input type="checkbox"/> Availability, access, proximity</p> <p><input type="checkbox"/> Vulnerability</p> <p><input type="checkbox"/> Few protective/coping skills</p> <p><input type="checkbox"/> Need for assistance</p>
ENVIRONMENTAL/SYSTEMIC Key Areas for Inquiry	
<p>Are there Environmental/Systemic factors that are impacting the situation? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> School climate: bullying, bias</p> <p><input type="checkbox"/> Systemic/procedural</p> <p><input type="checkbox"/> Report latency/failure</p> <p><input type="checkbox"/> Poor Conflict management</p> <p><input type="checkbox"/> Unfair treatment</p> <p><input type="checkbox"/> Inadequate resources</p> <p><input type="checkbox"/> Adverse influences</p>
PRECIPITATING EVENTS Key Areas for Inquiry	
<p>Are there Precipitating Events that may impact situation? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Impending loss, failure, injustice</p> <p><input type="checkbox"/> Key dates/events</p> <p><input type="checkbox"/> Triggers/reminders</p> <p><input type="checkbox"/> Views intervention as injustice</p> <p><input type="checkbox"/> Contagion influence</p> <p><input type="checkbox"/> Return from separation</p>
PROCESS INTEGRITY Key Areas for Inquiry	
<p>Are there concerns with consistency, credibility, or bias in information? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>	<p><input type="checkbox"/> Poor credibility of subject</p> <p><input type="checkbox"/> Poor credibility of sources</p> <p><input type="checkbox"/> Inconsistency between sources</p> <p><input type="checkbox"/> Significant gaps/unknowns</p>
Other Relevant Information:	

CURRENT CASE PRIORITY LEVEL:

<input type="checkbox"/> Critical/Imminent	<input type="checkbox"/> High	<input type="checkbox"/> Moderate	<input type="checkbox"/> Low	<input type="checkbox"/> Routine / None
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Case Status:

<input type="checkbox"/> No identified Concerns: Close case	<input type="checkbox"/> Non-TAT Concerns: Referral(s)	<input type="checkbox"/> On-going Threat: Sustain TAT Case
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REFERRALS:

ASSESSMENT COMPLETED BY:

_____	_____	_____	_____
Name	Position	Signature	Date
_____	_____	_____	_____
Name	Position	Signature	Date
_____	_____	_____	_____
Name	Position	Signature	Date
_____	_____	_____	_____
Name	Position	Signature	Date

SECTION 3:

BEHAVIORAL THREAT ASSESSMENT CASE MANAGEMENT

Subject:	Case:	
PART IV: INITIAL CASE MANAGEMENT PLAN		
INTERVENTION/TASK	RESPONSIBLE PERSON	DATE DUE
Subject Interventions		
Target Interventions		
Environment Interventions		

INTERVENTION/TASK	RESPONSIBLE PERSON	DATE DUE
Precipitating Events (Monitoring/Interventions)		

Date for Next Review:

Print name of Team Leader: _____ Date: _____

Signature of Team Leader: _____

SECTION 4:

BEHAVIORAL THREAT ASSESSMENT MANAGEMENT CASE CLOSURE FORM

Subject:	Case:
PART VI: CASE CLOSURE	

- The Threat Assessment Team has completed necessary interventions and actions regarding this case.
- The Level of Concern for this case is currently Routine/None or Low.
 - If at a Low Level of Concern, remaining issues or tasks are being adequately addressed and monitored by relevant resources within the school or community at this time.
- Any relevant referrals have been made and those resources are engaged as needed.
- The full Threat Assessment Team has reviewed and concurred with all the following regarding the domains of assessment and intervention:

SUBJECT:

The subject is not known to be engaging in any behaviors that:

- Is posing a threat of violence, harm, or significant disruption to self or others, or
- May reasonably pose a threat of violence, harm, or significant disruption to self or others, or
- Indicate a need for assistance or intervention.

TARGET/Others:

Targets or others are not known to:

- Have any significant ongoing concerns regarding their safety regarding this case
- Be engaging in any behaviors that place them at risk regarding this case
- Have any significant ongoing or further need for assistance or intervention.

ENVIRONMENT/SYSTEMIC CONCERNS:

There are no known:

- Environmental / systemic concerns significantly impacting this case currently.
- Environmental / systemic concerns that are reasonably likely to occur that would significantly impact upon this case, OR

PRECIPITATING EVENTS:

There are no known:

- Precipitating Events that are significantly impacting this case currently.
- Precipitating Events that are reasonably likely to occur that would significantly impact upon this case.

THERE ARE NO FURTHER IDENTIFIABLE ACTION STEPS. THIS CASE HAS BEEN RESOLVED AND IS CLOSED

Name	Position	Signature	Date
Name	Position	Signature	Date
Name	Position	Signature	Date
Name	Position	Signature	Date

SECTION 5:

APPENDIX - UPDATES TO CASE MANAGEMENT

Subject:		Case:	
PART V: CASE UPDATE (to be updated regularly while case is active)			
INTERVENTION/TASK			
Subject			
Updates:		Source	
Interventions		Responsible Person	DUE
Target Interventions			
Updates:		Source	
Interventions		Responsible Person	Due

Environment Interventions		
Updates:	Source	
Interventions	Responsible Person	Due

Subject:	Case:	
Precipitating Events (Monitoring/Interventions)		
Updates:	Source	
Interventions	Responsible Person	Due
Comments		

CURRENT CASE PRIORITY LEVEL:

<input type="checkbox"/> Critical/Imminent	<input type="checkbox"/> High	<input type="checkbox"/> Moderate	<input type="checkbox"/> Low	<input type="checkbox"/> Routine / None
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Case Status:

<input type="checkbox"/> No identified Concerns: Close case	<input type="checkbox"/> Non-TAT Concerns: Referral(s)	<input type="checkbox"/> On-going Threat: Sustain TAT Case
--------------------------------------------------------------------	---------------------------------------------------------------	-------------------------------------------------------------------

Date for Review:

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REFERRALS:

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Update COMPLETED BY:

Name	Position	Signature	Date
Name	Position	Signature	Date
Name	Position	Signature	Date
Name	Position	Signature	Date

Richmond Public Schools Graduation Schedule 2023

Tuesday, June 6, 2023		RPS Leadership Attending	Board Attending	Number of passes needed for the loading area (Main and Cherry)
10:00 a.m.	Richmond Community High School	Dana Fox and Solomon Jefferson, Renisha Parks maybe , Jason Kamras	SR, SHM (greetings)	6
4:00 p.m.	Huguenot High School (two-hour early release)	Dana Fox, Solomon Jefferson, Jason Kamras	SR, SHM, MW, JY (greetings), NJ	8
7:00 p.m.	Thomas Jefferson High School	Dana Fox, Solomon Jefferson, Jason Kamras	SR, SHM, DP, MW, NJ (greetings)	8
Wednesday, June 7, 2023				
10:00 a.m.	Franklin Military Academy	Dana Fox, Renesha Parks, Solomon Jefferson, Jason Kamras	SR, CB (greetings)	6
4:00 p.m.	John Marshall High School (two-hour early release)	Dana Fox, Jason Kamras, Solomon Jefferson	SR, MW (greetings), DP, CB, NJ	8

Updated 06/02/2023-CVC-10:15 a.m.

7:00 p.m.	Armstrong High School	Dana Fox, Jason, Solomon	S bpR, MW, DP, CB (greetings), NJ	8
Thursday, June 8, 2023				
10:00 a.m.	Open High School	Dana Fox, Jason, Solomon	SR (greetings)	4
4:00 p.m.	George Wythe High School (two-hour early release)	Dana Fox, Jason, Solomon	SR (greetings), MW, DP	6

Updated 06/02/2023-CVC-10:15 a.m.

Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text interpretations.

Prepared by
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(804) 648-1636
Fax: (804) 783-7291



00:00:00 - 00:00:05

And Miss Kimberly. Thank you very much. Thank you.

00:00:05 - 00:00:07

If you need anything, let me know. Nice to meet you, Mr Young.

00:00:07 - 00:00:10

Uh pleasure, a pleasure to meet you and thank you for putting us together.

00:00:10 - 00:00:16

Yes, ma'am. All right. Well, it's very nice to speak with you, Mr Young.

00:00:16 - 00:00:21

I do not believe we've ever met. I, I don't believe we have that.

00:00:21 - 00:00:26

Uh I'm sorry. Yeah, I uh, I look forward to uh perfectly meeting you in person.

00:00:26 - 00:00:41

Absolutely. So you are on the school board and, and I, when I spoke to one of the other school board members, they told me all of the school board members, at least from their memory that they had, who attended June 6th and for some reason they did not have you on that list.

00:00:41 - 00:00:46

So, otherwise you would have been prioritized earlier to, to Yeah.

00:00:46 - 00:00:48

Yeah, you just saved the best for last.

00:00:48 - 00:00:52

I know what you were doing. That's, that's, that's correct.

00:00:52 - 00:00:60

That's absolutely correct. So, this, the Huguenot high school school is within your, your zone, correct.

00:00:60 - 00:01:07

That's correct. Yes, ma'am. How long have you been on the school board since 2017?

00:01:07 - 00:01:10

Ran for office in 2016. So January of 17.

00:01:10 - 00:01:17

Wow, that's quite a long time. Yes.

00:01:17 - 00:01:20

Yes, it is. Yes, it is for local.

00:01:20 - 00:01:24

Yeah, it's kind of like dog years, I think.

00:01:24 - 00:01:29

Yeah, I, I was gonna say that but I, I'm glad you said it instead of me.

00:01:29 - 00:01:44

So tell me, um, I'd like to just talk generally about whatever it is you would like to talk about related to this investigation and then we can just kind of talk more specifically about the events of June 6th.

00:01:44 - 00:01:49

And as we talk about the events of June 6th, take care of yourself.

00:01:49 - 00:01:55

If you need a break. If you need a pause, if you need to turn your camera off or walk away, take care of yourself first.

00:01:55 - 00:01:58

That's, well, you're, you're thank you very sweet.

00:01:58 - 00:02:12

Thank you, Pam. Uh Yeah. Well, um so, you know, I'm pretty, pretty frank guy, I'm just gonna be Candid and uh and if you don't want to discuss any of this, uh then uh just interrupt me.

00:02:12 - 00:02:25

Uh You, you're not, you are not gonna hurt my feeling but uh immediately subsequent and I mean, immediately subsequent to the immediate aftermath.

00:02:25 - 00:02:34

Uh uh And yours truly uh like Jason Kamras and like, like Stephanie Rizzi, we were literally right at the door.

00:02:34 - 00:02:52

Of course, we had all been on the stage along with uh Shonda uh shake, shake, uh everyone's hand and uh and we had exited, uh we were literally up then of course, uh you know, I know you've, I'm sure been in the venue 100 and one times yourself.

00:02:52 - 00:03:05

So you have a lot of familiarity with the layout and, you know, we were inside that little vegetable area in between like when you arrive from Monroe Park and, and then the next uh set of doors to actually access to the facility.

00:03:05 - 00:03:14

And we were literally right there. Uh again, cheering for all the students uh patting them on the back, shaking their hands as they were now exiting into Monroe Park.

00:03:14 - 00:03:28

And uh and uh the very nearly all the students had now exited, there are a few still uh walking out the door when we, when we heard, when I, you know, when I heard the pop, pop, pop, pop, pop, pop, pop.

00:03:28 - 00:03:40

Uh my point is to say, uh fast forward, um just a few hours later, I'm still on site when I learned uh the circumstances.

00:03:40 - 00:03:56

Uh and specifically that the deceased uh ie that Shawn Jackson, uh I was told uh by a staff person uh that, well, you know, uh and this is a staff person uh who's now on in leadership.

00:03:56 - 00:04:04

Um And really, really always has been in leadership but has a formal position of leadership and assistant principal role um at Huguenot.

00:04:04 - 00:04:10

Now, uh I was, I was told then while still on site before I had even departed.

00:04:10 - 00:04:14

Um Well, you know, that the student wasn't even allowed on campus.

00:04:14 - 00:04:21

And of course, because you just spoke to, I've been on the board since 2017.

00:04:21 - 00:04:31

Um uh This isn't my first rodeo and I immediately connected the dots and, uh and suspected the worst.

00:04:31 - 00:04:38

But that said, you know, obviously I wanted to try to do everything I could uh to be objective and not to rush to judgment.

00:04:38 - 00:04:55

So I, uh I called, uh I called Stephanie Rizzi, uh that evening, our board chair and I proposed that the board convene an emergency meeting uh the next day on uh on June the seventh.

00:04:55 - 00:05:18

Uh I reached out to, reached out to Jason, uh reached out to Cheryl Burke, our vice chair, uh Cheryl replied back and uh she sent me a note, um What and of course, it, uh everyone was trying to get in touch with everyone even that evening and it was uh very difficult, Stephanie and I, again, we actually an opportunity to converse over the phone.

00:05:18 - 00:05:24

Uh Cheryl sent, uh sent me a text back if I recall correctly.

00:05:24 - 00:05:27

I think essentially saying, you know, kind of like, yeah, we, you know, need to meet someone.

00:05:27 - 00:05:45

I was unable to get in touch with Jason, uh understandably, uh that evening um via either text or uh or phone uh point is to say that that meeting did not happen the next day, which understandably understandably.

00:05:45 - 00:06:05

Uh but in lieu of having a meeting that day, you know, I was really pushing and encouraging for when I, we, we next regularly scheduled meet to, to meet that we would have a conversation as a board, a uh a closed door behind scenes, very candid conversation because of the information that I had learned.

00:06:05 - 00:06:17

Uh, and I suspected that to be real blunt, pam, that the district may be liable and we may soon be, uh in a position where we could anticipate lawsuits, et cetera.

00:06:17 - 00:06:34

So at that, in between, in the interim between, uh, when the event happened and then when we actually met for our regularly scheduled meeting, of course, I had again, had chatted with, uh, our board leadership and with the superintendent.

00:06:34 - 00:06:44

And, uh, my expectation is that we were gonna have this closed door meeting show up for the meeting a few minutes, probably prior to six are closed is always at the end of the meeting.

00:06:44 - 00:06:57

And I said, you know, shared, hey, you know, uh, I don't remember how I said it, but, you know, essentially, um, I said to Jason, it was like, you know, we're gonna have that meeting closed door, you know, about it.

00:06:57 - 00:07:12

And, and I, at a kind of saw like what looked like a deer and headlights look and it was very obvious that despite my request, uh, to have this meeting, uh, to have this conversation rather enclosed that this has not been prepared for.

00:07:12 - 00:07:15

And in fact, I was told directly it was like, oh, well, we aren't ready.

00:07:15 - 00:07:27

So we went into close notwithstanding uh what I just, you know, shared how I had requested this and uh it was very disappointing, Pam.

00:07:27 - 00:07:36

Uh Essentially, um I was told, uh everyone and all my colleagues were told, well, we're not prepared to discuss it.

00:07:36 - 00:07:38

We don't, we didn't know we wanted to like, well, what the heck.

00:07:38 - 00:08:06

Um I probably don't need to get into what happened next except to say that you're truly conveyed my concern that there may have been shortcomings or deficiencies of relevant rps that enabled what happened that would then matriculate in a way that it was kind of like, well, are you blaming the victim fast forward?

00:08:06 - 00:08:22

Uh More and more information began uh be uh began to be released either uh through the court documents or because our staff at Huguenot were sharing information with me uh with my colleagues, et cetera, et cetera.

00:08:22 - 00:08:38

Uh And um and I learned some really troubling information uh learned uh that uh and uh if I may pay him.

00:08:38 - 00:08:46

Uh um And I think I have to disclose, I have not disclosed this to anybody to this point.

00:08:46 - 00:09:04

Um But III I think I have to, I learned from our then CEO who has now left and uh is now Virginia apartment education, somebody who I have a terrific relationship with just Toda today.

00:09:04 - 00:09:09

Uh We work very intimately. Um Robert Gilstrap, our principal at Huguenot.

00:09:09 - 00:09:21

Um He was very candid with me, uh, and Cher Jonathan, um, like this is it.

00:09:21 - 00:09:23

I'm paraphrasing because I don't remember exactly how he said it.

00:09:23 - 00:09:42

But essentially, uh he said this is why, why is everyone so surprised that we had somebody on, at the event, some, someone on the stage who, uh, is perhaps involved in really, really bad behavior and that there are threats against his life.

00:09:42 - 00:09:51

Why are people surprised at that? He went on to say, uh I had someone else on the stage and nobody even knows about it that shot and killed someone.

00:09:51 - 00:10:02

There was another and none of my colleagues know this what I'm sharing with you, Pam, there was another student on that stage who shot and killed some.

00:10:02 - 00:10:16

And um and so of course, I know all this information, uh my colleagues presumably do not.

00:10:16 - 00:10:36

Um but information continues to trickle out and as the information continues to trickle out those people, including like our board leadership that had taken a very, had had initially taken a posture like, hey, no, the district doesn't have any culpability here like, um we, we don't think we're liable.

00:10:36 - 00:10:45

Um We, we, you know, let's let's not um do anything that would uh put us in a place like the victim is being blamed, et cetera, et cetera.

00:10:45 - 00:11:04

But as more information began to come out, uh even those persons, uh and then fast forward, even Jason, Jason would uh take a very different position and candidly like the last meeting where we, we reviewed all kinds of emails.

00:11:04 - 00:11:14

Uh Jason said, what in our, my colleague said what I've been saying since June, the sex, the district, the district contributed to this.

00:11:14 - 00:11:21

Now, obviously, look, I'm always a position, the person who pulls the trigger ultimately is the person who's responsible to be clear.

00:11:21 - 00:11:42

But were there contributing factors? Yeah. Um So we reviewed emails presumably that you have now re read and reviewed where the, we put the Shawn Jackson back into a classroom for a purpose of a test, I think, or an assessment and the mother was sending our people notes.

00:11:42 - 00:11:50

How would you dare do that there? And she said there were literally people in the classroom that are trying to kill him that want to kill him.

00:11:50 - 00:12:15

Uh And uh so my point is to say, um my hypothesis uh is that um the RPS uh was culpable uh that we did invite this uh uh tragedy because um we adopted this very Laissez Faire approach.

00:12:15 - 00:12:26

Um And our people on the ground including, and I refer to uh all of our principals as CEO S uh uh Pam.

00:12:26 - 00:12:32

Uh I always try to be intentional about the language I use ie the signal that they run the school.

00:12:32 - 00:12:41

We do not. Jason does not. But the problem is there's this real um juxtaposition with reality.

00:12:41 - 00:12:46

There's this real folly in what I say because Rob didn't run the school.

00:12:46 - 00:13:01

Our people don't run the school. They have uh on this topic, they feel like their hands are tied and, and that's when now look as presumably you could excuse away what Rob said to me in confidence as well.

00:13:01 - 00:13:07

Hey, uh he is trying to um, pass the buck, right.

00:13:07 - 00:13:09

He, he doesn't want to be the bad guy.

00:13:09 - 00:13:11

So he's gonna like try I get that.

00:13:11 - 00:13:20

But again, if I may because I didn't just get off the boat for lack of better description, I've been doing this a while to your point.

00:13:20 - 00:13:25

Um I know that Rob a former army guy.

00:13:25 - 00:13:38

Um, and because of all the conversations and because of what he has done, including back to 2017, my first year in the board where we had a problem out in the woods, we had all kinds of problems out in the woods by the train tracks.

00:13:38 - 00:13:45

This is prior to us relocating 400 students to George West from ya.

00:13:45 - 00:13:53

Um, he took a position where if he found that you were one of the people out in the woods, he wouldn't let you get on the bus to go back home, your parents had to come and pick you up.

00:13:53 - 00:14:14

And that really ameliorated the problem. My point is to say that this is not, um, he was in a position, his staff, my hypothesis were in a position where they felt like you can literally literally kill someone and still attend that graduation.

00:14:14 - 00:14:25

And walk across the stage. So um they uh so I, I really II I think that my colleagues have a have adopted.

00:14:25 - 00:14:29

Now. I have uh and I'm not giving a political speech to Pam.

00:14:29 - 00:14:37

I recognize that's not the purpose of this conversation, but it is to provide context to kind of where I, you know, what, what I believe happened.

00:14:37 - 00:14:53

I believe that uh my colleagues and our administration have developed a kind of messaging that are people at Huggan on high school and presumably uh other schools.

00:14:53 - 00:15:03

But Hugo is my, is only high school in my district that they have interpreted inferred rightly or wrongly as you.

00:15:03 - 00:15:13

Absolutely. Um You, you have to have this, you have to have persons even if there's a threat against their life at the event.

00:15:13 - 00:15:20

Um So I, you know, I'm unsure where to go from there.

00:15:20 - 00:15:45

Um You know, relevant to the day of the event, um irrelevant to the day of the event I showed up um as always tried to do for hu and I uh rather early because it's my school and interface with students and um I, you know, go and spend time with them um as they're kind of getting dressed, putting on their, their uh their, their, their garb.

00:15:45 - 00:15:54

Um uh I know that there's been, you know, my colleagues have spent an inordinate amount of time talking about security ingress, egress.

00:15:54 - 00:15:58

Um uh I saw a lot of security.

00:15:58 - 00:16:10

Um I saw uh uh I saw a, uh a a, I saw a pretty darn good hardening of a soft uh venue.

00:16:10 - 00:16:30

Um I uh I saw uh to be blunt, um everything that you would expect and probably more, um I did not see any holes or shortcomings or deficiencies uh in fairness and full disclosure.

00:16:30 - 00:16:49

I know one of my colleagues Shanda talked about the side, you know, the, the back door of the side I walked in but, you know, Pam got, you know, it, you know, it's clear, it's clear I was, you know, like I wasn't a bad actor, people, you know, like, oh, you know, hey, so people knew, you know, it wasn't.

00:16:49 - 00:16:52

Oh, some stranger walking in. So did they want me?

00:16:52 - 00:16:59

No, they did not. Uh But was it obvious to the security staff that this guy is affiliated with RPS?

00:16:59 - 00:17:01

People know him, he's talking, you know.

00:17:01 - 00:17:08

So, yes. Um and I suspect though I represent you and I and my colleagues do not.

00:17:08 - 00:17:12

I suspect that that's probably the same for, for everyone else.

00:17:12 - 00:17:16

So did I see any shortcomings uh deficiency the day of the event?

00:17:16 - 00:17:20

No, I did not. Um I think we were pretty well hardened our staff.

00:17:20 - 00:17:37

Um I instead really point to um I think that uh the, the staff um and they, they haven't said as much to me um felt like they did have an option.

00:17:37 - 00:17:51

They did not have an option. Um But to have the student at the event even knowing what they knew, which was that uh it was a threat to have the student participate in the event.

00:17:51 - 00:18:04

That was a, no, no, no, that, that's very helpful and, and I just have a few, couple, a couple follow ups um because that was very, very informative.

00:18:04 - 00:18:14

Um Mr Gilstrap has not consented to a conversation with us at this point and that's, that's a absolutely his option.

00:18:14 - 00:18:21

And I can certainly understand any concerns he might have about talking about his role and responsibilities.

00:18:21 - 00:18:51

But did in your conversations with him or other staff, did any of them point to any guidance policy procedure or anything that made them have that sort of feeling that their hands were tied, were there meetings or conversations about it or just some practice um that made them feel that they had to push him into this setting and, and to walk on that stage, no specificity, no ma'am.

00:18:51 - 00:19:36

So, uh so no one pointed to any particular protocol or policy or meeting, but instead, uh this, um and instead what I referred to, I wouldn't want to belabor the point, but just this um this general sense and, you know, we, you know, we chatted that they really feel like their hands are, their, their hands are tied and that they regularly because we had the conversation about how, you know, students, uh even, you know, offender, you know, persons who have committed uh threats, you know, against person or return to the school, absent any kind of opportunity for the school to, to weigh in on that.

00:19:36 - 00:19:39

And, and specifically how there was this other student.

00:19:39 - 00:19:56

And I can tell you who the other person was, um, or at least as alleged was the individual who shot, uh, a family member unintentionally outside of right outside of Wester Hills Elementary.

00:19:56 - 00:20:10

If you recall there, uh, there were uh, a couple of persons that, uh, that ambushed another, a couple of persons out at Wester Eels Elementary, right outside, literally right outside the front door.

00:20:10 - 00:20:27

The allegation is that the student, uh, the, the, the allegation is that the person who unintentionally shot, uh, his family member, um, was somebody who was on that stage and graduated.

00:20:27 - 00:20:50

And so the, the contention is like, look like, what do you know if you're gonna let somebody who brings a gun to ambush somebody at a, you know, at a school, it shoots, you know, shoots the wrong person unintentionally right in the, in the fight actually goes off.

00:20:50 - 00:20:55

But she's like, well, you know, the point is what do you have to do to not be invited?

00:20:55 - 00:21:06

Like to, not to, not to be considered a threat because presumably now if that person had not been a family member or maybe so, I don't, I have no idea the family dynamics.

00:21:06 - 00:21:17

Maybe there's somebody in the family that wants to get that guy too uh but if it hadn't been a family member, presumably there could have been someone else there at that event.

00:21:17 - 00:21:28

Um So it was more of a um uh a culture or kind of um uh concern.

00:21:28 - 00:21:41

Uh Like, hey, you've built this culture school board, you've built this culture uh administration and we're having to, you, you, we're having to try to uh work within that, within that framework.

00:21:41 - 00:22:03

And basically, yeah, so I, I get it that he was he that the staff would not say, ok, someone said this or someone did this to, to make us push these, these students into this ceremony.

00:22:03 - 00:22:09

Is there a is do they have in talking to staff?

00:22:09 - 00:22:13

Could they share with you why they thought this was the culture?

00:22:13 - 00:22:25

Why like I I know in every school system, particularly in urban school systems, there is a hard push to keep that graduation rate number up.

00:22:25 - 00:22:40

I understand that that's just the reality of education, particularly in urban areas for funding and for all kinds of, you know, success outcomes data and all of that property tax rates, all of these things, but play into it.

00:22:40 - 00:22:57

So I I know to keep your graduation rates high, there's always pressure for that, but in terms of pressure to actually see them in the venue as opposed to just externally providing them the graduation.

00:22:57 - 00:23:04

And could you kind of just help me understand what we thought the pressure was to have them physically present.

00:23:04 - 00:23:12

Yeah. Well, yeah, so physically present. No, I don't know.

00:23:12 - 00:23:16

Um that information was that information was never shared with me.

00:23:16 - 00:23:21

However, my colleagues, uh my colleagues and I have asked that que that very question over and over again.

00:23:21 - 00:23:32

Um and uh unsure uh iii I don't know, I don't have an answer to that because that question has never been answered.

00:23:32 - 00:23:37

Relevant to the uh relevant to actually just graduating.

00:23:37 - 00:23:44

Yeah, we had a lot of that discussion and I, you know, I know all the information has been shared with you too, but as a board, we had a lot of that conversation.

00:23:44 - 00:23:53

Uh, and that was the initial conversation specifically about, uh, actually, should this gentleman ha had even have graduated.

00:23:53 - 00:23:57

Um, and our people, they will now say, hm.

00:23:57 - 00:24:06

Um, I mean, for example, I mean, to be blunt, uh, he was supposed to be running a student store.

00:24:06 - 00:24:18

Um, well, the guy wasn't there to even run a student store and the argument was, well, he put together like this, um, inventory count or something.

00:24:18 - 00:24:25

Well, I've seen all this and it's so the point is no, he shouldn't, to be blunt, he shouldn't have graduated.

00:24:25 - 00:24:28

He did not feel fulfill his uh requirements.

00:24:28 - 00:24:37

But on the topic of like why he was there only a lot of uh, conjecture, a lot of rumor.

00:24:37 - 00:24:43

Um I, I will tell you what I've heard but it really, it, it, it probably is.

00:24:43 - 00:24:51

No value because it, it, it's, um, it's never been verified is that he, he wasn't supposed, he wasn't supposed to.

00:24:51 - 00:25:04

But that, uh, he, uh, that apparently what I've been told is that his mother contacted the district and started making pleas for him to be able to walk across the walk across the stage.

00:25:04 - 00:25:14

Uh, but, you know, I've seen the emails including from his mother, uh, the day of the event saying that he's having a, that he's having a bad day.

00:25:14 - 00:25:19

Well, I can only infer what a bad day is because of the other emails.

00:25:19 - 00:25:35

Uh So if I extrapolate what she characterizes as bad per pertinent to preceding emails, which included being exceptionally violent, uh to himself and to other people, uh, you know, rampaging through the house, throwing stuff around, et cetera.

00:25:35 - 00:25:41

Um I know that either one of two things happen.

00:25:41 - 00:25:58

Um Well, at least one, either one, that information never got to the school or two, it got to the school and, and, or the district and the right hand didn't know what the left hand was doing.

00:25:58 - 00:26:03

Is oh, hey, we don't know what bad means because we haven't looked at this right?

00:26:03 - 00:26:13

Like that, you know. Oh, you're, you're crying or, I don't know, uh, or three, it did get to the school end of the district and it was disregarded.

00:26:13 - 00:26:15

I, I do not know the answer to that.

00:26:15 - 00:26:18

I do not. We have asked all those questions Pam.

00:26:18 - 00:26:28

Um, and they have not been forthcoming, presumably, um presumably because those are really hard questions uh that no one wants to answer.

00:26:28 - 00:26:47

But, um, I, I don't know. Well, I, and I obviously I, I won't, I try try not to get into any mu too much detail about findings or where our investigation is going, but I can tell you that is a question that is flashing like a bright light for our investigation.

00:26:47 - 00:26:55

And we are asking those questions and I think we have an answer to that but we still have more information, more interviews to conduct.

00:26:55 - 00:27:01

I, I think I probably have like eight or nine more people who are critical that I need to interview.

00:27:01 - 00:27:08

But that is a big question that we're asking and at this point, we think we have an answer for that.

00:27:08 - 00:27:14

So um but you know, you never know what the next person will tell you to inform that, inform that.

00:27:14 - 00:27:19

So yes, we, we are focusing on that question as well.

00:27:19 - 00:27:55

Um Well, I can say that if you have any influence and conversation with Mr Gilstrap, he would be very important for us to speak with although I do understand his reservations, but you know, II I don't think even however we we prepare the report with or without his name or obviously you all will have his name, but an executive summary might not, but it just doesn't look great for the one person who by school board policy.

00:27:55 - 00:28:04

The written policy is the one who makes the decision about whether they can attend school sponsored activities, doesn't.

00:28:04 - 00:28:08

Yeah. Absolutely. Absolutely. I agree with all of that.

00:28:08 - 00:28:10

And like I said, Rob is a good friend.

00:28:10 - 00:28:13

I could, you know, Ive been to his house, you know.

00:28:13 - 00:28:19

But, but, yeah, look, I, I just call him as I see him and I completely agree with everything you just said.

00:28:19 - 00:28:24

And, um I'm also not naive to the fact, you know, reference.

00:28:24 - 00:28:32

I mean, look, I mean, um people are, I mean, it's always easy to put the blame on someone else, right?

00:28:32 - 00:28:45

So, um so yeah, I mean, I, I think that there are my personal opinion is that there are multiple people that have some culpability in, in this.

00:28:45 - 00:28:50

Um I don't think it's fair to just point to um school board.

00:28:50 - 00:28:53

I don't think it's fair to just point to superintendent.

00:28:53 - 00:28:56

I don't think it's fair to just point to our counselor.

00:28:56 - 00:29:09

I mean, all these people, obviously, you know, intimate relationships with, I think you've got to point to a whole host of folks who, who had uh I just think in every, I mean, I I'll say it this way.

00:29:09 - 00:29:23

I mean, and I've said this publicly, I mean, Chief Edwards pointed to what constituted flashing his terms, not, not my flashing red lights on social media.

00:29:23 - 00:29:33

I mean, Pam, we have a very robust team as you know, Angela's team um, they do great work.

00:29:33 - 00:29:54

Um, you know, that we have the gaggle alerts right over in a year in an academic year, over 5000 social media alerts or, uh, or online, I guess not, it's not limited to social media, but over 5000 online, uh, threats are identified in a year with gaggle to refer to.

00:29:54 - 00:29:58

Um, and that, you know, that's all Angela and her, her team that runs that.

00:29:58 - 00:30:03

I, I again, all these people, I like uh they're all friends of mine.

00:30:03 - 00:30:08

So it's, it's awkward to say this. But I mean, what did Angela's team see?

00:30:08 - 00:30:27

What did they know? Like surely if, if Chief Edwards is speaking of flashing red lights on social media online prior to June 6th shooting, prior to basically what Chief Edwards I referred him to say is like, hey, everybody should have understand that this was coming.

00:30:27 - 00:30:32

How did we not, did we not see it or did we see it?

00:30:32 - 00:30:41

I think we probably saw it. I think that information was probably pushed along the food chain and someone made a decision.

00:30:41 - 00:30:44

This is just, you know, I think someone made the decision.

00:30:44 - 00:30:47

Yeah, but hey, this is this one big day.

00:30:47 - 00:30:52

Let's get him across the stage and it came from a good place.

00:30:52 - 00:30:56

I'm not, I wanna acknowledge that. I think it's a beautiful, beautiful heart that does that.

00:30:56 - 00:31:04

But I think we had information said, man, they, we put him in a classroom mom is saying, there are literally people trying to kill him.

00:31:04 - 00:31:08

You probably have the Angela's team tracking these gag alerts.

00:31:08 - 00:31:22

And someone said, yeah, but we really want to, you know, we wanna, we want him to have, you know, it'll be good for his, well, well, well, being for his welfare it'll be good for, um, you know, the district.

00:31:22 - 00:31:29

Let's have him go in that old saying, you know, the, the road to hell is paved good intentions.

00:31:29 - 00:31:36

I, I think that there was a decision to look over some stuff and I think that that's where we're culpable as a district.

00:31:36 - 00:32:08

Well, I can, I can assure you that some of the, the concerns that you have highlighted, um we are addressing those and we'll try to, to give, I don't know if we'll give answers, but we will certainly give the narrative of how things happened and it may be, you know, there may be some things

we can answer and there may be some things that we can just give the narrative on and you all will have to take it from there.

00:32:08 - 00:32:14

But we are looking at the very things that you, you have highlighted and discussed.

00:32:14 - 00:32:28

Well, I really appreciate you and your colleagues and uh really uh grateful uh for the, the seriousness that I know that um that your firm S Anderson is known um for doing.

00:32:28 - 00:32:36

And uh so um it's just uh I just think it's really important we owe it and so much more to all the folks that were there.

00:32:36 - 00:32:42

And, uh um you know, I, I just, uh I really wanna make sure that this doesn't happen again.

00:32:42 - 00:32:53

Um So, um I think, uh those, those questions are, uh are questions that people didn't want asked um, for a long time.

00:32:53 - 00:32:59

So, uh but if you wanna improve, you gotta sometimes be willing to look at yourself in the mirror.

00:32:59 - 00:33:15

So, yes, ma'am. That's right. It's kind of like um I'm, I'm probably telling my age but back in the old days when you'd fall on the playground and skin your knee and your mom would put that red painful Mercurochrome on that scar, right?

00:33:15 - 00:33:20

To make sure that you get infected and it hurt like heck, right?

00:33:20 - 00:33:28

It burned and you scream but it kept you from getting infected and it helped you like I can look at my knees now and I don't have many ugly scars because of that.

00:33:28 - 00:33:33

So it's kind of, this is, this process can be kind of like the mecum.

00:33:33 - 00:33:40

It, it hurt, it might hurt, it might be painful but in the long run it, it sunlight will help.

00:33:40 - 00:33:54

Yeah, I, I couldn't agree more. Um I believe that transparency uh uh you know, um democracy, it only works.

00:33:54 - 00:34:08

It only works if uh if people uh oh mister Young, I think we froze up.

00:34:08 - 00:34:14

Can you still hear me? I can hear you.

00:34:14 - 00:34:18

Are you still there now. OK, you froze, right?

00:34:18 - 00:34:21

As it says my internet connection is unstable.

00:34:21 - 00:34:25

So it's on my end that just pop up.

00:34:25 - 00:34:28

Yeah. But no, no, I just, I was just sharing.

00:34:28 - 00:34:35

I completely agree. I mean, democracy is contingent on uh on, on persons being able to understand who's making the decisions.

00:34:35 - 00:34:44

What are the decisions, why are they making the decisions and absent that then, you know, may as well have, you know, uh, totalitarian state.

00:34:44 - 00:34:50

Um, and you know that I don't think anybody willingly is signing up for that.

00:34:50 - 00:34:54

So, yeah, I agree. I, I couldn't agree with you more.

00:34:54 - 00:35:04

Well, let me give you, um, you have my email address is attached to this Zoom link if you have any other information that comes to light or anything you say.

00:35:04 - 00:35:10

Oh, I thought about this but I didn't please feel free to email me, but I will also provide you my cell phone number now.

00:35:10 - 00:35:17

And that way if you can call, if it's more expedient to do so, um, please feel free to call.

00:35:17 - 00:35:26

Ok, I am ready. Eight 04869 uh 1484.

00:35:26 - 00:35:32

All right. That is 84869148 four. That is correct.

00:35:32 - 00:35:36

And please feel free to call if anything comes to mind or if there's any, you know, you think?

00:35:36 - 00:35:38

Oh, I wonder she, are they talking to this person?

00:35:38 - 00:35:42

You should talk to that person, please feel free to pass that along.

00:35:42 - 00:35:47

We're, I'm trying to wrap up, we are trying to wrap up interviews no later than Monday.

00:35:47 - 00:35:53

We keep sort of having more names that come up that we were pointed to that we need to, to speak with.

00:35:53 - 00:36:03

Um Friday was my, my sort of drop dead date after we got the extension and now it's looking like I'm trying to say, ok, Monday, I have to stop talking, interviewing to start writing.

00:36:03 - 00:36:22

So you trying to do and you know, um I'm, I'm gonna, I don't want to presume what anybody has shared with you, but the the rumor is and I don't know if this is true or not, but the rumor is that Sean Jackson's friends and maybe not him personally.

00:36:22 - 00:36:27

I don't know. Um But where was, who shot the student at the bus stop?

00:36:27 - 00:36:43

Um But that is an entire rumor. Um But I do know that Stephanie Rizzi knows one of the students that was party to that or has some, some relationship to one of the students that was involved in that.

00:36:43 - 00:37:01

So that um because she referenced that other student's name a couple time in private conversation, I do not know who that person is but either the person that was shot or the person um that shot the person that was shot at that bus stop.

00:37:01 - 00:37:07

Um which was about this time, I that was about this time a year ago.

00:37:07 - 00:37:13

It was in the fall of 2022. Ok.

00:37:13 - 00:37:30

That's a good information source. I will follow up on that and, and that is, I mean, and this is a, the good part of an investigative process where sort of, you start very narrow and it sort of just kind of expands.

00:37:30 - 00:37:41

And so, um, because that was not information that I had before and I do have Miss Rizzio on my list, I believe, I don't have a date yet for an interview, but I will be speaking with her.

00:37:41 - 00:37:49

Yeah. Yeah, I think it was I, well, anyhow, I'll let her tell you but, but she, yeah, she had a relationship with one of those persons.

00:37:49 - 00:37:56

Very good. Well, thank you very much for your time for the insight today again.

00:37:56 - 00:38:00

Please feel free to call me if you have any other information that you'd like to share.

00:38:00 - 00:38:05

Good. Thank you again. Oh, no worries.

00:38:05 - 00:38:08

No problem. Have a great day too.

Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

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00:00:00 - 00:00:05

Ay. Ok, if you need me, let me know.

00:00:05 - 00:00:07

All right, thank you, Kimberly. Bye bye.

00:00:07 - 00:00:13

How are you, Miss Rizzie? I'm hanging in there always busy.

00:00:13 - 00:00:22

I'm guessing you are too. Oh, it, it's, it's crazy and, and I'm sorry for the losses that you've had, but thank you.

00:00:22 - 00:00:27

Thank you for that expression in one of those kind of years, you know.

00:00:27 - 00:00:45

Um Well, in this, in our conversation, really, I think the best thing is for me to just offer you the opportunity to tell me whatever it is that you think would be helpful and, and inform this review that we're doing.

00:00:45 - 00:00:58

I am hopefully getting to the tail end of interviews, which I'm trying to close that window on Wednesday for all interviews so I can stop gathering and start uh writing, writing the report.

00:00:58 - 00:01:08

But it's, it's, there's been a lot of information and so I wanted anything you can tell me to inform the process would be really, really helpful and I, I'd love love to have this conversation.

00:01:08 - 00:01:12

Ok. Um What part of it are you investigating?

00:01:12 - 00:01:18

Are you looking at? Like what happened prior or during the event itself?

00:01:18 - 00:01:38

We are sticking very explicitly to the three point charge of the school board or asked, um, you know, you asked us to look at the graduations from set up to, um, to completion for all of the all aspects of the graduation planning.

00:01:38 - 00:01:41

You've asked us to look at the homebound process.

00:01:41 - 00:01:58

You've also asked us to look at um, what I read as, um, any statements that were made or given in support of what the previous report was, um, that was issued internally from uh from the school division.

00:01:58 - 00:02:09

Um So those are the very narrow, we are sticking clearly to the charge that you have given us and not going, not even a step beyond that unless you all ask us to do that.

00:02:09 - 00:02:12

So those are the three things we are looking at.

00:02:12 - 00:02:18

We are not, we are very explicitly not looking at the criminal aspect of the shooting.

00:02:18 - 00:02:25

Um We are not looking at, you know, we are anything that's related to the security, obviously is a part of our charge.

00:02:25 - 00:02:34

Security at the event is a part of our charge, but kind of who did it, why they did it, you know, who shot, whom, who was holding what gun?

00:02:34 - 00:02:45

And none of that is within our purview, except to the extent it informs the security issues um around the actual graduation.

00:02:45 - 00:02:53

Ok. And what is my expectation of an aim, um, aim, uh anonymity?

00:02:53 - 00:03:19

Um Well, that really is, is going to be a question for the body because as we prepare this report, one of the things that we, I know we talked about um in the very beginning, uh I believe um with your vice chair and Mr Cameras, when we were on the call initially, we talked about, you know how the report should be written, right?

00:03:19 - 00:03:25

Do we, should you expect to see a report that has confidential information and all of those things in it?

00:03:25 - 00:03:46

For the school board, we expect to write the report and put information, any information and the source of our information in the report that goes that the one that is attorney client privileged for the purpose and for the consumption of the public body that is only you, that is the, you all are the client.

00:03:46 - 00:03:58

Um And then we are sort of still, we were sort of having conversation about whether we would also prepare for the school board.

00:03:58 - 00:04:08

Uh What we call an executive summary, that would be sort of a 10,000 ft level review which would not include any personally identifiable information.

00:04:08 - 00:04:26

It would not contain any private student information, anything that we don't need to cloak with the attorney client privilege that could sort of give the public a sense of what you are, what, why you authorized this investigation or this review and then what the review results are.

00:04:26 - 00:04:36

Um So we, we expect that you're going to want to have both of those versions, the executive summary, which you can share with the public if you choose to.

00:04:36 - 00:04:45

Um But it prob and it probably will not be attorney client, privileged or exempt from Foia because it's prepared for the purpose of being public.

00:04:45 - 00:04:47

And that's only if you tell us, you want us to do that.

00:04:47 - 00:04:52

Right. But the what we are working and it's really easy to do one of those.

00:04:52 - 00:04:58

Once we've written the more comprehensive reports, we just kind of pull out the high level stuff, put it in there.

00:04:58 - 00:05:29

But for our more comprehensive report, we intend to say whatever we say, cite what our information sources, which would include identification of people identi if it's a document that identifies, you know, that is support something or if it's an email that supports something, it will be cited because we don't want to just, you know, throw a whole lot of facts out there without showing our work, showing how do we know what we know and why are we telling you that this thing happened?

00:05:29 - 00:05:35

Well, we're telling you that this thing happened because here are three sources for saying that this thing happened.

00:05:35 - 00:05:42

So that is kind of what you could expect um in, in the larger report.

00:05:42 - 00:05:50

OK. And one last question, um did you all have access to that binder that um Mr cameras gathered and shared with us?

00:05:50 - 00:06:03

You did that, that was the first and trying to be the cheap old lady and not turn my heating system on in the house and yet so I have this, it made it really hot in here.

00:06:03 - 00:06:09

Um Yeah, so that was the first thing we received, we made a request for certain documents.

00:06:09 - 00:06:25

Um And while they were gathering the documents that we requested, they said, well here take this first tranche of documents, which is that binder, I'm sure you all had this one so heavy I can't pick it up.

00:06:25 - 00:06:29

That's the one that I'm sure that you saw as well.

00:06:29 - 00:06:38

So that was the first thing we received and while we were waiting for our specific document request to come in, um we, we reviewed that.

00:06:38 - 00:06:41

Ok. All right. Well, that's good. All right.

00:06:41 - 00:06:43

So where would you like me to start?

00:06:43 - 00:06:58

Then the graduation itself? What whatever you think can inform this process because you, you know, I, I know a lot about everything now, but you know, that does not mean I know everything.

00:06:58 - 00:07:02

And so sometimes there are more things that, you know, that I don't know.

00:07:02 - 00:07:05

So I like at least for the folks who are not.

00:07:05 - 00:07:09

I mean, I know you were a fact witness because you were there.

00:07:09 - 00:07:36

Um But let's just start very broadly and tell me what, what concerns you have, what expectations you have or any places that you, that you'd like to make sure that we cover in this report and then

we can talk specifically about June 6th because I, and I kind of, you know, I like to put that to the end because I know that's a tough, you want to relive.

00:07:36 - 00:07:51

And so, yeah. Ok. Well, you know, I will say that, you know, having reviewed the binder and, um, you know, given it some thought, I really am very concerned.

00:07:51 - 00:08:08

Um, first of all, with, um, the communications that the counselor MS Harris had with the parent, um, it didn't seem to me that a lot of the information she had access to was also communicated to her principal.

00:08:08 - 00:08:33

Um I really, I, I really think that um she took some liberties perhaps that, you know, she should have uh checked with, you know, her building administrators with first um you know, such as, you know, there, there appears to be a point where the English grade is altered and there's no explanation for how that took place.

00:08:33 - 00:08:36

And, and so I have some concerns about that.

00:08:36 - 00:08:52

Um you know, the administration has already admitted that the CCR I require requirement was um you know, not robust and um probably, you know, not something the student uh should have received the credit for.

00:08:52 - 00:09:18

Um I am concerned too that, you know, from reading that and from talking to members of the community, it's apparent that, that this young man, um you know, had a legitimate interaction with people who could be violent and, and there was, you know, some legitimate concern about safety of others.

00:09:18 - 00:09:40

Um had he been present at a large scale event and, you know, I just see enough evidence there and I've, you know, I've seen all the photos, you know, I don't know if you know about those, but I've seen all the photos and um it, it's really clear to me that there was enough evidence to um give someone very strong pause regarding allowing him to attend a graduation.

00:09:40 - 00:09:58

Uh So there, there definitely is that um II, I think that would be probably all I have to say about prior to.

00:09:58 - 00:10:16

And I can tell you that the questions that you've asked about, um the concerns that you expressed regarding the communication and information sharing between what people at the school knew internally and what they did with that information.

00:10:16 - 00:10:24

That is, that's probably, that's one of the larger focus will be one of the larger focuses of the report just in.

00:10:24 - 00:10:35

So to, to the extent that that's a concern that you want at least to us to put light on kind of what we know that it will be addressed.

00:10:35 - 00:10:47

I mean, and um, and also, you know, I would like to see some reference to, you know, statements that the mother even made about like fear for her son's life, you know, prior to this.

00:10:47 - 00:10:50

Um I think those fears should have been taken seriously.

00:10:50 - 00:10:57

I understand, you know, a parent wanting to have their son participate in something as, you know, big as a graduation.

00:10:57 - 00:10:60

You know, it's a big mi momentous occasion in people's lives.

00:10:60 - 00:11:08

Um, but I feel like there was enough evidence, um, that, that this was not the best, the best decision to make in this case.

00:11:08 - 00:11:10

Yeah, that, you know, allowing him to attend.

00:11:10 - 00:11:22

And then also I do like, I, you know, I've expressed, I don't know if others have too about, like, just, um, some of the, I think compromises that were made to get him across the finish line academically.

00:11:22 - 00:11:42

Yeah. Yeah. Ok. Yes. And that, that portion is being addressed as well that, that has also come up.

00:11:42 - 00:11:51

Ok. Yes. Yes. Well, I know this part is, is um challenging, just pivoting to June 6th.

00:11:51 - 00:11:56

But, and as we talk about this just first take care of yourself.

00:11:56 - 00:12:02

So you need to pause and turn off your camera or stop or whatever you need.

00:12:02 - 00:12:06

You just tell me what you need and we can, we can work this process around what you need.

00:12:06 - 00:12:18

But I appreciate that because it seems the general public really had, you know, very little to say to us about, you know, the trauma we experienced um being in that event.

00:12:18 - 00:12:24

Um And so I think those of us who attended have just basically had to like, suck it up and continue to move.

00:12:24 - 00:12:33

Right. And, and that's not healthy and I know a few of us have had some trouble, trouble, you know, as a result of that, you know, I, I don't know if I am or not.

00:12:33 - 00:12:38

I just kind of have, you know, packed it away and put it somewhere.

00:12:38 - 00:12:43

And so, um, you know, at some point I hope to take a break and, and process it.

00:12:43 - 00:12:50

But, um, you know what I'll say is that I got there, um, somewhat late.

00:12:50 - 00:12:56

I, um, work at VCU not far and I had to kind of run from my office to get to the Altria in time.

00:12:56 - 00:13:00

Um, when I got there, there was no one at the door.

00:13:00 - 00:13:04

Um, there were a few kids coming in with me.

00:13:04 - 00:13:08

Um, but there was no one at that door at all.

00:13:08 - 00:13:17

I walked in and I walked up the stairs to the room where, um, you know, administrators and school board members change into regalia.

00:13:17 - 00:13:37

Um So I got there and I remember some kind of, um, confusion about like whose regalia was there and whose wasn't and I was trying to run around and find something to put on because that was last minute.

00:13:37 - 00:13:44

And then, um, as soon as I got it on, I was ushered to get in line to go into the theater.

00:13:44 - 00:13:53

Um, so again, if anybody was wanted, anyone, I did not see that I didn't witness that at that time.

00:13:53 - 00:14:12

Um Do you know, recall if there was a stationary magnetometer that you would have w there was not, there was not, I can say that with confidence, not at that door, you know, leading to outside at least.

00:14:12 - 00:14:21

And when you say you came in the door, that was the door that was, would have been just off of main street.

00:14:21 - 00:14:28

Yes. They, where the loading area is and it was the main door that the students were going through.

00:14:28 - 00:14:37

Yes. And you said there were still students coming in into, through that door when you got there.

00:14:37 - 00:14:39

Yeah, they were going downstairs and I went upstairs.

00:14:39 - 00:14:42

Yes. And do you, I know you said you came in kind of late.

00:14:42 - 00:14:46

Do you recall have a concept of about what time it was when you got there?

00:14:46 - 00:14:53

It was literally five minutes before the graduation was to start.

00:14:53 - 00:15:17

Yeah. Ok. And so you get your regalia on and that's about the time they start, I jump in the line, there are people already lined up and I just go jump in the line and at that time I see, um M white who's just getting there.

00:15:17 - 00:15:22

Um, and she's kinda rushing around to try and get some, you know, some regalia on.

00:15:22 - 00:15:26

Did you when in your process for getting on to the DAIS?

00:15:26 - 00:15:33

Where, where all of you said you all did not have to go through where the students were assembled in the ballroom.

00:15:33 - 00:15:53

Did you? No, no. All right. So you all are make your sort of walk up to the DAIS through the sort of back entrance.

00:15:53 - 00:16:03

Um And by the time you all take your seats on the stage.

00:16:03 - 00:16:10

Are these students, have they already assembled into the theater or, or did you all get seated?

00:16:10 - 00:16:16

And then they came in, we got seated and then they came in, you know, the, the normal procession.

00:16:16 - 00:16:31

Do you know in Proxi who on the day as who you were sitting near?

00:16:31 - 00:16:35

Who you would have been sitting near? I was next to Mr Cameras.

00:16:35 - 00:16:48

Mm. And on the other side, it may have been Mr Young.

00:16:48 - 00:16:53

I, I don't remember it. I, I feel like it was not MS White and it was not Miss Jones.

00:16:53 - 00:16:55

So it had to have been Mr Young.

00:16:55 - 00:17:30

Do you recall where the school board members sat in relationship to where the Huguenot high school administrators would have s sat, um, we sat on, you know, if you're facing the audience, we were on the right of the stage and the administrators were over to the left and, you know, um, you knew Mr Gilstrap when you saw him.

00:17:30 - 00:17:37

Yes. Mhm. And so he would have been over to the left with the administrators as well.

00:17:37 - 00:17:42

Yes, I'm fairly sure. Yes. Yes. Ok.

00:17:42 - 00:17:49

And, and I know this is of all the people there and all the moving parts would be hard to say.

00:17:49 - 00:17:60

But if you know, do you know if Mr Gilstrap was already on the DAIS by the time you got up there or did he come up later or he was in line in front of us?

00:17:60 - 00:18:16

Mhm. He's a very tall person. So I remember him being in front of the line and so he processed up to the dias from the back with you all.

00:18:16 - 00:18:35

Yes. Mhm. Ok. Um, and so you go through the ceremony, did you have prior to this day, have any knowledge or any reason to know the student Shawn Jackson?

00:18:35 - 00:18:45

No, not at all. Mhm. And once you've sort of everything happened, were you able to ever reflect back to?

00:18:45 - 00:18:48

Oh, I remember when he crossed the stage.

00:18:48 - 00:19:07

Were you able to make that connection? No, no, in terms of how the, uh, uh, you know, I, I don't, I mean, certainly it's not factual but there was definitely a very strange energy in that room.

00:19:07 - 00:19:16

Um, there seemed to be like a heightened emotional, like vibe of that space.

00:19:16 - 00:19:39

Um, the parents were, like, talking through the ceremony, um, to a point where I, like, felt like someone should have, you know, said, you know, excuse me or, like, you know, this is for the Children, we need to be able to hear something like that, but I don't think anyone ever said that.

00:19:39 - 00:19:51

And then Mr Young got up and instead of delivering remarks he, like, did this, who was the best school on the south side, you know, and it kind of got people really hyped up even more.

00:19:51 - 00:20:02

I specifically remember looking over at Mr cameras and he was perspiring and looking very nervous and I said, to him, everything is gonna be ok.

00:20:02 - 00:20:14

Hm. Now, that is a fact. Now what that meant.

00:20:14 - 00:20:22

I don't know. But like he was definitely, you know, in a, uh, he was nervous and he was, I, I'm, I'm with him all the time.

00:20:22 - 00:20:28

Right. So I could see that he was, um, he, he was concerned about something.

00:20:28 - 00:20:37

Mhm. Did you ever later have a chance to ask him or just?

00:20:37 - 00:20:55

Well, I asked him and he said he didn't remember me doing that but 100% I, I have no question that I said to him, everything's gonna be ok because he didn't look like he was, um, comfortable and I thought maybe it was because of the energy of the crowd or maybe because Jonathan was getting people, like, really, like, hyped up even more.

00:20:55 - 00:20:59

And so, yeah, I don't know what it was about.

00:20:59 - 00:21:12

But, yeah. Ok. That's very interesting. Are you, are you one of those people that just has a very strong intuition?

00:21:12 - 00:21:25

Yes. I, um, you know, probably since childhood I spent a lot of time, you know, analyzing body language and facial expressions.

00:21:25 - 00:21:33

That's just something I do. But I, you know, yeah.

00:21:33 - 00:21:42

II, I really definitely felt that the environment itself in its entirety was very strange.

00:21:42 - 00:21:52

Very, um, everyone seemed heightened, you know, to a point that it was a little scary before anything even happened.

00:21:52 - 00:22:01

Hm. Ok. So you're going through the ceremony?

00:22:01 - 00:22:07

It's tightened emotionally. Um, besides that aspect of it.

00:22:07 - 00:22:15

Anything else unusual happened during the ceremony as far as, you know, not that I remember.

00:22:15 - 00:22:23

Yeah, I just remember the students speaking and, and, you know, basically the crowd continued to talk, you know, it was like, it was pretty noisy.

00:22:23 - 00:22:30

Mhm. Did you ever see as graduates were crossing or people in the audience?

00:22:30 - 00:22:38

Did you ever see what could have appeared to be gang signs being thrown by anybody walking across the stage or in audience?

00:22:38 - 00:22:41

I mean, they do that a lot. Right.

00:22:41 - 00:22:45

So, I, you know, and I don't necessarily know what those things mean.

00:22:45 - 00:22:49

But, yeah, I mean, there were more than a couple of them doing that.

00:22:49 - 00:22:52

I mean, now that I know what it is.

00:22:52 - 00:22:58

Yeah. Yeah, they posed like that, you know what I mean?

00:22:58 - 00:22:60

When you pose with the principal they would.

00:22:60 - 00:23:35

Yeah. Yeah. I mean, there's a part of me that feels like the administrators need to be aware of these things and like, you know, maybe brief the students beforehand, like, you really, you know, shouldn't do this or like, you know, I know that definitely the funerals I've attended when the gang members show up, they get kind of escorted to the back and, you know, they, you know, it's, uh, I mean, I don't know, it just seems like that should have been discussed with students.

00:23:35 - 00:23:36

I don't know if it had or not.

00:23:36 - 00:23:40

But, um, you know, it happens at all.

00:23:40 - 00:23:43

Graduations. Not, you know, not all but like several of them.

00:23:43 - 00:23:46

And, um, I just didn't know what was, what that was.

00:23:46 - 00:23:55

So, and it was actually Miss White who, like, gave me the, the gang lesson.

00:23:55 - 00:24:15

Yeah. So you get to the end. Um, and as I understand it when it's, when all the names have been announced and the last graduates have crossed, then the first procession is for you.

00:24:15 - 00:24:27

And so you all processed in your sort of outside to sort of do like a greeting.

00:24:27 - 00:24:34

We've separated into two lines and, you know, cheered for them as they were exiting.

00:24:34 - 00:24:54

And where were you situated once, you know, you all processed out and maybe, um, third from the front door and when was it, where were you?

00:24:54 - 00:25:00

And what were you, what happened when you first knew something was unusual?

00:25:00 - 00:25:23

Well, we heard the noise, we heard the shots and there were like, you know, there was, um, 8 to 10 maybe and in very rapid succession, um, there was a parent who was leaving, um, out out of the building and she yells, oh, those are just fireworks, right?

00:25:23 - 00:25:29

So then I started to walk outside because I, I thought, you know, that's what I was hoping it was.

00:25:29 - 00:25:37

Right. And so we all started to go outside and then all of a sudden there was this huge rush of people just rushing back into the theater.

00:25:37 - 00:25:46

Um, at that point, Miss White is trying to like hold me to stop me from going outside.

00:25:46 - 00:25:53

Um, uh Someone fell on Miss White and she was having to assist an older woman.

00:25:53 - 00:26:07

At that point. She let go of me and I went outside and I went to the center of the park and I stood in the middle and I just stood there and watched people just running around just in all directions around me.

00:26:07 - 00:26:17

Um You know, it just really seemed like people were running and had no idea where they were going.

00:26:17 - 00:26:21

They were just running. It was a very, I've never seen that before ever.

00:26:21 - 00:26:26

Like people just running in all directions, like really not even knowing where they're going.

00:26:26 - 00:26:53

Um I look up and I see Mr Cameras, he's standing to my right near, I think there's a lamppost or something there and, you know, he does like this and I'm like, what, you know, I do the same thing and then I stand and I, and this is where it gets interesting for me because I am looking straight at a young man who's on his stomach in a white t-shirt.

00:26:53 - 00:27:03

He has dreadlocks and he's barely breathing and I see the blood stains on his shirt like I see those on it on his back.

00:27:03 - 00:27:34

Um And I see someone else getting CPR, what Jason has told me was that I was looking at the stepdad, but when I saw pictures later, I'm sure that I was looking at Mr Jackson, the, the, the, the child, the young man, um there wasn't anyone working on him and he was lying on his stomach and it seemed like there was like foam coming out of his mouth and he was barely breathing.

00:27:34 - 00:27:43

And I stood there staring at him for quite what seemed like a lot, a lot of time.

00:27:43 - 00:28:16

And a Latino man in a black shirt came and kept yelling that I didn't need to be looking at it and he kept pushing me until like he pushed me back into the theater and then when she got back in the theater, um what was going on in there?

00:28:16 - 00:28:39

Chaos people running around um look like Ems was trying to work to, you know, or, or no, it was like the um r ma people, the I don't know if there's security but, you know, they, they do ushering and things and so they, yes, they were trying to like establish some kind of order.

00:28:39 - 00:29:04

Um I feel like one of the ones, the safety and security people in the green shirt um um helped me get upstairs and as soon as I got upstairs, um oh goodness, I can't remember her name now, but there was one in particular who I just kind of ran to and just broke down crying and she was just kind of like holding me up and I kept saying he's not gonna make it.

00:29:04 - 00:29:11

I remember just repeatedly saying he's not gonna make it.

00:29:11 - 00:29:26

And when you say you were back upstairs, was that the same place where you all had assembled prior to coming down to the day?

00:29:26 - 00:29:32

Mhm. Mhm. And were you over, does that overlook Monroe Park?

00:29:32 - 00:29:54

Mhm. It does. And were you, so what goes on while you're up there back in that sort of, um, VIP assembly room or staging area?

00:29:54 - 00:30:04

I mean, after I got myself together, um, you know, I mean, all of us were, were upset and crying.

00:30:04 - 00:30:07

I remember Doctor Harris Mohammed. I remember seeing Miss Jones.

00:30:07 - 00:30:13

Um, Miss White was standing by the window.

00:30:13 - 00:30:26

Um, there was a tall man, I don't know if she told you about this, but there was a man in there we didn't know, had no idea who he was, um, who was talking to us.

00:30:26 - 00:30:32

Um, as though he kind of knew the, the, the, you know, the players in this incident.

00:30:32 - 00:30:36

Um, but we never, I know, I don't know who he was.

00:30:36 - 00:30:40

It was very strange that he was in there and it's very strange that we did.

00:30:40 - 00:30:45

We had no idea who he was. Is this a white male?

00:30:45 - 00:30:59

No, no. Mhm. Mhm. And he was not wearing one of those green shirts or the yellow shirts.

00:30:59 - 00:31:04

No, I think he was dressed in all black and he, I think he had one of those black like apple caps.

00:31:04 - 00:31:26

Mhm hm. All right. So you all are up there there come a point where there was um, sort of a briefing that was given for, I don't know, for you or the mayor or for not up there.

00:31:26 - 00:31:38

Mm mm. Not up there. They just held us until we were told that the police had secured the, the area and that we could go down, we could go out, we could leave.

00:31:38 - 00:31:47

All right. And then so did there come a point when the chief of police came?

00:31:47 - 00:31:57

And so, you know, I, I walked around outside for a while.

00:31:57 - 00:32:01

I, you know, was walking. I remember Doctor Harris Mohammed being there.

00:32:01 - 00:32:16

Um I would say we've been outside maybe 10 minutes and then we see the chief of police, the mayor and maybe some other police officers, they're like kind of walking down.

00:32:16 - 00:32:24

I think it's like um cathedral place headed to um was that Laurel?

00:32:24 - 00:32:30

Maybe that runs in front of, yeah, headed to Laurel kind of like a big entourage.

00:32:30 - 00:32:43

Um Before then I remember sitting on the curb and um just being upset and um Mr Gilstrap was talking to me.

00:32:43 - 00:32:54

Um but I don't really remember what was said, man.

00:32:54 - 00:33:03

All right. So you see the mayor in chief and sort of that an entourage of all of those folks walking towards Cathedral Place.

00:33:03 - 00:33:07

Did you all join, did you join them?

00:33:07 - 00:33:14

Um He walked, I remember the mayor walked up and um you know, gave me a little hug or something.

00:33:14 - 00:33:23

I remember that and then um, evidently there was some kind of press conference set up on the other side of the park.

00:33:23 - 00:33:43

So we all walked there and, um, that's when I saw the Lieutenant Governor, she was dropped off by someone and she joined.

00:33:43 - 00:33:56

And, um, I feel like the chief of police spoke first and then the mayor and then I think superintendent Camera said something.

00:33:56 - 00:34:01

And then when the lieutenant governor started to talk, we left.

00:34:01 - 00:34:20

Were you present at all to, uh, here or over here or, um, the chief mentioned to anyone else?

00:34:20 - 00:34:31

Well, you know, we heard him say that there was a gun found on one of the, the people who passed away.

00:34:31 - 00:34:40

And did he say which person that was?

00:34:40 - 00:34:54

I don't think he did. I remember someone showing me a photo of Sean and asking if that was who I saw and, you know, I mean, to the best of my ability, I said, yeah, I think that was him.

00:34:54 - 00:35:22

Yeah. Well, it was very weird and what's sticking on in my head and this and I, I don't, I don't just, I just don't have anyone else to share it with is that when I saw Sean, his hair seemed to be like, kind of matted up, like, you know, it didn't seem loose like the pictures I've seen of him and dreads, it seemed like his hair was just kind of mad at like it was dreads, but it was more mad at than loose.

00:35:22 - 00:35:27

So then, you know, I saw pictures of him at graduation and it didn't look like that.

00:35:27 - 00:35:31

Right. So, I'm confused by that. I don't know what that was about.

00:35:31 - 00:35:51

Um, but the face was definitely his s, and do you, um, know what time it was when you left?

00:35:51 - 00:36:08

I don't, um, I remember I had to go back to my office to get my things because I had biked, um, here and a state trooper walked me to my building because they had the whole area taped off.

00:36:08 - 00:36:33

But it was dark in, in, in the aftermath of everything.

00:36:33 - 00:36:49

Um Did you? I don't know and I know that there are some things that like the, the leadership of a governing body might be privy to more access, say than the rest of the body.

00:36:49 - 00:37:01

Um and get access to, is there anything that you want to share just or, or to ask about or to say, please make sure you look at this or you see that?

00:37:01 - 00:37:08

Um Because sometimes there's some information that we don't even know that is out there and maybe perhaps, you know about it.

00:37:08 - 00:37:19

Um You know, I just know that um you know, the next day we had a big meeting, all the city leaders in this boardroom in the police department headquarters.

00:37:19 - 00:38:06

And um you know, people were asking questions and I, I asked uh the police chief if a gun was found on Sean and he whispered to someone and then he said, I can't answer that at this time and, and to the best of your knowledge, has the school board ever been briefed just on even in closed session or whatever type of forum where you could get sort of all the answers you feel like you need to know about that side of things.

00:38:06 - 00:38:11

No, all we got was that very general report that um or share it with us?

00:38:11 - 00:38:15

Yeah, and I felt that it was like it was lacking in detail.

00:38:15 - 00:38:51

This has been very helpful. Is there anything you're thinking of that you would um that I haven't asked or you haven't shared yet that you think would be helpful or inform uh the the balance of our sort of information gathering and, and report writing?

00:38:51 - 00:39:07

Mm I don't think so but I am curious is is there anything anyone's reported that would help me understand why Jason is saying I was looking at Renzo when I'm sure I wasn't looking at Renzo.

00:39:07 - 00:39:18

Hm. Yeah, that's I I that's, that is not within the purview of what we were looking at.

00:39:18 - 00:39:32

No one, you don't have an explanation. That is, that's just kind of what has been sticking in my mind is I 100% know I was looking at the young man and Jason says, well, no, you were looking at Renzo.

00:39:32 - 00:39:60

Um so I don't know. Ok, but um I think, yeah, sometimes the fog just having having been a prosecutor for a long time and, and, and criminal justice even longer than that, I can say, sometimes the fog of the trauma of those kind of situations can be chaotic to the extent that he could have been mistaken about what your perspective was, right?

00:39:60 - 00:40:13

And you know, you all were clearly not focus like laser beams on each other and that communication that y'all were having at that moment and no, you all were focused on so many other things and much of it was trauma.

00:40:13 - 00:40:22

Trauma just does really weird things to, to your ability to remember, ability to understand your ability to, you know.

00:40:22 - 00:40:36

So yeah, I'm just, I mean, I, I remember wanting to walk closer and this dude would not let me, I wish I knew who he was because he would not let me in, you know, kind of just force me back into the atrium.

00:40:36 - 00:40:42

But yeah, OK. Well, I think that that's all I have to share.

00:40:42 - 00:40:51

Yeah. Well, um chair Lizzy, thank you so much for, for, you know, contributing your perspective.

00:40:51 - 00:40:57

Um Again, we are we, I know that it's mostly me.

00:40:57 - 00:41:03

I will not have, we will not, I will not have a problem getting a report um for you all by November 6th.

00:41:03 - 00:41:15

Again, I'm trying to shut off the interviews um Wednesday because information keeps coming in and at some point you have to stop gathering and start sort of analyzing.

00:41:15 - 00:41:21

So that, that is where we are. And um, well, then I hope I didn't waste any time.

00:41:21 - 00:41:26

I hope whatever I shared was something that could add to what you have already.

00:41:26 - 00:41:33

Well, I can tell you most certainly there are some details and recollections you had that I have not heard other places.

00:41:33 - 00:41:44

So to that extent, they're helpful. And then there are some recollections and details that you have that support others that help me to confirm information that I otherwise had not been confirmed.

00:41:44 - 00:41:58

So it was very helpful and just, you know, just hearing your perspective on sort of what this meant for you and for your governing body and for, for the students is uh is important.

00:41:58 - 00:42:07

Always. All right. Well, thank you. Well, my email is attached to this um invite and you otherwise I think you were, we were on other emails.

00:42:07 - 00:42:16

If you need to reach me, please feel free any time to just shoot me an email and say, call me or, or whatever you like if, if you need, if you need to um speak with me.

00:42:16 - 00:42:21

Ok. Well, thank you so much. All right, thank you and you take care of yourself.

00:42:21 - 00:42:22

You too. Bye bye.

Interview conducted via Zoom

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00:00:00 - 00:00:06

All right. Very good. How have you been?

00:00:06 - 00:00:08

I've been well, thank you. All right.

00:00:08 - 00:00:23

Very good. Well, I don't, I don't need to do the preliminaries with you advising you what, what we're doing and why we're doing it and what our authorization is, you all created the authorization and you know, better than anyone, uh what we're doing and why we're doing it.

00:00:23 - 00:00:30

So we can, we can just kind of launch into um the discussion of this matter.

00:00:30 - 00:01:04

Um I probably should start with you just offering an opportunity for you to, to tell me whatever it is that you, information you have or um any directives or, or places you'd like us to look questions you'd like us to ask or what it is that you would like to contribute to this investigation and report what I would like to know um is and Miss O Barrett, I'm gonna try to get through this without crying because this has been very emotional.

00:01:04 - 00:01:15

I have practiced role playing. Um So, you know, just bear with me a little bit.

00:01:15 - 00:01:23

I am very professional. Well, in this capacity, if you cry, that is the most professional thing that I would expect.

00:01:23 - 00:01:29

So, do you just do what feels natural for you?

00:01:29 - 00:01:43

Yes, ma'am. So, I wanna know if, in fact, our students, every single student from all graduation that day and I attended all of them.

00:01:43 - 00:02:04

If they were wanded and, or went through metal detectors, I was at every graduation and they were not, I was not wanted, I didn't go through a security, um, checkpoint, none of us did.

00:02:04 - 00:02:22

And when I say none of us, the adults, the people who brought the breakfast and the food, um, the individuals that were at the back door who was a mo uh, a season, he was a much older guy, someone that I would identify as my pop pop.

00:02:22 - 00:02:36

Um, they had him at the door directing students and the staff to either go downstairs or if they were what we identify as VIP or vig upstairs.

00:02:36 - 00:02:39

If you were gonna be on the day, you're gonna be upstairs.

00:02:39 - 00:02:47

If you were, you know, part of the school staff students, then you were downstairs.

00:02:47 - 00:02:52

The staff didn't have their badges. I had my badge.

00:02:52 - 00:02:58

Um, because we, it was just a norm, I guess it's because of what I do anyway.

00:02:58 - 00:03:05

I'm always ID ed up, um, when I go to a school and I think that's just maybe force of habit.

00:03:05 - 00:03:11

Um, we don't expect students to have student badges.

00:03:11 - 00:03:17

I don't even know all of them do, but they were not, they did not go through a security checkpoint.

00:03:17 - 00:03:23

We did not have Doctor Stephanie Ramsey at the back door at all times.

00:03:23 - 00:03:26

Um, I went to my car several times.

00:03:26 - 00:03:34

Um, one to look for my makeup case, um, and then two to do something else to get something else out.

00:03:34 - 00:03:41

And I parked in one of the VIP sections where we were very close through that door that we had to walk through.

00:03:41 - 00:03:51

And when I entered, when I arrived for the first graduation, um, Doctor Ramsay was not there, there was no school staff there at the door.

00:03:51 - 00:03:60

When I arrived for the second graduation, she was um not quite at the door but en route to the door.

00:03:60 - 00:04:05

But when I came back out to get my um to look for my makeup bag, she was not there.

00:04:05 - 00:04:09

I mean, I, I wasn't like intentionally look at her.

00:04:09 - 00:04:11

I just know who was there at the door.

00:04:11 - 00:04:21

And it was very odd that a senior gentleman who had no relationship with students at either school was at the door.

00:04:21 - 00:04:28

Um, identifying students, you can't identify students that you don't normally work with.

00:04:28 - 00:04:33

And so that was one of the things that I had pointed out the day of graduation.

00:04:33 - 00:04:39

I mentioned to Mr Camera, you know, there is an old guy, somebody like my Pope at the door.

00:04:39 - 00:04:59

Um And so please, um I wanna know it's inside that student, any student, if the father, anyone was in the Atria with a loaded weapon or weapon that was not loaded.

00:04:59 - 00:05:08

And because I did not hug Shawn Jackson, I I pumped his t I do all students like that at graduation.

00:05:08 - 00:05:14

Um I don't know because I didn't touch or her in, in that capacity.

00:05:14 - 00:05:24

Um It is now being said, stated by the superintendent that he believes that they went to the car to get a gun.

00:05:24 - 00:05:28

Whereas in his original statement, it was nobody had a weapon.

00:05:28 - 00:05:32

And so now things are beginning to fluctuate, things are beginning to change.

00:05:32 - 00:05:37

Wording is getting ready is being, excuse me, wording is being revised.

00:05:37 - 00:05:41

Um And so which leads me to believe, what are we missing?

00:05:41 - 00:05:46

What have you left out? What have you been told also?

00:05:46 - 00:06:02

Why weren't the operations for graduation done the same regardless of the size if one school has 66 kids graduating, which typically is the result from like a specialty schools open high and Richmond community.

00:06:02 - 00:06:07

It doesn't matter the number, the security checkpoints need to remain the same.

00:06:07 - 00:06:17

The process does not adjust because you have a large graduation compared to a small graduation that did not happen and why?

00:06:17 - 00:06:32

What happened? Who made those decisions, who was in charge of setting up, who was, who was at the table making these decisions when they were talking about preparation for graduation?

00:06:32 - 00:06:43

And how did the superintendent not know how the preparations were to say I was not a part of that conversation.

00:06:43 - 00:06:54

It's it's just unreal, um, you know, to, to not have a review overview what's gonna happen.

00:06:54 - 00:07:06

What do we do? You know? Um, you know, and then also the, the day of the graduation, hold on for one second.

00:07:06 - 00:08:36

I'm sorry. No worries, no problem. Um, that, that, um, there, the graduation and after all the chaos and the smoke, just the smell of the gunpowder or the, just the aftermath.

00:08:36 - 00:08:52

And, um, we were preparing to meet with the mayor, the chief of police security.

00:08:52 - 00:09:04

And I was very, I was in a state of shock, but I just directly reverted to.

00:09:04 - 00:09:12

What would I do with the principal if I was a principal, what would I do?

00:09:12 - 00:09:19

And Shan do you practice these things with your staff?

00:09:19 - 00:09:48

What would you do? I began to listen and smell and the chief said to us when the question was asked by the mayor, oh, are they injured?

00:09:48 - 00:09:56

Who do we have any dead or something like that?

00:09:56 - 00:10:07

And she said we have a graduate. No weapons recovered.

00:10:07 - 00:10:26

So, yeah, one on the graduates, we didn't know the name of the graduate and I was not the only person from the school division in that house.

00:10:26 - 00:10:38

So I have been scared or a lot of times who do I?

00:10:38 - 00:10:42

What happened? He said that. Who, who do I say that to?

00:10:42 - 00:10:59

That's why I fought so hard for this investigation because I know there was some things stare in the huddle that have not been shared with the whole board.

00:10:59 - 00:11:10

And I went over my head in my head and in my head, what did I hear him say?

00:11:10 - 00:11:28

And I asked Miss Lindsay, who was standing on the opposite side of me and she said, I heard him say that and I said, I, oh, I don't know.

00:11:28 - 00:11:38

I, I just, I don't know. And this was the weeks later when on June the seventh, I had a hysterectomy.

00:11:38 - 00:11:44

So my family unplugged me from all media, all TV.

00:11:44 - 00:11:53

If, if TV was on in the house where I was recovering, I couldn't go, I couldn't go upstairs for a week.

00:11:53 - 00:12:01

So, um, my Children, it was very strategic.

00:12:01 - 00:12:11

It was um, like I would wake up and Nickelodeon was on or something or um Golden Girls or something.

00:12:11 - 00:12:15

So it was like a TNT or Hallmark channel.

00:12:15 - 00:12:21

They were very strategic about so far, I don't know, three or four days.

00:12:21 - 00:12:27

I wouldn't receive information from the outside of my home.

00:12:27 - 00:12:41

Nobody was allowed to come over for the first four or five days unless, you know, they had already pre-arranged like my meals that my husband was aware of.

00:12:41 - 00:13:12

And um, and even I noticed during that time, even then it was just very, very specific questions and tones and, you know, I didn't have access to my phone for a while and then when I was given my phone, I mean, just the number of messages that um you know, were popping through and calls and different things like that.

00:13:12 - 00:13:20

And so I know I heard the chief of police say that and again, we didn't know we had no name.

00:13:20 - 00:13:30

I mean, we just didn't know. And my question was, did the hospital take a weapon off of the deceased?

00:13:30 - 00:13:39

If so where is the weapon? Do we have a video of anybody being wounded before going in?

00:13:39 - 00:13:43

Because I know I did not see that.

00:13:43 - 00:13:55

Also, do you all have access to the video to see what trend was their wandering, what were their metal detectors?

00:13:55 - 00:14:24

Because in all the chaos and I was right at the door, I didn't see metal detectors after I went through this in my head, it's like they would have been on the floor, people were running and

they were hopping over each other, they were jumping, people were dragging kids and I'm pulling people back in and I'm going out halfway through the door, pulling people in and there was just no metal detectors anywhere.

00:14:24 - 00:14:30

And um, you know, so did that actually happen?

00:14:30 - 00:14:60

You know, and then also why who made the decision for this young man to participate after this binder of summaries and emails and grades and um, CTE credits and sol scores and, and behavior notes and alarms and just stuff about terrorizing his home.

00:14:60 - 00:15:05

And um, he had a breakdown, the Friday before graduation.

00:15:05 - 00:15:09

And so why? And all of this is in a binder.

00:15:09 - 00:15:25

Why was he allowed, who made the decision on June the second when he had a meltdown at h at high school for him to report on June the sixth?

00:15:25 - 00:15:29

And why was it that in the binder?

00:15:29 - 00:15:38

His mother sent an email. My son, she said Shan is having a hard time.

00:15:38 - 00:15:51

He's trying to get himself together. We will be in at 3 30 if kids were supposed to be there by three, who let him in and why?

00:15:51 - 00:15:58

And the parents weren't allowed to go downstairs where the kids were lined up?

00:15:58 - 00:16:10

Then why did we break that protocol? These things are critically important to answer and find out why who made those decisions?

00:16:10 - 00:16:23

Why wasn't our homebound policy follow? Why was the authority nn at no time?

00:16:23 - 00:16:32

Did a school counselor without an administrative endorsement make a decision for the school?

00:16:32 - 00:16:42

That's an administrative decision so well. So that leads us to believe there was no organizational charge.

00:16:42 - 00:16:50

Um There were three A PS in that building.

00:16:50 - 00:16:56

So why wasn't an A P checking all the process?

00:16:56 - 00:17:22

Why was it that you allowed this counselor who was not even the lead counselor to make the decision that were made for that child when in no other school that we know of that has occurred?

00:17:22 - 00:17:41

And with the level of intensified mental health challenges that is documented in that binder that many board members have read and I'm one of them, why was he even allowed on the premises.

00:17:41 - 00:18:22

That's deeply concerning to me, deeply concerning to me because to put in a summary that a teacher or a um central office person wanted every student, every the language was every person that's incorrect, that is incorrect.

00:18:22 - 00:18:39

And so that leads me to believe that others were not as well because the ones are supposed to check, you're supposed to open the bag, the students are not supposed to have their robes zipped up yet.

00:18:39 - 00:18:47

And so what did he, what did this young man look like walking into that back door?

00:18:47 - 00:18:51

Did he have his robe in his hand?

00:18:51 - 00:19:03

Was it on and zipped up? What happened if he started to walk to the door as the mother stated and was having a meltdown and went back to the then what happened?

00:19:03 - 00:20:15

No, Doctor Harris Mohammed. I um I want, I wanna give you as much time as you need.

00:20:15 - 00:20:31

Um I don't wanna start asking questions until you've had a chance to, to say everything and I appreciate how Mary it's difficult is not even doesn't even begin to capture sort of what I know you must be going through.

00:20:31 - 00:20:50

Um So I really, I really hope you're being supported um by the division with some, just some wrap around services for, for all of you who know I am not, we are not um my family, I have been in therapy.

00:20:50 - 00:21:30

Um but the division did not provide school board member support or the style, they sent an email stating the staff could, uh, the insurance company and, um, seek employee assistant, which was cra, um, just, uh, you know, it, it wasn't a call, it wasn't particularly to a school of member who had a major surgery the day after.

00:21:30 - 00:21:36

Not that my pain was worse than anybody else's who was bad.

00:21:36 - 00:21:49

That's not what I'm saying. But my goodness, no, just board members who were, there were calling each other texting and, and they were reaching out to me, they knew I had surgery.

00:21:49 - 00:22:07

But, um, I think it was one day that Sunday, I did sneak around, get my phone just, you know, just said, hey, I'm thinking of you all, I'm thinking about some, you know, um, prayer, let's pray, let's continue to pray.

00:22:07 - 00:22:18

And something that said, I said, um, but, you know, a board member called me and reached out to me and said, I just need to know how you're doing and I wanted to hear your voice.

00:22:18 - 00:22:20

I just, you got a lot going on.

00:22:20 - 00:22:26

I said we all do so. Yes, ma'am, you can ask away.

00:22:26 - 00:22:39

Ok, thank you. Now, I spoke to someone else who gave me sort of a general overview of the entry points for the Altria Center for the graduation.

00:22:39 - 00:22:59

Um, and I, I'll just kind of say what I unders I understood it to be and you can just tell me whether it actually was that way for you, I understand that when you, the loading sort of the loading dock, that sort of long ramp where entertainers and things pull their buses and things.

00:22:59 - 00:23:04

If you went to the back of that all the way to the end and down.

00:23:04 - 00:23:09

No. And, uh, that was the entrance for the VIP s such as yourself.

00:23:09 - 00:23:15

Is that correct? That is not correct. The entrance for that ramp.

00:23:15 - 00:23:18

You can only fit so many vehicles in that brand.

00:23:18 - 00:23:32

So our door and it was the side of the Atria and then there's that ramp that they're talking about on the right of the ramp.

00:23:32 - 00:23:38

There are, there was where we enter that's not connected to the ramp.

00:23:38 - 00:23:57

Ok. School board members and the superintendent parked either in the ramp and I don't think any of us did because it was just so narrow and they were already VCU um, vans there or something.

00:23:57 - 00:24:07

So, because I have a su va enclave three seater, my SUV would not have fit nicely.

00:24:07 - 00:24:13

So I parked beside to the left of the ramp where there was parallel parking.

00:24:13 - 00:24:23

Ok. Mhm. So the ramp and to the right of it was the door that the students and the VIP S we went through, we didn't walk up the ramp.

00:24:23 - 00:24:33

We went through that door. If RPS employees went through that door, it was because of the piano or the pianist.

00:24:33 - 00:24:54

You know, I don't, the flags maybe, you know, the, um, J RT C but VIP went through that side door where it's three levels you go down, that's where all the students, the graduates, the staff and then you either go up if you're gonna sit on a dare.

00:24:54 - 00:25:13

And when you went through, you said that the older gentleman that you said was, was at the door, he was at the, the door down where the grads would enter, graduates would enter.

00:25:13 - 00:25:18

He was on the exterior of the door, so he wasn't on the inside.

00:25:18 - 00:25:20

He was on the outside and either you went down or up.

00:25:20 - 00:25:27

So all whether you're going down or up, you would have passed, you would have passed him.

00:25:27 - 00:25:34

Anyone else supporting him? No. Mm mm.

00:25:34 - 00:25:41

Did, was he, um, equipped with a wand of any sort?

00:25:41 - 00:25:57

No, he, he just had on a R MC yellow vest, the yellow vest that the, um, the people wear when they're doing it, um, when they're working event.

00:25:57 - 00:26:03

So everybody passed him and then the students would have gone down.

00:26:03 - 00:26:08

You all would have gone up once you got past the entry point where he was outside of.

00:26:08 - 00:26:17

That's correct. And then when you got inside the entry point, did you encounter more security personnel?

00:26:17 - 00:26:41

No, it was, we just, I just walked on the back, walked, walked myself on all the way to the back to the, what they call the holding area, which was the same space, the same holding area, they placed us immediately or, um, during the shooting when, when they gathered us, they were placing us in that room.

00:26:41 - 00:26:56

All right. So you go in, you pass this gentleman, you go, uh, no encounter, no other security personnel, no wandering, no one checking your credentials.

00:26:56 - 00:27:03

Could you see from your, where you were going up?

00:27:03 - 00:27:08

What, what process was in place for the students who would have been going down?

00:27:08 - 00:27:12

All I saw was the students go down because it's a hallway.

00:27:12 - 00:27:15

Once they go down, then they go down this hallway.

00:27:15 - 00:27:34

So I, you can't see from going up what was happening on the hallway and from where you could see them going down the hallway prior to you losing sight of them as they go down, you couldn't, you, you didn't see them encounter any other security between where I saw them and where they got out of you.

00:27:34 - 00:27:39

Correct? There were like boxes down there and I think a mop bucket or something.

00:27:39 - 00:28:07

Um, but no, there were no adults, there were no staff at that beginning entrance when they went downstairs it and just, uh, not that you would have been looking for them, but as you were entering, did you notice any cameras visible or anything like that at your entry point?

00:28:07 - 00:28:43

Um, I did, I didn't know huge cameras but I just notice like a little something like stuck up in the corner of, um, like the stairway and at the site when you got inside.

00:28:43 - 00:28:52

I know you said you had a conversation with the superintendent just about, you know, the planning or that kind of thing before the ceremony actually.

00:28:52 - 00:29:05

Was that before the ceremony actually started? And, and your inquiry to him, was it about, um, checking credentials or security or was it anything related to your concerns about the security or lack of that you saw?

00:29:05 - 00:29:17

Yes, I just said we have Popeye at the door, like we don't have anybody from the school staff at the door, you know, kind of chuckled off like, yeah, because I said Popeye, yeah, Popeye was at the door.

00:29:17 - 00:29:22

That's how old the gentleman was. Popeye's eight.

00:29:22 - 00:29:34

and it was very brief. He didn't say much, you know, after that was, you know, check with the schools.

00:29:34 - 00:29:49

Um, and I went to my car to get my, because I couldn't, I had, I had a big old bag, cute little bag.

00:29:49 - 00:30:03

I had every intention to put flats in my bag or some, um, my Chuck Taylors and that was the purpose of me bringing the bag.

00:30:03 - 00:30:04

Well, they, they didn't make it in there.

00:30:04 - 00:30:09

My makeup bag did in a snack but, but I couldn't find my makeup bag.

00:30:09 - 00:30:29

So when I went back out 20, and I had a scarf, I had my lap, my lap scarf because I had on a white dress and the dress came right be right above my knee and you were sitting and I was sitting and so, um I said I cannot find my makeup bag.

00:30:29 - 00:30:31

Where is it? Because I had eaten something.

00:30:31 - 00:30:37

So my lipstick was gone and I said, ok, I'm gonna leave my bag here, Mr Young Mr Camera.

00:30:37 - 00:30:42

I'm going to my car. I'll be right back and they said, ok, sure go downstairs.

00:30:42 - 00:30:45

I stopped in the bathroom. No other dogs in the hallway.

00:30:45 - 00:30:53

No security. It didn't dawn, it did dawn on me but I know that I know no, no one was there, use the bathroom, went downstairs, papa still at the door.

00:30:53 - 00:30:57

I saw Dr Rains. He was like, hey, how you doing and went on to my car.

00:30:57 - 00:31:05

Um like where is my makeup bag? Ok, and I'm looking, I'm looking at my front seat, back seat, driver seat under the seat.

00:31:05 - 00:31:07

I'm like, well maybe it is in my bag.

00:31:07 - 00:31:11

I'm just not reaching down deep enough. So I come back.

00:31:11 - 00:31:17

No one I'm walking in with a student because I said congratulations, graduate.

00:31:17 - 00:31:27

Congratulations, darling. And um we went on in, they went down, I went up, I didn't know who was that.

00:31:27 - 00:31:42

You know, I don't work at the school but you know, you just have all you have these adults walking in, you know, with the kids, there was just no Huguenot staff at the door.

00:31:42 - 00:31:50

How do I know that? Because it was only at that time when I went back in the older gentleman and Dr Ramsay and neither one of them was waned.

00:31:50 - 00:32:02

And you said you, you said there were adults walking in with the kids, did you know who those adults were?

00:32:02 - 00:32:21

And I, I assumed they were family but I, you know, I don't know, they were dressed the vitamin that, but I don't know, I assumed that they were because family members can't go down the stairs.

00:32:21 - 00:32:27

So that was a safe assumption for me to make, I assumed that they were.

00:32:27 - 00:32:49

So after you said when you're in that staging room and you hear the chief say what he said about, um, one of the injured was a graduate and that there was a weapon on the graduate.

00:32:49 - 00:32:59

Do you recall? And I, and I know this could be very foggy because you were in, in a state of post traumatic stress.

00:32:59 - 00:33:08

So I, I, so if your memory on this is not, not clear, please please tell me, do you recall who else was in the room?

00:33:08 - 00:33:15

When you heard the chief telling the mayor that one of the deceased was a student and there was a weapon on him.

00:33:15 - 00:33:20

It was me, the mayor, the mayor teen, a white young lady.

00:33:20 - 00:33:36

It was um, Lincoln Saunders Sanders. It was Mike Jones, the council president, Jason Camera, Nicole Jones, Stephanie Renzy.

00:33:36 - 00:33:46

I don't know the correct ranks but uniform men from the police department, one of the men was in a white uniform.

00:33:46 - 00:33:48

So I'm assuming he was like a chief or something.

00:33:48 - 00:33:54

Um, we were very tight in the huddle.

00:33:54 - 00:34:02

Um, Mike Jones, wife was there but she was behind him.

00:34:02 - 00:34:09

Um, oh, how do I remember that?

00:34:09 - 00:34:16

Distinctively. I'm trained to remember stuff as a, as a building admin that I served in.

00:34:16 - 00:34:23

So it's, you have to remember these points that when things happen, what happened here.

00:34:23 - 00:34:30

What's the, you gotta think about it, which causes trauma and, or remembering the trauma.

00:34:30 - 00:34:40

But I was standing, Mike Jones was to my left, the mayor was to my right, but moved up a little bit, Mr Camera was behind him.

00:34:40 - 00:34:53

Stephanie Renay was on the other side, Nicole Jones was on the other side and then there was staff from RPD in the mayor's office and we were very tight.

00:34:53 - 00:35:07

Yes. And the conversation was, and this is what we know, we know that there is a graduate who has died, but we are not releasing that information right now.

00:35:07 - 00:35:13

That's how low it was. You could still smell the smoke from the gun.

00:35:13 - 00:35:44

It was just that strong. Um So did he did the stepfather and or did the who did anybody, anyone enter in the ambulance with a gun on them who gave him who, um I was told the graduation coach who is now the assistant principal at the, at Huguenot gave the the deceased through the mouth.

00:35:44 - 00:35:60

Uh CPR. So CPR, you have to immediately, you know, and in order to do that you have to, er, you gotta, so was, who was there a weapon on him?

00:35:60 - 00:36:05

Was it on the ground near him? What did someone take it away?

00:36:05 - 00:36:13

What happened? And who was the person that you said what you were, you were advised?

00:36:13 - 00:36:26

Gave CPR all I know his initials are LS Lewis something who was the graduation coach at Huguenot during this time?

00:36:26 - 00:36:40

And who is now an assistant principal? And you understand, he's an A P now at Huguenot.

00:36:40 - 00:36:48

That's my understanding that he was the one who gave CPR.

00:36:48 - 00:36:56

So what did he see? He needs to be interviewed if he gave him CPR when he opened his shirt?

00:36:56 - 00:37:23

He did, what did you do? You know, and this is traumatic, but what happened and so, you know, those are important details um to this whole incident that is so tragic, which goes back to the bus stops with who like how, why was he there?

00:37:23 - 00:37:33

Because there is plenty of times that we have allowed students to receive their memorial and their diploma at the school.

00:37:33 - 00:37:44

They've had a ceremony at the school because of some extenuating circumstances in the binder that is over 100 and 18 pages thick.

00:37:44 - 00:37:49

It states he shouldn't have it. It was clear then why was he there?

00:37:49 - 00:38:14

I process fail this. We failed it because we did not work our policy and our procedures and thus they fail.

00:38:14 - 00:38:25

So of the school board members who were present that day.

00:38:25 - 00:38:29

It was yourself. You said, uh, the chair, Rizzy.

00:38:29 - 00:38:34

Mhm. Um Any others that you know, for certain?

00:38:34 - 00:38:37

Yeah, Mobile, you're White and Nicole Jones.

00:38:37 - 00:38:44

We were on the day of together and we were there during the duration of the shooting.

00:38:44 - 00:38:51

Mariah White was injured. Um, she injured her knee seriously.

00:38:51 - 00:39:09

Um Yeah, we were there and the staging area after the shooting where you went, you said they took you back to the same room where you staged prior to.

00:39:09 - 00:39:19

Mhm. This is the third floor. Just the room wear.

00:39:19 - 00:39:32

You're looking right at Monroe Park. It's a glass and you just, I could see the young lady who had collapsed being worked on.

00:39:32 - 00:40:06

I saw blood. It, it is since, um, is at any time during graduation planning leading up to all of the graduations are, are, are any members of the school board to the best of your knowledge engaged in any aspect of the planning?

00:40:06 - 00:40:18

No, ma'am. We, we receive via email, what time to show up and if we need a parking pass, they include that in an email, but that's it.

00:40:18 - 00:40:31

That's all they and what time to arrive and if we're gonna have, you know, a light meal or, um, something like that and where it's gonna.

00:40:31 - 00:40:34

Well, no, they didn't tell us this time where the mail was from.

00:40:34 - 00:40:45

Um, mm mm. I don't remember that because I remember saying, oh, we get a continental breakfast this time.

00:40:45 - 00:40:48

And the young lady said, oh, yeah, we're going, we're going healthier.

00:40:48 - 00:40:50

I said, no, it's not about healthy.

00:40:50 - 00:40:53

It's just that I said something to the side.

00:40:53 - 00:40:56

I don't get a biscuit. She said you get, you got bagels.

00:40:56 - 00:40:58

I said I need some corn be past or something like that.

00:40:58 - 00:41:07

It was the year before we had, oh, the breakfast was good and the lunch was good and she was like, it's just so much to do.

00:41:07 - 00:41:09

And I said, sweetie, don't ever apologize.

00:41:09 - 00:41:12

This is a blessing which y'all put out here for us today.

00:41:12 - 00:41:15

I'm just teasing you. I'm gonna eat this bagel.

00:41:15 - 00:41:18

I need the free cheese as b as a ching.

00:41:18 - 00:41:30

And we started laughing. She and she, I remember her saying if only everybody was like here, I said, there's only one me like that and we kind of giggle and laugh.

00:41:30 - 00:41:32

I was like girl, I'm blessed. Don't, don't worry about that.

00:41:32 - 00:41:36

I'm good. We I said it's, it's all good.

00:41:36 - 00:41:40

I just kept telling her I'm teasing you, don't you worry about trying to go get me anything?

00:41:40 - 00:41:47

I said I ain't nobody senator sit down and we go got doing all that for me today.

00:41:47 - 00:41:50

It was like, OK, OK, we gotta go get you some car.

00:41:50 - 00:41:53

I said mm mm uh uh we're good.

00:41:53 - 00:41:54

I just kept telling her we were good.

00:41:54 - 00:41:57

I was good, you know, she was just very attentive, you know.

00:41:57 - 00:42:15

Um And so yeah, I just remember that because we were laughing and smiling and I was teasing her, you know, um, and I know how hard she, they were working because she had sweat in her shirt, like her, the front of her shirt was sweaty.

00:42:15 - 00:42:19

Like she had been moving a lot that morning.

00:42:19 - 00:42:32

And, um, you know, so I recognize that I recognized that she had sweat on her forehead and, um, she was trying to put the water, more water in the cooler and, you know, your water is ok.

00:42:32 - 00:42:39

Oh, no, it's good. And, you know, I just sat down and watched how she was moving and stuff like that.

00:42:39 - 00:42:45

Mhm. You, you are a detailed person.

00:42:45 - 00:42:49

You are very attuned to everything that's going on.

00:42:49 - 00:42:54

I have been a principal. So, and this is the principal.

00:42:54 - 00:42:58

So it's, I'm like that in my home in my personal life.

00:42:58 - 00:43:14

Like, but, you know, just, um, it's sometimes it's good and sometimes it's bad, you know, and it's my training because of being an educator for 32 years.

00:43:14 - 00:43:40

I wasn't always that detail um as a classroom teacher, but when you become an administrator and you are responsible for an entire building at events, you have to know what's going on at all times and, and as an administrator, I, I always said to my staff, we're not playing at no football game.

00:43:40 - 00:44:05

People need to be on it. It's too wide open, you know, just need to be on app, I would find it me when I was a and then the principal used to find ways to treat our staff who would come and work the game because we couldn't control an entire football field of people by ourselves.

00:44:05 - 00:44:16

And so I remember him telling me, you always got to know what's going on in your building and that has always stuck with me.

00:44:16 - 00:44:35

Now, you were really helpful and advising that I should talk to Doctor Ramsey just about sort of the ingress and egress of that, that access point.

00:44:35 - 00:44:52

Are there any other people? Because we, we have a list of, of the folks that we think know things, but I, I would not say for that, I feel 100% certain that that's the exclusive list of people who know things.

00:44:52 - 00:45:14

So in every interview that we're doing, I asked the question, is there anyone else that you know of that may know something that could help inform this investigation and this report, you need the list of people who and several people have reached, reached out to me, the community engagement team who worked the graduations that day.

00:45:14 - 00:45:20

I don't know all of their names, you know, because I just, I just don't know all of their names.

00:45:20 - 00:45:28

But um there were a team of people in yellow shirts, blue shirt, green shirt and they were there.

00:45:28 - 00:45:38

Um The staff from Huguenot High School, the assistant principals who were a PS last year reach out to them.

00:45:38 - 00:45:53

Um, the graduation coach, he was the one that gave CPR, um, you know, Mr Solomon Jefferson who said he led the procedures and process for our graduation.

00:45:53 - 00:46:04

Um, the security, the, the security from RPS who were there, we have a list of people who were there.

00:46:04 - 00:46:11

So who, you know, unless the superintendent has told them they cannot talk to, to you.

00:46:11 - 00:46:14

You know, and I don't know why he would do that.

00:46:14 - 00:46:22

But, um, you know, even speaking to the superintendent about, he made a statement to us.

00:46:22 - 00:46:27

If I knew then what I knew now, he would not have participated.

00:46:27 - 00:46:40

He said that to us. And, um, you know, and we were like, well, what else that you need to say to us heinous anything after that.

00:46:40 - 00:46:51

But, um, you know, um trying to think, um, it was so many people, oh my gosh.

00:46:51 - 00:46:59

Um, but definitely the um, Doctor Stephanie Ramsey who said she wanted everybody did, did you or did you not?

00:46:59 - 00:47:06

Um, and then at what time did you, you know, like we wanna know that, what time did you start doing that?

00:47:06 - 00:47:12

You know, um, all school board members who came said we weren't Wanda, we didn't see you want anybody.

00:47:12 - 00:47:24

And then I don't know if I mean, the police chief was bold enough to make that statement and we've been so scared to say it.

00:47:24 - 00:47:33

We have been like we're not saying this because at first I mind, like, do we really hear that?

00:47:33 - 00:47:42

And so no, we heard it. He said it, but who did you report that to the common rep?

00:47:42 - 00:47:47

I mean, what, like, what, why hasn't that been stated again?

00:47:47 - 00:48:01

You know, to the public? Um, just the, we, we have, we had to submit to the Atria, a list of staff who's gonna be on the premises.

00:48:01 - 00:48:08

The same list that we submitted to them should be the same list we submit to your office.

00:48:08 - 00:48:43

Is there anything else that you can think of that?

00:48:43 - 00:48:49

Um You'd like to share or that you, you'd like to inform this investigation.

00:48:49 - 00:48:60

I do if he, if it was stated that the graduate had a gun on him, where did put that gun on him in the ambulance?

00:48:60 - 00:49:03

Did it, did somebody take that off of him when they were giving him?

00:49:03 - 00:49:11

CPR what happened? Um Did the stepfather have a gun on him?

00:49:11 - 00:49:17

Mr C is saying that the two went to the car and got guns and came back?

00:49:17 - 00:49:25

Ok. So where are they since you're saying they did that, which led us to ask other questions?

00:49:25 - 00:49:36

What do you mean like, um and who told you that or are you certain that, you know, just one statement will lead to a, a um a mountain of question.

00:49:36 - 00:49:45

And so, um yeah, that was shared with me by chairwoman Brisley that Mr Cameron said, stay with her.

00:49:45 - 00:50:01

That Renzo and Sean walked to the car and they obtained guns and Miss Lindsay said she told him the investigation is still happening, Mr Cameron.

00:50:01 - 00:50:33

And so, you know, I don't know, you know, I wasn't in that conversation but, um, I'm almost certain he probably did share that with her and we're both like nerve like what we heard in that

hub like me, her Nicole Jones, Mariah White was injured, so she was taken home so she wasn't in the huddle.

00:50:33 - 00:50:54

Um But me and Miss Rinda, we're like scared, like do we say and what I said to her was I'm not saying a thing until it's time because I'm just scared like I don't want nobody coming after me, my family, I don't and she felt the same way he said, but I know I heard it.

00:50:54 - 00:51:21

I said, MRI heard it and that's what he said is there, is there um to the extent possible, I'll try to answer any questions you might have just about kind of, you know, how any next steps.

00:51:21 - 00:51:26

But at this point, you know, we have a lot more inter interviews to do.

00:51:26 - 00:51:37

Um the interview schedule has not been progressing as quickly as we want some folks, key folks, we have tried to sort of start broad and taper.

00:51:37 - 00:51:49

Um So some of the broader interviewees, uh we still have not been able to get dates from them, but we are, we are working consistently um to get that.

00:51:49 - 00:51:53

So there's a lot of information still to be gathered.

00:51:53 - 00:52:03

So I am going to, and I knew that, I mean, I kind of figured that was gonna happen um based on the scope of the motion.

00:52:03 - 00:52:14

And so what I am going to add the board Monday is that we extend this process until after Thanksgiving.

00:52:14 - 00:52:33

Um because if we want it to be thorough, um Now the hope was a choice would have been made three weeks ago and that would have given whoever the whole month and a half or so.

00:52:33 - 00:52:50

Um And so I think that's fair. I think that would make sense and I think that would be professional not to rush um and make people feel we, we want the information.

00:52:50 - 00:52:58

So now this is a professional name. We want it clean and we want it as much information as the board is seeking.

00:52:58 - 00:53:00

In order to do that, we're gonna have to extend.

00:53:00 - 00:53:12

My, my recommendation is gonna be to extend, um because everyone has not been available to provide the interview.

00:53:12 - 00:53:39

Well, I would tell you that that would be, I, I know you know how to handle your business on that side, but I will tell you that that would be consistent with what we're finding is that, um to, to try to slap something together and give you something on Monday, you're not going to have any of a lot of the questions that need to be answered answered just because we don't have that information in our purview yet.

00:53:39 - 00:53:52

Correct. So, and I, and I kind of figured that and so, um, you know, and I think it's only fair for the process not to be rushed on any level.

00:53:52 - 00:53:55

And so, yeah, but I was prepared.

00:53:55 - 00:53:59

Yeah, this is important, this is important, you know, two people are gone.

00:53:59 - 00:54:07

Um, and they're just, you don't want to look like you've sort of brushed over something that's very, very important.

00:54:07 - 00:54:17

And that had impact on not just the families and the folks who have gone, but broader impact like yours just to the community, to the other people who are like yourself.

00:54:17 - 00:54:22

It has uh ripples, ripples in the community throughout the community.

00:54:22 - 00:54:35

I mean, I can, I can still remember, I was in Charlottesville on the day that this happened, I was working down there and I remember when I heard it on the news, I had my airpods and I was walking to a meeting and I heard it.

00:54:35 - 00:54:42

And so, you know, it's one of those things that most people will remember where they were when they heard about this from the rich.

00:54:42 - 00:54:48

So that that's meaningful. So well, thank you for this time.

00:54:48 - 00:54:59

And I really am appreciative of the information, but I sort of regret that every time you have to talk about this, it's re traumatizing and opening up that wound.

00:54:59 - 00:55:17

But, you know, it, it is appreciated and to the extent that you having to relive that um you know, is, is difficult and I know it was just know that it's, it's contributing to you and your body getting the answers that you you want.

00:55:17 - 00:55:31

Thank you. I appreciate that Pamela. And um I look forward to, you know, continuing to work with you all on this so we can, you know, do better as a division like you.

00:55:31 - 00:55:37

I mean, that's the purpose. I mean, the criminal side will take care of itself.

00:55:37 - 00:55:39

Um but we got to take care of our business.

00:55:39 - 00:55:44

And so I'm very adamant about that and I'm not gonna stop so very good.

00:55:44 - 00:55:50

Very good. Thank you. Thank you. And, and please, you know how to reach me at any number of ways.

00:55:50 - 00:55:56

So if anything else occurs to, if you have a question or you something, please feel free to reach out.

00:55:56 - 00:55:59

Yes, ma'am. Thank you. Thank you. You have a great evening.

00:55:59 - 00:56:01

You too. Bye bye bye bye.

**Graduation Programs and Tickets
Numbers for Print Order
Graduation 2023**

School	Stage/Admin	Potential Grads	Grad Guests (gradsx10)	Ticket Print (rounded up)	Program Print (rounded up)
Armstrong	25	135	1350	1400	1550
Franklin	25	34	340	390	430
George Wythe	25	185	1850	2100	2125 +500 IN SPANISH TRANSLATION 2625 TOTAL
Huguenot	25	310	3100	3150	3435 +500 IN SPANISH TRANSLATION 3935 TOTAL
John Marshall	25	101	1010	1180	1280
Open	25	46	460	510	550
Richmond Community	25	40	400	600	630
Thomas Jefferson	25	223	2230	1890	2500

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00:00:00 - 00:00:05

Ok, if you need anything, just let me know.

00:00:05 - 00:00:07

All right, thank you. Thank you, Miss Ramsey.

00:00:07 - 00:00:14

Sorry, my glasses are fogging up for this morning for some reason.

00:00:14 - 00:00:18

Um How are you, Miss Ramsey? I'm ok.

00:00:18 - 00:00:27

Ok. Very good. Um And I know you were present on June 6th.

00:00:27 - 00:00:39

So at any point, if you need to take a break or take care of yourself, um, please just do that and I will understand and stop, pause or reconvene whatever we need to do.

00:00:39 - 00:00:44

All right. Ok. All right. So Miss Ramsey, can you tell me your title?

00:00:44 - 00:00:54

Uh My name is Doctor Stephanie Ramsey and I coordinate athletics and health and Physical Education for Richmond Public Schools K through 12.

00:00:54 - 00:01:01

And do you do that? Are you a central office, uh, staff?

00:01:01 - 00:01:07

Ok. And how long have you been an educator?

00:01:07 - 00:01:18

30 years? And I know thank you for the um advising me that it's uh Doctor Ramsey that.

00:01:18 - 00:01:22

Oh, it sure is Doctor Ramsey on my chart.

00:01:22 - 00:01:25

That was my oversight. I'm sorry. All right.

00:01:25 - 00:01:30

And so coordinate health and athletics for Richmond public schools.

00:01:30 - 00:01:37

What does that, how does that play out in terms of the day to day responsibilities.

00:01:37 - 00:01:45

What does that look like? Um I oversee uh all the health and physical education teachers and the um you know, the teach in the buildings K through 12.

00:01:45 - 00:01:58

So we have 46 schools and then I directly oversee middle school athletics and high school athletics along with driver education, which is part of health and p so there's quite a few little branches off of me.

00:01:58 - 00:02:11

That sounds really like, um, you're probably the busiest person in RPS trying to keep up with all of that.

00:02:11 - 00:02:14

Well, we always say if it's moving, it's me.

00:02:14 - 00:02:24

All right. And so what was your role at, um, at, um, the graduation on June sixth?

00:02:24 - 00:02:37

Just a volunteer, uh, just to meet, uh, any school personnel or, um, dignitaries as we call them to help them get to their places.

00:02:37 - 00:02:49

And was there a place where you were assigned to, to meet them?

00:02:49 - 00:02:58

Um, I was at the back door of the, uh, Altria and at that particular graduation there were also two others.

00:02:58 - 00:03:07

Actually, I did not get there. Um, at the beginning I wasn't assigned to the graduation, um, but they were shorthanded.

00:03:07 - 00:03:12

So I came back in between, uh, other rps obligations.

00:03:12 - 00:03:23

So I actually missed most of the graduates going into, um, that particular area where they went through the walk through and then I left when it started.

00:03:23 - 00:03:25

So I wasn't there, I wasn't there during the shooting either.

00:03:25 - 00:03:28

Ok. So what time would you say you arrived?

00:03:28 - 00:03:34

You know, I don't recall. Um, I, I can't give you an exact time.

00:03:34 - 00:03:44

Um, honestly, but most of the graduates had already passed through by the time I got there and there were two other, there were two other RPS individuals at the, um, at the back door at the time.

00:03:44 - 00:03:59

And was it your understanding that the graduates and the dignitaries were coming in the same door or were they separate doors, you know, uh at that graduation?

00:03:59 - 00:04:04

Um I didn't see that many dignitaries come through again because I was late.

00:04:04 - 00:04:07

Um So I wasn't, I wasn't there when most of them passed through.

00:04:07 - 00:04:25

Um My other two colleagues had handled most of those things by the time I got there and who were the other colleagues that, that were assigned uh that were Laura Falcon who is no longer with rps and Rebecca Fox?

00:04:25 - 00:04:39

Ok. And so when you arrived there, how, how long do you have any concept of how long you were actually there at Altria?

00:04:39 - 00:04:42

Maybe 45 minutes or so? I mean, not that long.

00:04:42 - 00:05:02

So when you get there, some folks are still entering some and when I say folks, students and dignitaries because you, you were not in the front with the guests and the general public in the front.

00:05:02 - 00:05:04

No, it was the, it was the back door.

00:05:04 - 00:05:13

It's about the stairwell that leads to the ballroom or upstairs to the stage.

00:05:13 - 00:05:23

Ok. And so when you got there, did you just post up at that door?

00:05:23 - 00:05:28

Actually, I talked to my colleagues to see what was going on just to catch up because, like I said, I was late.

00:05:28 - 00:05:40

Um, but, um, I went inside because they had a walk through security apparatus set up like a, a magnetometer.

00:05:40 - 00:05:43

Yeah, I don't think it had a top on it.

00:05:43 - 00:05:47

I think it was just two separate pieces.

00:05:47 - 00:05:53

Um, so it's either you were outside or inside at that point.

00:05:53 - 00:06:05

And was that mag, was there a way to enter through that door without going through the magnetometers or was that you couldn't really get through the door unless you went through the magnetometers, you know?

00:06:05 - 00:06:08

Iii, I can't tell you for, for sure, honestly.

00:06:08 - 00:06:12

Um, but, um, I don't remember not walking through it.

00:06:12 - 00:06:20

Let me put it that way. Um, do you know if they were also, um, they were wandering as well as having the magnetometer?

00:06:20 - 00:06:31

Uh, again, not that I recall. Um, you know, I, I know that they had the, um, the walk through so I wasn't there for the majority of it so I can't speak to that.

00:06:31 - 00:06:48

All right. And so after you, you talk with your co, oh, did you see, um, uh, the security personnel there at that entrance?

00:06:48 - 00:06:56

How many were there? Um, one and one roaming, I think.

00:06:56 - 00:07:01

And again, that was just for my short period of time.

00:07:01 - 00:07:05

So I can't speak that there was somebody there before I, I got there.

00:07:05 - 00:07:11

Ok. And then so you hang out at that entrance for a while.

00:07:11 - 00:07:16

Um, you, you say actually I didn't completely stay there.

00:07:16 - 00:07:25

Um, um, you know, when, when somebody would come, you know, one of us would walk them to their spaces, you know, after they came in.

00:07:25 - 00:07:28

So I wasn't at the door the entire time.

00:07:28 - 00:07:45

So you did some escorting. Yes, I actually, I think the only person that or only people I escorted was the Washington Post and Washington Post reporter was there.

00:07:45 - 00:07:54

Yes. Um, um, they were following Mister Gilstrap, had a camera person too.

00:07:54 - 00:08:09

I'm guessing this is new to you. Um, I actually went downstairs to make sure that they were allowed to come in just because, you know, it's a school event but, um, they had been shadowing him for a while from what I understand.

00:08:09 - 00:08:16

So amazing you talk to so many people and that is the absolute first time I've heard that.

00:08:16 - 00:08:25

Yeah, I can, I can tell it just stuck, it stuck out to me because, you know, of course they were there for the entire incident.

00:08:25 - 00:08:32

I'm assuming I, I don't know if they were but I'm assuming they were ok.

00:08:32 - 00:08:34

I don't know if they ever printed that article actually.

00:08:34 - 00:08:40

Yeah, I will be doing a Google Search when we finish this call.

00:08:40 - 00:08:45

Um, did you, um, what else did you do while you were there?

00:08:45 - 00:08:56

I mean, most of it was done honestly, um, which I was relieved that they had somebody, you know, there just to have, you know, it's good to have somebody that recognizes our folks, you know, at the back.

00:08:56 - 00:09:08

It makes it easier for school board members when most people don't know them or honestly, even the superintendent, you know, um, but, uh, my colleagues had most of that down so I really didn't need to do much uh while I was there.

00:09:08 - 00:09:14

Um Which is why I left as soon as the graduation started.

00:09:14 - 00:09:29

Ok. Um Is there anything else related to that day?

00:09:29 - 00:09:41

Um that you remember that you would just share, you know, that day is a, there's a lot, there's a lot going on that day and I don't know if I remember all of it.

00:09:41 - 00:09:48

So I think part of it that's just is to block some of that out because we had so many other graduations, we had to get through it honestly, you know, after that point.

00:09:48 - 00:10:07

Um But um no, because, you know, most of it, most of that day when I got there, the kids were already in, I was actually surprised when I walked down to the ballroom to check with Mr Delp to let the press in that most of the kids were there.

00:10:07 - 00:10:09

So they must have been there early, I guess.

00:10:09 - 00:10:13

Um So I really didn't have to do, I didn't have to do that much.

00:10:13 - 00:10:21

My colleagues were busy. But yeah, do you have any idea what time it was when you left?

00:10:21 - 00:10:29

Right? I mean, I, I know, II I walked upstairs said goodbye to my colleague who was on the stage.

00:10:29 - 00:10:31

So it was right when they were doing pomp and circumstance.

00:10:31 - 00:10:40

So I think graduation started at four. So it was somewhere around, you know, around that time I had another obligation to go to.

00:10:40 - 00:10:45

So I parked at, uh Benford, which is now dog wit.

00:10:45 - 00:10:48

So I had to walk back to my car, so I had to give time to do that.

00:10:48 - 00:11:04

All right. And did you know the student Shawn Jackson, not personally per se, but, um, he did play middle school sports.

00:11:04 - 00:11:19

So, um, when we looked back at it, we knew that he was one of the students that played on our teams and I had quite a few coaches that, um, were affected by the incident, obviously because they coached the young man.

00:11:19 - 00:11:23

So there was a touch base with athletics, obviously, right?

00:11:23 - 00:11:35

And you did not, you don't recall seeing him that day, you know, um II I, I'm sure he can, I mean, from what I understand, this is what everybody is saying that he came in late.

00:11:35 - 00:11:39

So my guess is if I was at the door, he probably went past me.

00:11:39 - 00:11:43

But, you know, all the kids are wearing a, you know, a border cap and gown.

00:11:43 - 00:11:48

So it's, you know, impossible really. To know unless you knew them absolutely personally.

00:11:48 - 00:11:59

So, you know, you know, being on the district side, you know, we get to know some students but rarely that well at, you know, where I'm at now.

00:11:59 - 00:12:05

Right. Right. And he wasn't, you know, an athlete at the time.

00:12:05 - 00:12:08

So that would have been from his middle school years.

00:12:08 - 00:12:16

Ok. Well, your interview is pretty short and sweet and focused.

00:12:16 - 00:12:21

Um, and like, one night yesterday that was a long one.

00:12:21 - 00:12:31

is there anything you can that I have not asked you that, that you, um, can think of that you or that you'd just like to share that contributes to.

00:12:31 - 00:12:42

Um, well, uh Mr Camera said, ask me, you know, um, early on if I would write down that people went through the metal detector, but it was a, it was a, you know, it was a walkthrough.

00:12:42 - 00:12:50

So, you know, I, um, when I spoke to somebody the other day, they didn't even know there was a walk through at the back, but there was a walk through at the back.

00:12:50 - 00:12:52

So I don't know if that makes a big difference.

00:12:52 - 00:12:57

But, you know, I know everybody is wondering if they've been checked, but it's kind of, it's kind of hard to avoid a walkthrough.

00:12:57 - 00:12:59

I, I mean, I walked through it myself.

00:12:59 - 00:13:20

So, and, uh, and I know I have, here's a question, let me see if I have that map that I could show you I don't know if you can see this map once this is the front of the Altria, this is main, main street was there.

00:13:20 - 00:13:34

You were posted at this store here. Yeah, it's kind of like, um, you know, the, it's not the loading dock but it's back there in the corner, you know, on the bottom um, area by the loading dock.

00:13:34 - 00:13:41

And I had someone advised me that the dignity, this is the graduate entrance entrance.

00:13:41 - 00:13:54

And the dignitary entrance was back here behind like where those big trucks, you know, if they changed it from the morning, I was there in the morning when Richmond community um graduated.

00:13:54 - 00:13:59

Um and they all came in the same door as the graduates.

00:13:59 - 00:14:03

So I don't know if that changed in the afternoon.

00:14:03 - 00:14:18

So, you know, like I said, the majority of them were in, um, by the time I got there, I, I was actually surprised at how, you know, early people were, but I guess, you know, since I wasn't there the whole time, I wouldn't, you know, I couldn't really gauge that.

00:14:18 - 00:14:27

But, um, but in the morning, um and I will tell you in the morning they were only using a hand one to check the students in the afternoon.

00:14:27 - 00:14:33

There was the walk through. So, um, you know, there, that is a difference between the morning and the afternoon.

00:14:33 - 00:14:46

You and I, I know security was not your, your, your um objective there, your, your perspective.

00:14:46 - 00:14:48

That's my objective in athletics, but not there.

00:14:48 - 00:14:52

That do you know why it was switched from Wands to the Magna?

00:14:52 - 00:15:01

I don't, but personally I'll say that I, I felt that was better because I think, yeah, I think those are built to be able to tech things better.

00:15:01 - 00:15:10

But I, you know, that's just my personal opinion but, um, everything's imperfect, you know what I'm saying?

00:15:10 - 00:15:15

Um, you know, I, I have to think about security when I'm talking about my athletic events.

00:15:15 - 00:15:21

So I try to, you know, look at that with a fine tooth comb, but in that particular instance, that was not my job that day.

00:15:21 - 00:15:26

So, um, I was just there to help.

00:15:26 - 00:15:44

All right. And when you and then for the Richmond community, were you there the whole time in terms of greeting all the dignitaries from start to finish?

00:15:44 - 00:15:48

Unlike here where you kind of popped in to, to cover.

00:15:48 - 00:15:50

Were you there in Richmond community for the whole?

00:15:50 - 00:15:56

Oh, yeah. Yeah, I was there. Yeah, early and, um, and stayed through the graduation for Richmond community.

00:15:56 - 00:16:02

Yes. And you had the same function greeting dignitaries and taking them up.

00:16:02 - 00:16:20

Ok. Well, I think that covers everything, um, that I had for you.

00:16:20 - 00:16:24

Uh, you have any questions for me? Anything, I'm that I, I'll answer anything I can for sure.

00:16:24 - 00:16:28

I mean, is there any other obligations that we're gonna have or any?

00:16:28 - 00:16:43

I don't for some, some of the folks, I'm interviewing there, there is a possibility out after we get through more information, I may come back and speak with them but your, your, your interview, um, issues and topics are very narrow.

00:16:43 - 00:16:46

Um, so I don't anticipate any follow up with you.

00:16:46 - 00:16:52

Of course, I can't promise that, but I'm, I'm pretty sure at this point that I don't anticipate follow up with you.

00:16:52 - 00:16:55

Ok. All right. All right. Well, thank you.

00:16:55 - 00:16:57

I hope you have a great day. Thank you, Doctor Ramsey.

00:16:57 - 00:16:59

You have a great one. All right. Bye bye.

00:16:59 - 00:16:59
Bye bye.

Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

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00:00:00 - 00:00:05

All right, I've started the recording. Thank you, Jess.

00:00:05 - 00:00:10

All right. So, it's just the two of us now.

00:00:10 - 00:00:16

Um, and how are you doing today, by the way, besides having connection problems?

00:00:16 - 00:00:22

Uh, one thing is I'm holding on, I have to say that it's just one thing after another.

00:00:22 - 00:00:31

Yes. Um Yeah. All right. Well, I'll try to make this as efficient, um, and easy as I can to get through this.

00:00:31 - 00:00:36

Um, and I, and I know you were present for at the graduation that day.

00:00:36 - 00:00:44

So if we get to a point and any of this is difficult to discuss or, um, you need to take a moment or take a pause.

00:00:44 - 00:00:50

I just like to say, take care of yourself first and then we can figure out how to get through the rest of it.

00:00:50 - 00:00:57

But please don't feel like you need to push yourself through or, you know, do whatever you need to take care of yourself first.

00:00:57 - 00:01:03

Ok. All right. So you are a CS A for RPS.

00:01:03 - 00:01:07

Is that correct? Yes, ma'am. How long have you been in that role?

00:01:07 - 00:01:13

17 years. 17 years. Yes, ma'am. Wow.

00:01:13 - 00:01:18

So you were there when they, before they were C SAS, they were, what security, what were they called?

00:01:18 - 00:01:45

Security specialists. And, uh, since you've been there, I think you're the, certainly the person that's been there, the longest that I've spoken to have you all in that role ever had, um, any law enforcement authority or, um, equipment, like security equipment, like firearms or tasers or anything like that.

00:01:45 - 00:02:00

No, not since I've been here. What kind of equipment do you, um, have just the radio, a radio in a wand?

00:02:00 - 00:02:06

And the wand is a, like a magnetometer?

00:02:06 - 00:02:18

Yes, ma'am. All right. And so I, I would guess that in that role, you, you participated in quite a number of graduations?

00:02:18 - 00:02:27

Yes, ma'am. And what school were you assigned to in 22?

00:02:27 - 00:02:30

20 three? See, Thomas Jefferson High School.

00:02:30 - 00:02:36

How long have you been there since 2006?

00:02:36 - 00:02:50

Oh, wow. And on the day, um, uh, let me ask before we get to the June 6th.

00:02:50 - 00:02:52

Did you know the student in this case?

00:02:52 - 00:03:02

Shawn Jackson? No, ma'am. And did you had, did you, um, had any information about him?

00:03:02 - 00:03:09

Maybe besides knowing him? Had you, did you know anything about him or was his name a name that would have meant anything to you prior to this day?

00:03:09 - 00:03:18

No, ma'am. Ok. And let's then let's pivot to June.

00:03:18 - 00:03:21

Well, tell me about this as a A CS A.

00:03:21 - 00:03:27

Um, how at, at TJ, what is the structure for reporting?

00:03:27 - 00:03:32

Of C SAS, like who do you report to at TJ?

00:03:32 - 00:03:39

I report to the principal and besides the principal, I report to, um, my supervisor, which is Danny Hawks.

00:03:39 - 00:03:56

And if, if you, as a CS A have communications, I assume you have built a lot of relationships and have communications with the students there.

00:03:56 - 00:04:12

Yes. And so in the course of, you know, working with the students and working with the staff, if you get information about the safety and security related to any student, what do you do with that information?

00:04:12 - 00:04:16

I go in and run it by the principal and let her know what's going on.

00:04:16 - 00:04:20

And then I call my supervisor, which is Danny Hawks and let him know what's going on.

00:04:20 - 00:04:28

So you would go to the principal first and then your supervisor.

00:04:28 - 00:04:33

Yes. Sometimes I'd be walking, talking to the supervisor on my way to the principal.

00:04:33 - 00:04:38

And is that A P how, how do you know to do that?

00:04:38 - 00:04:45

Is that a policy that's written somewhere? Is that a practice that you just developed a PT A TJ or how do you know to do that?

00:04:45 - 00:04:51

That's a practice. That's what we all supposed to do, report any activities.

00:04:51 - 00:04:55

That's not right, the safety of the students and the staff.

00:04:55 - 00:05:07

And is that something that you read in a policy or is that just something you all discuss with the principal or how do you know that that's the process?

00:05:07 - 00:05:10

Well, we're mandated reporters. So that's the process.

00:05:10 - 00:05:20

And I think I, I will just, you know, without referring specifically.

00:05:20 - 00:05:38

But if you, if you received information that a student came into the building for whatever reason and while he was in the building, someone was in the room that wanted to kill that student, is that some information that you would feel like you needed to do something with?

00:05:38 - 00:05:43

Of course. Yes. What would you do with that information?

00:05:43 - 00:05:49

I'll be calling my supervisor Danny Hawks on, on my cell phone and I'll be walking to the office to let the principal know what's going on.

00:05:49 - 00:05:60

And have there been occasions where like a staff member might bring to you some information like that?

00:05:60 - 00:06:06

I mean, you know, not that exact scenario but like that, that you needed to act on.

00:06:06 - 00:06:15

If a staff member bring me any information like that or any information, I will still take that to the principal and let my supervisor know what's going on also.

00:06:15 - 00:06:38

And do you receive, um, do you ever have the occasion to receive information from outside the school related to a student in, in terms of what's going on with a student?

00:06:38 - 00:06:44

Um, that has safety implications for you and for the school.

00:06:44 - 00:07:03

Um, I mean, sometime in school the kids will stop you and give you information but outside of the school, nothing but the news you all don't have um, a responsibility for monitoring social media or anything like that.

00:07:03 - 00:07:24

Do you? No, we don't. No. And have you ever worked at, at um Huguenot high school in any capacity?

00:07:24 - 00:07:31

No, I have worked um a few games there before but um being there on a regular note, I have not.

00:07:31 - 00:07:41

Do you ever have an occasion to deal with their principle or, or that, that structure over there?

00:07:41 - 00:07:48

No, ma'am. And somebody assist Mr Tony?

00:07:48 - 00:07:57

All right, I'm, I'm going, I just shift the conversation to June 6th.

00:07:57 - 00:08:01

Is that ok? I saw that. Yes, ma'am.

00:08:01 - 00:08:07

Ok. And I have a chart that shows that you were assigned to the lobby area.

00:08:07 - 00:08:19

Is that correct? Yes. Do you know about what time you re you arrived that day?

00:08:19 - 00:08:27

Um, I arrived that day, like a quarter to five.

00:08:27 - 00:08:38

Well, the graduation was at four, I was assigned to the base that was at.

00:08:38 - 00:08:40

So it had to be about 3 30 then.

00:08:40 - 00:08:43

Yeah, I did have to leave early that day.

00:08:43 - 00:08:48

So about 3 30. Ok. All right.

00:08:48 - 00:08:56

So you and I was assigned to the lobby and I was assigned to the lobby and the, um, the basement where the graduates was held.

00:08:56 - 00:09:06

I guess that would be called the ballroom.

00:09:06 - 00:09:13

Mhm. Now, how, how did you end up with a double assignment?

00:09:13 - 00:09:28

Because, um, when the graduates was coming in through the bottom, which is the ballroom, they came through the back and I was standing by the door so they wouldn't leave out, um, to go up the stairs.

00:09:28 - 00:09:35

I was directing them to the bathroom or the right so they could use the bathroom and, you know, all the graduates had to meet down in the basement so they could line up.

00:09:35 - 00:09:47

So I was assigned down there first and then once the graduates moved upstairs to go to the um, I asked the grand kid to go to be seated for the graduation.

00:09:47 - 00:09:51

That's when I came up to the lobby area because no more kids was downstairs.

00:09:51 - 00:10:08

Ok. Did you ever have the occasion during your time down there to, to go to the, to go to or see the, uh, graduates entry point for the b to the building?

00:10:08 - 00:10:14

Yes, ma'am. Yes, ma'am. And where was that?

00:10:14 - 00:10:23

Ok. If you come in the back of the building, that's where the garage was, was coming through the back door and the metal detector was there.

00:10:23 - 00:10:31

So the garage had to come through that part and sit down in the chairs and until they call them by names to line up.

00:10:31 - 00:10:35

Ok. So let me, let me just, um, pause and go back to.

00:10:35 - 00:10:42

So you physically had at some point during the day you went to see, you saw the graduates entry point.

00:10:42 - 00:10:50

Yes. And you said there were magnetometers in place.

00:10:50 - 00:11:03

There was metal detectors in place. Yes. Was it, um, the, the stationary ones or was it just that, like you said, you had one in a radio, was it the wands or was it?

00:11:03 - 00:11:07

No, it was the, the stationary ones that had to walk through.

00:11:07 - 00:11:26

And when did you go down there when I first reported, um, to the outre, um, when I walked in, that's my assignment was downstairs in the basement with the graduate was coming in.

00:11:26 - 00:11:40

So you, you show up, your first assignment is to the entry point and then you move to the ballroom and then you go up to the lobby.

00:11:40 - 00:11:45

No, the ballroom is where the kids was coming in.

00:11:45 - 00:11:47

They come in the back, they come through the back.

00:11:47 - 00:11:52

Well, when they come through the back, that's the ballroom that's downstairs in the bottom of Downstair.

00:11:52 - 00:12:03

Ok. So from the ball room, could you see the entry point to the upstairs?

00:12:03 - 00:12:11

Yeah. From the ballroom, if you stand in the ballroom, you just look straight ahead to the left, you'll see the door where everybody's coming in.

00:12:11 - 00:12:25

Ok. So from the ballroom, you could clearly see the entry point and the magnetometers, you can't see the magneto because you gotta come through the magneto and to get through the door.

00:12:25 - 00:12:44

And so if you couldn't see the mag magnetometers from the ballroom, did you just happen to walk up that hallway?

00:12:44 - 00:12:46

And that's how you're able to see the magnetometers?

00:12:46 - 00:13:03

Yeah. Yes, I would have to walk up to the front of the ballroom where graduates was being when it was lining up at, I had to walk up that way and look towards the left and that's where you see the door with the, um, metal detector.

00:13:03 - 00:13:10

Ok. So they were lining up in that, that corridor between the entry point and the ballroom.

00:13:10 - 00:13:19

No, they was coming through the door and as they come through the door, as they come through the metal detector, they come through a door.

00:13:19 - 00:13:22

When they come through the door, it's a big room.

00:13:22 - 00:13:26

We're in a big room and all the graduates were sitting in chairs.

00:13:26 - 00:13:46

All right. All right. And I just about, and, and after they sat in chairs a few minutes later, a few minutes later, that's when they start calling them and names to line up because they line them up in alphabetical order.

00:13:46 - 00:13:54

Ok? And forgive me if I'm asking you this question too many times in too many ways.

00:13:54 - 00:14:03

I just want to make sure that I am accurate in saying how you were able to see the magnetometers.

00:14:03 - 00:14:15

Tell me from where you were, when you were able to see the magnetometers at the entry point when they started calling the names.

00:14:15 - 00:14:23

Um, the students started standing up and that's when they told them to make sure that their gowns were zipped all the way up.

00:14:23 - 00:14:33

And, um, at that time, I start walking the line of all students trying to help them zip up their robes, their gowns.

00:14:33 - 00:14:39

And when I walked to the front, that's when I seen the door, I've seen the door from the back.

00:14:39 - 00:14:44

But as I walked to the front and I looked to the left, that's when I seen the, um, machines that was coming through.

00:14:44 - 00:15:08

And do you know if they, if the person who was manning the, the ma magnetometers, the metal detectors there, whether or not they were also wandng, I'm not sure that was R MC.

00:15:08 - 00:15:20

So I'm not sure what they was doing out there now, just from your experience when you're at TJ.

00:15:20 - 00:15:26

And you had said you have your wands, does TJ have wands and, and stationary Magno or just the wands?

00:15:26 - 00:15:39

We have both. And just to inform my knowledge, why do y'all have both?

00:15:39 - 00:15:51

Like at one entry point? Oh, when they walk through the metal detector, it, it sound, yeah, we have both.

00:15:51 - 00:15:59

If they, when they walk through the metal detector and it, and it alerts the metal detector, we take the hand out one swan.

00:15:59 - 00:16:08

So if the magno alerts, then you want them to find out what, where the alert came from.

00:16:08 - 00:16:23

Exactly. Yes. Ok. All right. And you've, you've worked the stationary magnetometers at TJ before, right.

00:16:23 - 00:16:37

Yes, ma'am. And when you are, is it a one person job sort of manning that, or is that something that you usually, y'all usually staff two people at or more?

00:16:37 - 00:16:44

Um, sometimes it's one, sometimes it's two, it depends on how many people we expecting.

00:16:44 - 00:16:51

So, if you were expecting, say 300 people arriving within an hour or 30 minutes.

00:16:51 - 00:16:56

Is that a one person standing with? It'll be about four people.

00:16:56 - 00:17:14

It'll be about four and, and, and please just inform my, my, my information base.

00:17:14 - 00:17:17

Why is that? Why would you have four?

00:17:17 - 00:17:28

Uh, so somebody could, um, two could check bags and if necessary, the other two were one to get the crowd in faster.

00:17:28 - 00:17:35

The two would check bags and two would be wandering.

00:17:35 - 00:17:46

Yes, ma'am. OK. All right. Thank you for that cause you know, I don't know anything about that.

00:17:46 - 00:17:48

I think that and what a best practice is.

00:17:48 - 00:17:56

Um So then, and do you all receive training?

00:17:56 - 00:18:00

You just as C SAS on, on magnetometers or have you received training on that?

00:18:00 - 00:18:08

Yes, we have. Is that an annual training or how often do you do?

00:18:08 - 00:18:28

Do you do that annual, I would say annual and this past and is that annual training the, the annual training that C SAS do at the start just before the start of the school year?

00:18:28 - 00:18:36

Yes, ma'am. Is that something that was included in your annual training this year?

00:18:36 - 00:18:50

Yes, ma'am. Do you all receive like a manual or anything related to your magno and how to staff them?

00:18:50 - 00:18:56

Mm No, I don't recall receiving one of those.

00:18:56 - 00:19:04

OK. Do you all receive a training manual from RPS or whomever is conducting the training that just goes over that stuff?

00:19:04 - 00:19:12

Mm We don't receive a manual. We do, we just sit in the, um, the training class?

00:19:12 - 00:19:27

Ok. Mhm. All right. Thank you for that.

00:19:27 - 00:19:33

That's very helpful because, I mean, you're, you're the first person who given me sort of any information about how that usually works.

00:19:33 - 00:19:51

So, I appreciate that. All right. So you, you, are, you arrive about 3 30 your assignment, you go to the, down to the ballroom where the students are work with the students and then when they're processing up, you take your position in the lobby area.

00:19:51 - 00:20:01

Correct? Yes, ma'am. And while you're down there in the ballroom with the students, did you observe anything unusual going on down there?

00:20:01 - 00:20:11

No, ma'am. And were parents allowed to get down there at all while you were down there?

00:20:11 - 00:20:23

No. Do you know how many other C SAS were down there in the ballroom?

00:20:23 - 00:20:36

One, one beside yourself? Yes. You know who that was?

00:20:36 - 00:20:44

Um, her last name is Peggy. Peggy Morrison.

00:20:44 - 00:20:49

I believe that's who that is. Peggy Morrison.

00:20:49 - 00:20:52

Morrison. Peggy, Peggy Ann Morris. She's new.

00:20:52 - 00:20:58

I really don't. Yeah, that's it. All right.

00:20:58 - 00:21:10

Peggy Ann Morris and y'all were, were y'all just basically doing the same thing, which is just kind of keeping an eye on everybody and being ready to uh Yes, ma'am.

00:21:10 - 00:21:40

Ok. All right. So you go upstairs to the lobby, do you kind of lead the procession before we, before we, before we, before we go upstairs, when they asked everybody to, um, make sure their robes and make sure their gowns is, um, you know, um zipped up and they, um, what they call the, they look like a little scarf they put around their necks.

00:21:40 - 00:21:43

Now, the tassels and make sure everything was straight.

00:21:43 - 00:21:51

We walked and make sure, you know, if somebody, because the girls had long fingernails, we walked in, zipped up the robes for them.

00:21:51 - 00:22:03

Now, did you said you did not, you did not know the student Shawn Jackson at all.

00:22:03 - 00:22:22

I did not. And after everything happened and you had, you later learned kind of what happened and who was, who was killed?

00:22:22 - 00:22:27

Did you have any recollection of seeing him down there down in the ballroom?

00:22:27 - 00:22:31

Uh I don't remember seeing him in the ballroom.

00:22:31 - 00:22:40

I just remember seeing him when I was in the lobby area when they came up or when they were processing out afterwards.

00:22:40 - 00:22:53

No, when the graduates was already inside the, um the theater part, um, he walked past me and went up the ramp to go inside the theater.

00:22:53 - 00:23:06

So the kids from the ballroom had already come up, gotten inside.

00:23:06 - 00:23:15

We're seated. I don't know if they were seated or not because I was in the lobby area.

00:23:15 - 00:23:19

But all the kids had went through the door and they was inside the theater already.

00:23:19 - 00:23:35

And then you saw him come from where from the left side of me, he came from whichever door that was, I was standing in, in the lobby area.

00:23:35 - 00:23:40

He came from, he started walking from the left side and then walked up and went up the ramp to go inside the theater.

00:23:40 - 00:23:59

Would that be like when you say the left you're facing towards where the stage would have been inside and the left would have been like the main street side and I'm standing inside, the left would have been um, yeah, main street that is main street.

00:23:59 - 00:24:03

Yeah, main street side. So you saw I'll be facing the theater.

00:24:03 - 00:24:07

If I was inside the I will be facing the theater.

00:24:07 - 00:24:11

If I was standing inside the theater, I will be facing it.

00:24:11 - 00:24:21

So that is main street side. Ok. So if you were standing in there looking at the stage right in front of you, he came from the left which would have been the main street side.

00:24:21 - 00:24:28

Yes, ma'am. And so you saw him come from the left of you, the main street side.

00:24:28 - 00:24:31

Did you see him come through a door or where he came from?

00:24:31 - 00:24:36

No, by the time I seen him, he was already passing me.

00:24:36 - 00:24:49

Were there other students coming in? No, it was no, there was no other students coming in.

00:24:49 - 00:25:03

He was walking with the, I guess that's the principal from Huguenot heel strap.

00:25:03 - 00:25:12

I guess that's his name. I, I, like I said, I never worked in Juno so I don't know his name.

00:25:12 - 00:25:20

All right, so, but, but I know he had like the, you go ahead and tell me what.

00:25:20 - 00:25:28

Go ahead. I'm sorry. I, I just know he's a caucasian guy with like gray hair.

00:25:28 - 00:25:38

I don't know his name. So, and I don't have one handy.

00:25:38 - 00:25:44

But if I were to get a picture of Mr Gilstrap and show you, would you re remember to be able to say?

00:25:44 - 00:25:48

Oh, yeah, that's him. Yes, ma'am.

00:25:48 - 00:25:59

All right. So you are out in the lobby.

00:25:59 - 00:26:04

All the students have processed from the Ball Ballroom.

00:26:04 - 00:26:11

They are inside you. We're not in a position to know whether they were seated or not, but they were all inside.

00:26:11 - 00:26:24

Then you see the person you later learn with Sean Jackson coming from your left, the main street side with Mr Gilstrap or the, the, the white gentleman, the white.

00:26:24 - 00:26:33

Uh huh. And where do they go up the ramp into the, um, theater area?

00:26:33 - 00:26:48

And did you see him or them any more after, did you see them?

00:26:48 - 00:26:53

You know, not until later, but up after they went into up the ramp into the theater area?

00:26:53 - 00:26:57

No, I didn't see them no more until later.

00:26:57 - 00:27:08

And while you're out in the lobby area, do you see any other students coming in sort of from that same direction?

00:27:08 - 00:27:37

No, ma'am. And did you see any other students going in up the ramp area into, into the theater from any other direction after the students process from the ballroom?

00:27:37 - 00:28:06

No, ma'am. So, all right. So you, everybody's inside then any any guests, um, ticketed folks still coming in after you saw the graduates go in?

00:28:06 - 00:28:21

No. All right. So what are you doing then?

00:28:21 - 00:28:27

Is, does this ceremony start then? Um Yes, I'm just standing out in the lobby, the door was closed.

00:28:27 - 00:28:38

So I assume the ceremony has started. What's the next thing of, of not what?

00:28:38 - 00:28:42

And so while you're out there during the ceremony, what do you do?

00:28:42 - 00:28:46

Nothing. I'm just standing there just standing there waiting for the ceremony to end.

00:28:46 - 00:29:03

Mhm um Just was just waiting for like I said, I was just waiting for it to end because we had another graduation coming.

00:29:03 - 00:29:12

So I'm just counting down my hours so I can go home, of course, a long day out of that.

00:29:12 - 00:29:24

Yes, it was. All right. So is there come a point when every the ceremony, the ceremony must have ended because you see people starting to come out, process out.

00:29:24 - 00:29:40

Yes. And we had some of the like Latino parents come in, walking over towards the elevator because they had the machines that was um translating the from English to Spanish.

00:29:40 - 00:29:42

So they walked past me and was returning the equipment.

00:29:42 - 00:29:52

So they're the first people you see coming out.

00:29:52 - 00:29:59

Yes, a couple of them coming out and some people, you know, black people coming out, going outside the building.

00:29:59 - 00:30:27

OK. Did you see the the dignitaries and like the superintendent, all those folks come out at any point they was coming out the middle, like the, um, the ramp part and I was like, again to the left of them, they was coming out the middle but I'm trying to watch the traffic of, um, parents that's coming down the front steps and directing them to the door to the right to go out.

00:30:27 - 00:30:36

And is that because you didn't want the parents sort of mingling with the students as they process out?

00:30:36 - 00:30:41

Yes. And they couldn't because we had to, it was roped off at the time.

00:30:41 - 00:30:48

Ok. All right. So, and then you see, do you, at some point?

00:30:48 - 00:31:02

See the students processing out? Yes. The dignitary went out first and the students went out and again, I'm not paying attention to the students as they're walking out because I'm still trying to direct the, um, parents out the door.

00:31:02 - 00:31:20

Ok. And tell me what's the first thing that you recall that you knew something was unusual going on?

00:31:20 - 00:31:27

Well, it sounded like balloons popping. I'm like, who popping balloons outside?

00:31:27 - 00:31:44

And then I heard them say they shoot and they shoot and then I like, lean to the right and when I lean to the right, everybody was just running back in that.

00:31:44 - 00:32:17

And then what do you do? So, um, my supervisor, which was Keisha Corbin, um, that came over to the door and when she came over to the door, we just started trying to, um, you know, before that, when I said they shooting uh, when I looked and realized they were shooting one of my, uh, teachers from TJ was standing right next to me because TJ was the next service.

00:32:17 - 00:32:25

So I took her downstairs to the ballroom because I wasn't sure if any of TJ kids was down there.

00:32:25 - 00:32:28

So I took her down there. I seen two of TJ students down there.

00:32:28 - 00:32:32

I left the teacher down there. I said, close this door, don't come back out.

00:32:32 - 00:32:43

So I came back upstairs to the lobby and that's when I ran into my, so one of my supervisors, uh, m and she was like, let's close the doors, let's close the doors.

00:32:43 - 00:32:47

So we was trying to pull people in and close the doors at the same time.

00:32:47 - 00:32:59

Ok. And so you, did you stay on the inside?

00:32:59 - 00:33:02

Did you ever go outside? Yes, I did.

00:33:02 - 00:33:11

Once we pull as many people we can pull in, then we went outside to see what was going on.

00:33:11 - 00:33:14

And that's when I noticed a couple of people on the ground.

00:33:14 - 00:33:32

Oh, and Miss Flowers. I may not have said this, but as we go through this, take care of yourself and whatever you need to do, pause, whatever you need to do.

00:33:32 - 00:34:10

Ok. Yes. Ok. All right. Ok.

00:34:10 - 00:34:14

You go outside. What do you do outside?

00:34:14 - 00:34:32

What do you do? What do you see, uh, I think, um, a guy with a beard on his face laying right once I stepped on the sidewalk he was laying, that was the first person I see.

00:34:32 - 00:34:36

Then I seen, I guess the man that was Sean Dad.

00:34:36 - 00:34:41

I seen him laying on the side of the other guy.

00:34:41 - 00:34:46

Then I seen Sean on the right side of, I guess the dad.

00:34:46 - 00:34:53

Then I looked around and I see a man sitting on the floor holding his leg and I seen two girls having a seizure.

00:34:53 - 00:34:58

It was just everything, everybody was just all over the place.

00:34:58 - 00:35:07

And at this time, has any, is anybody doing CPR or rendering assistance or was it before all this started?

00:35:07 - 00:35:13

Yes. Um Some people was a lady. I think it was a lady.

00:35:13 - 00:35:16

I don't even know who was doing CPR Sean.

00:35:16 - 00:35:42

I just see people standing over him, people standing over the man with the beard, people standing over, I guess Sean's father people just, everybody was just trying to help and, and it looked like I was in a movie, you know, just really at any point as you're looking at the person you now know was Sean, did, did you, did it click in your mind?

00:35:42 - 00:35:48

Like, oh, that's the guy. So I'll come through with the principal or had that not connection been made yet?

00:35:48 - 00:35:54

No, it didn't hit me until I've seen the picture on the news.

00:35:54 - 00:36:13

And when you saw his picture on the news, what, what thoughts came to your mind?

00:36:13 - 00:36:34

I said to myself, I said it was the young man had walked past me, you know, before, right before, um, he went up into the theater part, him and the, the white gentleman that was the same two people that walked past me and I didn't ask you this.

00:36:34 - 00:36:47

Do you have any concept of time when you, the time it might have been when you saw the, him and the principal coming through and graduation started at four.

00:36:47 - 00:36:52

So it had to be about 3 58 3 59.

00:36:52 - 00:36:57

I mean, right. Right. At the time when graduation was starting, if it hadn't already started.

00:36:57 - 00:37:18

So, as far as, you know, like they hadn't started playing the, like, make announcing names and all that, I couldn't hear it because they have the doors and I'm standing in the lobby so I couldn't hear it.

00:37:18 - 00:37:25

But your recollection, it was right at the start or just after the start of the ceremony?

00:37:25 - 00:37:37

Right. Right. So you're watching the news then?

00:37:37 - 00:37:39

And I'm gonna go back a little bit.

00:37:39 - 00:37:48

But I just kind of wanna, you said to yourself that was a young man that came through past you with the, with the white, with the white gentleman.

00:37:48 - 00:37:56

Yes. Did you, did you, what did you do with that information?

00:37:56 - 00:37:59

Did you tell anybody or you talk at any point before?

00:37:59 - 00:38:03

Now, did you talk to anybody about that observation?

00:38:03 - 00:38:17

Um, I was talking to Miss, um, I was talking to Miss Corbin about it and when did you have that conversation?

00:38:17 - 00:38:33

Um, probably like a day later. And did she ask you to make any notes or recordings or ask you to speak to anybody else about that?

00:38:33 - 00:38:43

No. So, other than Miss Corbin a day or so later, did you talk to anybody else about that option?

00:38:43 - 00:38:49

Not that, not that I can remember and no one else has come and asked you about it.

00:38:49 - 00:39:04

No. So you're, you're gonna go back a little bit so you're out there and it's chaos and you're making all these observations.

00:39:04 - 00:39:09

What did you do after, you know, after you're, you're outside, how did it come?

00:39:09 - 00:39:30

What else was happening? Um After I went outside and was looking around then um at that time, the police and ambulance and everybody was coming and they was trying, we was just trying to clear the street because there was a lot of people still trying to stand in the street.

00:39:30 - 00:39:33

So we was just trying to clear the streets.

00:39:33 - 00:39:48

So the ambulance and the um police officers could get to the injured people and then we went back inside and that's when we found out some of the people on the inside was injured too.

00:39:48 - 00:39:54

You know, some people got trampled over. We were just trying to assist as much as we could.

00:39:54 - 00:40:26

Ok. Anything else? No, I mean, then we uh came back outside because we had uh a group kids that was from you and I, they was in the um the grots.

00:40:26 - 00:40:35

So, so we was trying to get them on their bus and um their bus couldn't come back because the streets was blocked off.

00:40:35 - 00:40:41

So we had to walk them like three blocks down and two blocks over to put them on a bus.

00:40:41 - 00:40:52

Did there come a point that the C SAS ever get together and just kind of debrief or talk about?

00:40:52 - 00:41:05

We did. Yes, we did after, after we walked those kids to the um no, we, we, we debrief before we walked the kids.

00:41:05 - 00:41:12

I can't remember if it was before. I think it was at no, before, no, no, no, no.

00:41:12 - 00:41:16

After I think it, yeah, it was before we walked the kids to the bus.

00:41:16 - 00:41:23

Then when we came back, we came in the front a tree and then we went inside and then we the brief right there.

00:41:23 - 00:41:28

No, no, no, no, no, no, no, no, no.

00:41:28 - 00:41:42

Uh we debrief. Then me and Miss Corin went outside to get the kids and that's when we walked them up the street over, then we came back in front of our tria.

00:41:42 - 00:41:47

Then we um debrief right there because I know Crosby was taking it real hard.

00:41:47 - 00:41:54

We stayed there for about maybe 10, 15 minutes and then we was told we can leave.

00:41:54 - 00:41:58

I think that's how it went. I don't know.

00:41:58 - 00:42:01

I'm just so much has happened since that day.

00:42:01 - 00:42:10

Um And uh don't kick yourself or feel bad about the fact that you can't remember all of this.

00:42:10 - 00:42:15

Like you can remember, you know what you did this morning because this is what trauma does.

00:42:15 - 00:42:19

Um I can't even remember what I did this morning.

00:42:19 - 00:42:24

I just lost my husband in August. So it was like one thing after another with me right now.

00:42:24 - 00:42:27

I'm so sorry. I'm so sorry, ma'am.

00:42:27 - 00:42:33

I'm so sorry for your loss. Uh OK.

00:42:33 - 00:42:46

I'm very sorry. All right, Miss Flowers, you've been very helpful and I know this has been very tough.

00:42:46 - 00:42:49

So I, I don't wanna keep asking you a bunch of more questions.

00:42:49 - 00:42:59

Um try to let you get on with your day and do something nice for yourself, you know, just to wash this interview out of your mind.

00:42:59 - 00:43:12

But is is there anything um any question I can answer for you or anything that I didn't ask you to tell me?

00:43:12 - 00:43:19

No, not that I can think of? Ok.

00:43:19 - 00:43:41

And just um not in a group email like the scheduling has been, but I may just send you an email if I get a picture of uh Mr Gilstrap to see if this is the person that you, you think you saw coming through the lobby and I, and if I send it to you, all you have to do is email me back.

00:43:41 - 00:43:47

Yes or no. Ok. All right. And I'm gonna try to do that before tomorrow.

00:43:47 - 00:43:56

Um, but again, all you have to say is yes or no, this is the person that you saw walking with Sean through the lobby.

00:43:56 - 00:44:03

Ok. All right. All right. Again, Miss Flowers.

00:44:03 - 00:44:11

I'm so sorry for your personal loss and I'm sorry for the trauma that you had to endure being present for this.

00:44:11 - 00:44:15

Um, I do appreciate you taking the time to talk with me.

00:44:15 - 00:44:21

No problem. All right, you try to have a great evening.

00:44:21 - 00:44:24

All right. Ok. Thank you. All right.

00:44:24 - 00:44:28

Goodbye fast.

Tuesday, June 6, 2023

Huguenot High School 3:00pm report time/ceremony 4pm

Roving Supervisors: B. Corbin and M. Fecht

LOBBY AREA

B. FLOWERS

SUPERVISOR

1st level

Lt D. Hawkes

Door #1

S. Fernandez

Door #2

K. Watson

Aisle #2

R. Crosby

Aisle #3

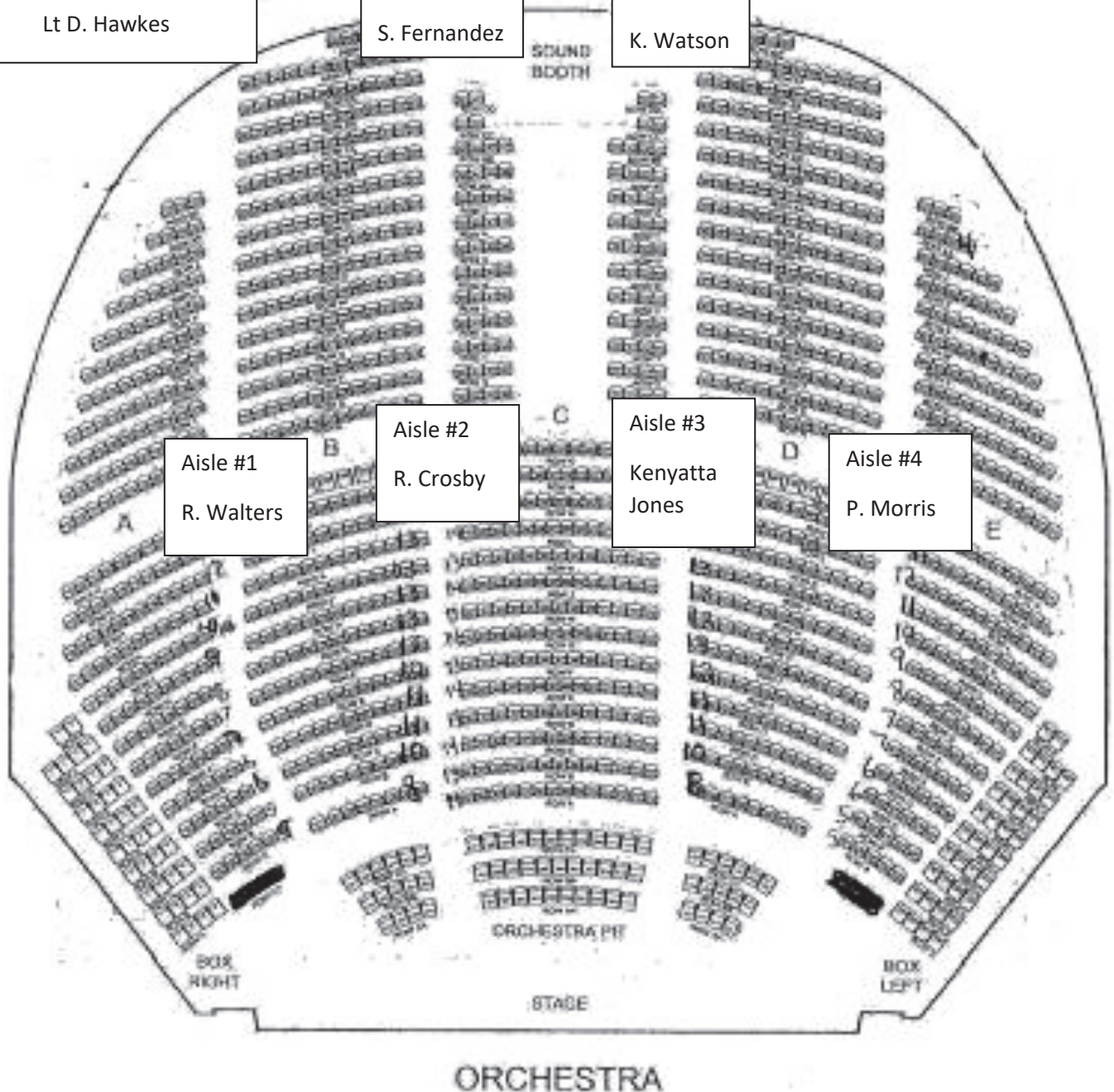
Kenyatta
Jones

Aisle #1

R. Walters

Aisle #4

P. Morris



STAGE

Tuesday, June 6, 2023

Huguenot High School 3:00pm report time/ceremony 4pm

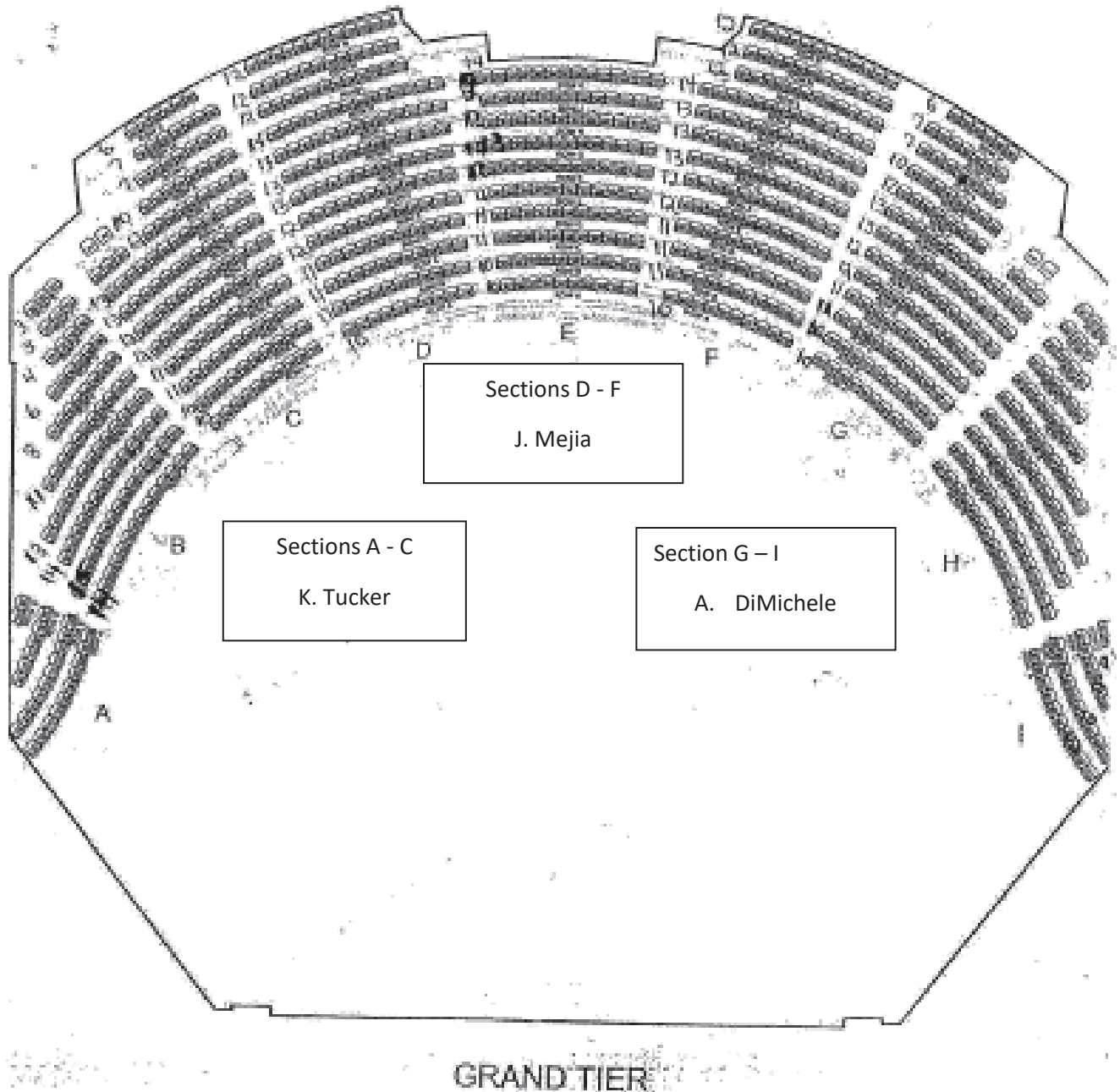
Roving Supervisors: B. Corbin and M. Fecht

STAIRS
E. Adams

SUPERVISOR
2nd & 3rd Level
Lt. J. Tucker

STAIRS
K. Thomas

School Board
Room
Cara Gill



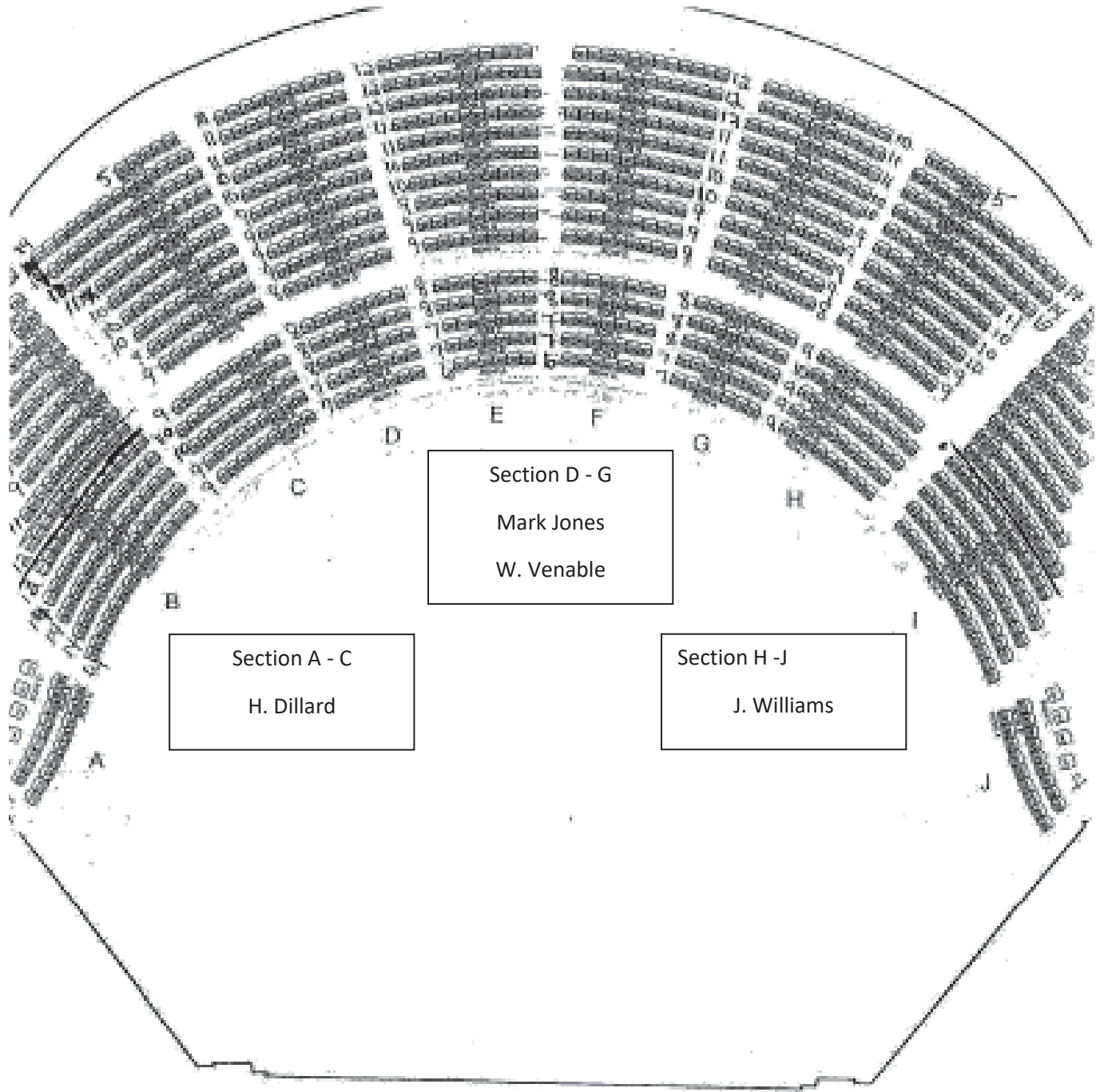
Tuesday, June 6, 2023

Huguenot High School 3:00pm report time/ceremony 4pm

Roving Supervisors: B. Corbin and M. Fecht

SUPERVISOR

Lt. J. Tucker



Section D - G

Mark Jones

W. Venable

Section A - C

H. Dillard

Section H - J

J. Williams

UPPER BALCONY

2023 Graduation Support

Graduations begin on June 6th and the Language Justice Team needs some additional bilingual support. There are 7 graduations that need Spanish interpretation. For each of those graduations we need at least:

- **1** bilingual person to help sign out the headsets for families
 - This can be seated or standing, it only requires that you ask families their name, phone number, and then hand them the headset and headphones
 - After the ceremonies, this person will ensure families give the headsets back to us and cross-check with the sign out sheet
- **2** bilingual people that will be walking families to their assigned section
 - This will require walking/standing, but can be seated after the ceremony starts
 - Plan to use your customer service skills to be as welcoming to families as possible and help answer any questions they may have

Things to know:

- Graduations will all be at the Altria Theater next to Monroe Park
- Doors will open 45 minutes before each graduation
- Staff can enter through the main doors or the back entrance that leads backstage
- Doors will close once the procession starts
- All families must exit towards Monroe Park
 - Police will direct traffic to make it safe to cross
- Families and staff are encouraged to bring only the bare minimum
 - No large backpacks, unnecessary items

A member of the Language Justice Team will be at every graduation and will be the point of contact when you arrive. Please plan to be inside the theater at least 30 minutes before graduation ceremonies start. Parking around VCU is not the best, so give yourself ample time to arrive and find parking.

Thank you!

School	Date/time	Support Staff
Richmond Community HS	Jun 6, 2023 10:00 AM - 11:00 AM	LJT: Luis Martinez Headsets: Dianna Almazo Runner #1: Amelia Castaneda Runner #2:
Huguenot HS	Jun 6, 2023 4:00 PM - 5:00 PM	LJT: Luis Martinez Good Headsets: Runner #1: Tara Pyciak Runner #2: Angela Flores
Thomas Jefferson HS	Jun 6, 2023 7:00 PM - 8:00 PM	LJT: Karla Roca Headsets: Runner #1: Amelia Castaneda Runner #2:
John Marshall HS	Jun 7, 2023 4:00 PM - 5:00 PM	LJT: Karla Roca Headsets: Runner #1: Pilar Morfin Runner #2:
Armstrong HS	Jun 7, 2023 7:00 PM - 8:00 PM	LJT: Karla Roca Headsets: Runner #1: Amelia Castaneda Runner #2:
Open High School	Jun 8, 2023 10:00 AM - 11:00 AM	LJT: Luis Martinez Headsets: Runner #1: Gabriel Hernandez Runner #2:
George Wythe HS	Jun 8, 2023 4:00 PM - 5:00 PM	LJT: Luis Martinez Headsets: Rachel Gonsalves Runner #1: Tara Pyciak Runner #2: Pilar Morfin
Franklin Military Academy	No interpretation needed	

June Graduation Estimates

	POLICE AND FIRE SCHEDULE			
SCHOOL	# POLICE	#FIRE	TOTAL	TOT HRS
COMMUNITY	3	3	6	24
HUGUENOT	5	3	8	32
THOMAS JEFFERSON	5	3	8	32
FRANKLIN MILITARY	3	3	6	24
JOHN MARSHALL	5	3	8	32
ARMSTRONG	5	3	8	32
OPEN HIGH	3	3	6	24
GEORGE WYTHE	5	3	8	32

RATE OF PAY	TOT COST
46.00	\$ 1,104.00
46.00	\$ 1,472.00
46.00	\$ 1,472.00
46.00	\$ 1,104.00
46.00	\$ 1,472.00
46.00	\$ 1,472.00
46.00	\$ 1,104.00
46.00	\$ 1,472.00
TOTAL COST	\$ 10,672.00

Paulsrud, Kimberly A.

From: Pamela O'Berry <poberry@sandsanderson.com>
Sent: Wednesday, October 18, 2023 6:14 PM
To: Parks, Renesha
Cc: Kamras, Jason; Paulsrud, Kimberly A.; Berdichevsky, Jessica J.; Seltzer, Cullen D.
Subject: RE: RPS Third-Party Investigation *****PRIVILEGED AND CONFIDENTIAL – VFOIA EXEMPT*****

Good afternoon Ms. Parks,

I just reviewed the RPS Report. Thank you for sending that over.

The report references an email by Dr. Ramsey and statements by Ms. Monique Harris. Were these staff statements and email retained, and are they available to us? The second request from the SB asks for findings about staff statements, so we should have received any statements made by staff about the June 6 event. I do not have any email or staff statements in the documents sent over, except for one by Ms. Fecht regarding a SB member's injury. I do not believe we can address the second request from the SB without reviewing staff statements and email about the graduation.

Also, **based upon our first request for production of documents**, the following documents are still needed:

1. Items 9, 10, 11 (RE: Actual or perceived threats)
2. Item 18 (SJ's Homebound assignment documentation including certifications and approvals)
3. Item 19 (Progress information for SJ—we only have a final grade transcript)
4. Item 24 (Any police report or incident report generated by RPD that is in possession of RPS)

The following are our **additional document requests** based upon our investigation so far. **If any of these items do not exist, please confirm that in your response.**

- A. Any internal SOPs or policies related to homebound, or grading or graduation that are not public on your SB Board Docs page?
- B. We received a "Behavioral Threat Assessment & Management" Manual dated 2023-2024. Could you please provide the version that was in effect for 2022-2023. If there was none in 2022-2023, please confirm in your response.
- C. 2022-2023 HB certification forms and all HB paperwork (from application to approval). Just the RPS forms used, not specific to SJ. Those specific to SJ were

previously requested (as Item 18 in original Request for Production of Documents) and have not yet been received.

- D. The list of Monique Harris' 12th grade case roster for 2022-2023 from beginning of year, to the final roster at the end of the school year.
- E. All HHS 2022-2023 "D and F" Lists
- F. All HHS retention lists.
- G. The "Graduation Tracking Sheet" / also called "Graduation Tracker" used by HHS in 2022-2023.
- H. SJ's "Graduation Tracking Sheet" / "Graduation Tracker" in 2022-2023.
- I. All HHS "Retention Lists" from 2022-2023
- J. The list of all APs at HHS during 2022-2023, and the dates that they were in their positions. List should detail the dates when APs were appointed and/or vacated positions.
- K. A list of all meetings between Principal Gilstrap and Counselors at HHS during 2022-2023.
- L. Names of students who took Reading SOL in separate classroom with SJ on 2/2/23.
- M. Any other email from SJ or his mother to any other HHS or RPS staff during 2022-2023 school year.
- N. Any requests from SJ family to have him transferred to another school.
- O. List of all students who graduated on June 6 from HHS.

Next week we will make a hard push to get the report written so that we can meet the new November 6 due date. We need to have as many of these requested documents in hand by no later than Monday 10/23/23 to stay on track with that deadline. Please feel free to call or email me if you have any questions about these requests.

Thank you for your support in providing us with access to staff and information throughout this process.



Pamela Y. O'Berry

Attorney

Sands Anderson PC

PO Box 1998, Richmond, VA 23218-1998

Direct: (804) 783-7232 | Main: (804) 648-1636

www.sandsanderson.com | poberry@sandsanderson.com | [Bio](#) | [vCard](#)

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From: Parks, Renesha <rparks1@rvaschools.net>

Sent: Wednesday, October 18, 2023 3:52 PM

To: Paulsrud, Kimberly A. <KPaulsrud@sandsanderson.com>

Cc: Seltzer, Cullen D. <cseltzer@sandsanderson.com>; Pamela O'Berry <poberry@sandsanderson.com>; Berdichevsky, Jessica J. <jberdichevsky@sandsanderson.com>

Subject: Re: RPS Third-Party Investigation *****PRIVILEGED AND CONFIDENTIAL – VFOIA EXEMPT*****

CAUTION: External Message

Hi Kim

Attached you find a copy of the RPS Monroe Park review. Angela, Robert and Wyatt should have or will be responding. There are so many email chains regarding this incident I have not been able to locate the one with the picture however Angela has access to some as a part of her role and will be able to share. In the interim I will continue to look for the one that I specifically referenced. I spoke with Solomon and he is able to participate in an interview. The best way to contact him initially is via phone as he does not have his computer or work cell with him. He is recovering from another location with family. He can be reached at 1-404-668-0863. Ronald Walters is currently on leave due to a back injury. He is no longer a CSA and has transitioned into the role of Student Support Specialist. I am still working on Lyons. Should have an update soon.

On Wed, Oct 18, 2023 at 12:34 PM Paulsrud, Kimberly A. <KPaulsrud@sandsanderson.com> wrote:

Good Afternoon Ms. Parks:

We are trying to schedule some witness interviews but haven't heard back from a few folks. Can you assist with contacting the below and let them know we'd like to speak with them?

1. Soloman Jefferson (request sent 10/6, we realize he was hospitalized and has recently been discharged from hospital);
2. Angela Jones (request sent 1/13);
3. Ronald Walters (request sent 1/13);
4. Robert Crosby request sent 1/16);
5. Wyatt Venable (request sent 1/16);
6. Lyon Sanchez-Concha (request sent 1/16).

Also, can you provide us with a copy of RPS's investigative report?

And finally, can you provide us with a copy of any social media post, I believe you mentioned an Instagram post.

Thank you for all of your assistance!!!



Kimberly A. Paulsrud

Paralegal

Sands Anderson PC

PO Box 1998, Richmond, VA 23218-1998

Direct: (804) 783-7249 | Main: (804) 648-1636

www.sandsanderson.com | KPaulsrud@sandsanderson.com | [vCard](#)

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--

Renesha Parks
Chief Wellness Officer
301 N. 9th Street
Richmond Va. 23219
(Office) 804-780-7810

[Referral for School Social Work Services](#)

Immediate Lifelines

RBHA Mental Health Crisis Support 804-819-4100
YWCA Richmond Emergency Shelter 804-643-6761
Housing Crisis Hotline 804-972-0813
Safe Harbor Domestic Violence Line 804-612-6126
Richmond Child Protective Services 804-646-0438
National Suicide Prevention Lifeline 1-800-273-8255
RPS Family Support Line 804-780-6195
Feed More Hunger Help Line 804-521-2500 x631
RVA "211" <https://www.help1rva.org/> or dial 2-1-1

RPS School Safety Office 804-780-8550
RPS Culture Climate Office 804-780-6070

“A healthy attitude is contagious but don’t wait to catch it from others. Be a carrier.” – **Tom Stoppard**

CONFIDENTIALITY NOTICE: This email message, including all attachments, is for the sole use of the intended recipient(s) and may contain confidential student and/or employee information. Unauthorized use and/or disclosure is prohibited under the federal Family Education Rights & Privacy Act (20 U.S.C. §1232g, 34 CFR Part 99) and Code of Virginia 22.1-287 which provides for the limitation on access to records. If you are not the intended recipient, or an employee or agent responsible for delivering this message to the intended recipient, you may not use, disclose, copy or disseminate this information. Please call the sender immediately or reply by email and destroy all copies of the original message, including attachments.

Paulsrud, Kimberly A.

From: Pamela O'Berry <poberry@sandsanderson.com>
Sent: Thursday, October 19, 2023 8:14 AM
To: Paulsrud, Kimberly A.
Cc: Seltzer, Cullen D.; Berdichevsky, Jessica J.
Subject: FW: HHS statement
Attachments: image001.jpg

For our files please



Pamela Y. O’Berry

Attorney

Sands Anderson PC

PO Box 1998, Richmond, VA 23218-1998

Direct: (804) 783-7232 | Main: (804) 648-1636

www.sandsanderson.com | poberry@sandsanderson.com | [Bio](#) | [vCard](#)

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From: Kamras, Jason <jkamras@rvaschools.net>
Sent: Wednesday, October 18, 2023 7:58 PM
To: Renesha Parks <rparks1@rvaschools.net>; Pamela O'Berry <poberry@sandsanderson.com>; Seltzer, Cullen D. <cseltzer@sandsanderson.com>
Subject: Fwd: HHS statement

CAUTION: External Message

Good evening Ms. O'Berry,

Per your request, please see below for the statement from Ms. Ramsey. If I can be of any further assistance, please just let me know.

Best,
Jason

----- Forwarded message -----

From: Ramsey, Stefanie <sramsey@rvaschools.net>
Date: Thu, Jul 6, 2023 at 10:32 AM
Subject: HHS statement
To: Jason Kamras <jkamras@rvaschools.net>

Morning Jason

On June 6th at Altria I volunteered at the rear entrance of the building to assist with staff and student intake. During my time at the entrance for Huguenot Staff and Students, I witnessed each student walking through the metal detector to enter the building.

Please let me know if I can be of any other assistance.

--

Stefanie C. Ramsey, Ed.D.
RPS Coordinator for Athletics, Health & PE, Driver Education
2120 Fendall Ave
Richmond, VA 23222
sramsey@rvaschools.net
Resilience. Pride. Success. #WeAreRPS

--

Jason Kamras
Superintendent
Richmond Public Schools
301 N. 9th Street
Richmond, VA 23219
jkamras@rvaschools.net

For scheduling, please contact Mildred DeLoatch at mdeloatch@rvaschools.net.

Paulsrud, Kimberly A.

From: Pamela O'Berry <poberry@sandsanderson.com>
Sent: Thursday, October 19, 2023 8:14 AM
To: Paulsrud, Kimberly A.
Cc: Seltzer, Cullen D.; Berdichevsky, Jessica J.
Subject: FW: HHS statement
Attachments: image001.jpg

For our files please



Pamela Y. O'Berry

Attorney

Sands Anderson PC

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From: Kamras, Jason <jkamras@rvaschools.net>
Sent: Wednesday, October 18, 2023 7:58 PM
To: Renesha Parks <rparks1@rvaschools.net>; Pamela O'Berry <poberry@sandsanderson.com>; Seltzer, Cullen D. <cseltzer@sandsanderson.com>
Subject: Fwd: HHS statement

CAUTION: External Message

Good evening Ms. O'Berry,

Per your request, please see below for the statement from Ms. Ramsey. If I can be of any further assistance, please just let me know.

Best,
Jason

----- Forwarded message -----

From: Ramsey, Stefanie <sramsey@rvaschools.net>
Date: Thu, Jul 6, 2023 at 10:32 AM
Subject: HHS statement
To: Jason Kamras <jkamras@rvaschools.net>

Morning Jason

On June 6th at Altria I volunteered at the rear entrance of the building to assist with staff and student intake. During my time at the entrance for Huguenot Staff and Students, I witnessed each student walking through the metal detector to enter the building.

Please let me know if I can be of any other assistance.

--

Stefanie C. Ramsey, Ed.D.
RPS Coordinator for Athletics, Health & PE, Driver Education
2120 Fendall Ave
Richmond, VA 23222
sramsey@rvaschools.net
Resilience. Pride. Success. #WeAreRPS

--

Jason Kamras
Superintendent
Richmond Public Schools
301 N. 9th Street
Richmond, VA 23219
jkamras@rvaschools.net

For scheduling, please contact Mildred DeLoatch at mdeloatch@rvaschools.net.

Summary composed by John Beazley beginning 10/5/2023

Walkthrough meeting with Altira staff 05/31/2023 1130 Hrs

 Brukisha Corbin

 Monica Fecht

 Audrey Booth

 Dandridge Hawkes

The following documents were available and uploaded from safety and security:

Staffing assignments

Staffing map

Email from Monica Fecht dated June 5, 2023 2255 to CSAs working the graduations

Security SOP

Numerous layouts for scheduled graduations

Staffing estimates for RPD and RFD

Currently there are no written policies or protocols dictating staffing requirements or procedures for security for school events.

It is important to note in previous years, when using the Altria theater for graduations, the same procedures were followed. The staffing from RPS was to supplement what was required of the venue and was focused on addressing issues with attendees inside the venue.

Shawn also experienced a number of mental health challenges, including depression, suicidal ideation, and emotional outbursts. He is believed to have witnessed a murder earlier in the year, which further contributed to his mental and emotional distress. As a result, Shawn's mother, Mrs. Jackson-Smith, requested that he receive homebound services. To qualify for such services, a physician must attest to the health claim every nine weeks. A physician last examined Shawn in April of 2023 and diagnosed him with Disruptive Mood Dysregulation Disorder.

Despite these challenges, and in part because Shawn spent so much of his high school career in a virtual environment, Shawn had only three recorded discipline incidents in high school. On September 24, 2019, he was in possession of a marijuana grinder, four lighters, and a pack of cigarillos at school. He received a 5-day of out-of-school suspension as a consequence. On November 8, 2019, he refused to put his cell phone and ear buds away. An administrator discussed this incident with Shawn and then returned him to class. Finally, on February 10, 2020, Shawn caused a substantial disturbance (not a fight) in the cafeteria. As a result, he received a 4-day out-of-school suspension.

Section III – Decision to Allow Shawn Jackson to Participate in Graduation

Mrs. Jackson-Smith was very involved in Shawn's life and worked diligently with Ms. Harris, the Huguenot counselor who had worked with Shawn since he was a freshman, to ensure that he graduated. Shawn ultimately earned a total of 23 credits, and with the help of COVID waivers for two verified credits – Algebra I and World History I – met the requirements for graduation.

On June 5, 2023, Mrs. Jackson-Smith came to Huguenot to pick up graduation tickets, assuming that Shawn would be able to participate in the ceremony. Given Shawn's mental health challenges, Ms. Harris asked Mrs. Jackson-Smith if she would prefer to have Shawn just pick up his diploma. But Mrs. Jackson-Smith was clear that she wanted Shawn to participate in the ceremony and believed he was emotionally able to do so.

Acting as Principal Gilstrap's designee, Ms. Harris approved Shawn's participation. In doing so, Ms. Harris took into account two factors. First, she had observed Shawn when he came to Huguenot for in-person SOL testing. She found him to be in good spirits and emotionally well. Second, she was compelled by Mrs. Jackson-Smith's own observations that Shawn had been improving and her conviction that he was emotionally able to participate.

Section IV – Security at the Altria Theater

The following personnel provided security for the graduation ceremony: the RPS Director of Care and Safety, 3 Care and Safety Zone Supervisors, 17 RPS Care and Safety Associates, 10 Richmond Police Department officers (3 inside the Altria Theater and 7 outside to help with traffic and crowd control), 24 RMC Security staff, and EMS/RFD personnel.

Virginia Administrative Code

Title 8. Education

Agency 20. State Board of Education

Chapter 131. Regulations Establishing Standards for Accrediting Public Schools in Virginia

Part IV. School Instructional Program

8VAC20-131-180. Off-site instruction.

A. Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program (IEP) committee must revise the IEP, as appropriate. Credit for the work shall be awarded when it is done under the supervision of a licensed teacher qualified in the relevant subject areas and employed by the local school board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the local school board in accordance with the provisions of 8VAC20-131-110 have been met.

B. Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through virtual courses, emerging technologies, and other similar means. Students may enroll in and receive a standard and verified unit of credit for supervised virtual courses with prior approval of the principal. The local school board shall develop policies governing this method of delivery of instruction that shall include the provisions of 8VAC20-131-110 and the administration of required SOL tests prescribed by 8VAC20-131-30. For courses offered for possible high school credit, standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher qualified in the relevant subject areas. A verified unit of credit may be earned when the student has successfully completed the requirements specified in 8VAC20-131-110.

Statutory Authority

§§ 22.1-16 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 34, Issue 8, eff. January 11, 2018.



Richmond Virtual Academy Home Education Services Overview

Welcome to the Richmond Virtual Academy program! Home Instruction Services (homebound/home-based services) for Richmond Public Schools will now be provided by the Richmond Virtual Academy team. As a result, students approved for home instruction will now have access to full-time virtual instruction through Richmond Virtual Academy courses.

Home Instruction Model: As part of the new home instruction model, students from grades K-8 approved for Home Instruction Services will have access to full-time virtual instruction! Historically students from grades K-8 would receive the recommended minimum instructional hours of educational services. Moving forward, Home Instruction scholars now have the opportunity to log on for a full day of instruction with our RVA teachers Monday-Friday from 7:45am-2:45pm for Grades K-5 and Monday-Friday from 8:15am-3:15pm for Grades 6-8. High school scholars will receive instruction asynchronously and primarily from their zoned school team. High school scholars receiving Home Instruction Services will be assigned one of our Home Instruction Heroes, an RVA teacher who will serve as a liaison between the student, family, and student's zoned school.

Eligibility & Recertification: Eligibility for Home Instruction Services is certified for a period of up to nine weeks. When certification has lapsed, the Home Instruction Coordinator will contact the family for information about the recertification process. Applications for initial or continued home instruction services can now be completed using the following link: [Request for Home Instruction Services](#). Please note that the Medical Certification of Need Form will be emailed to the parent/guardian upon submission of the request for Home Instruction Services, to be completed by the treating physician/psychiatrist. Please allow up to five instructional days for the RVA office to respond to inquiries and requests.

Get Informed, Stay Connected: It is important to be mindful that all forms and communication will primarily be electronic. As such, it is essential that an email is provided to the RVA team to use for updates and communication. However, families in need of alternative forms of communication may contact the Home Instruction Coordinator, Ms. Sandra Pillard at (804) 228-3277 or email spillard@rvaschools.net for assistance.

Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text interpretations.

Prepared by
Sands Anderson PC
1111 East Main Street, Suite 2400
Post Office Box 1998
Richmond, Virginia 23218-1998
(804) 648-1636
Fax: (804) 783-7291



00:00:00 - 00:00:10

And that means Miss Kimberly can go off and do all the other productive things that she does to support this work and all the other work she does.

00:00:10 - 00:00:12

Thank you, Kimberly. Yeah, if you need me, let me know.

00:00:12 - 00:00:15

Nice meeting you, Miss Pillar. Thank you.

00:00:15 - 00:00:26

You too. All right. So again, thank you for taking the time to meet with us or with me.

00:00:26 - 00:00:32

Um I have you designated on the chart that we received as the home services coordinator.

00:00:32 - 00:00:37

Is that still correct? Title home home instruction coordinator.

00:00:37 - 00:00:54

And is that, does that cover um home based and homebound, all versions of this?

00:00:54 - 00:01:01

Ok. And how long have you been in that role?

00:01:01 - 00:01:07

I have been in this role for approximately one full school year.

00:01:07 - 00:01:13

So I was added to the team on in August of 2022.

00:01:13 - 00:01:25

And prior to that, what, what did, did you have another role at RPS or did you work somewhere else prior to that?

00:01:25 - 00:01:32

I worked as the um as the academic dean for the Richmond Virtual Academy.

00:01:32 - 00:01:45

And how many years have you been in education?

00:01:45 - 00:01:50

I have been in education for 12 years now.

00:01:50 - 00:02:05

Right. And so your position is one a central position where you do support all of the schools from that role or that is correct.

00:02:05 - 00:02:13

So, in my role, although it falls under the Richmond Virtual Academy, um I support the whole district.

00:02:13 - 00:02:30

So and all the schools post COVID are do it differently with their virtual academy.

00:02:30 - 00:02:41

So I just want, I wanna make sure that I understand um You Richmond Virtual Academy did it exist prior prior to COVID?

00:02:41 - 00:02:48

Richmond Virtual Academy um came about because of COVID.

00:02:48 - 00:02:52

So when all the schools had to close down and we went virtual.

00:02:52 - 00:03:03

Um The Richmond Virtual Academy was a program that came from that because some families were not yet ready to send their students back to school.

00:03:03 - 00:03:14

And so um the district kept opened up or started the Richmond Virtual Academy where families were able to send their students um to school virtually.

00:03:14 - 00:03:22

And was that full time virtual or were you doing it hybrid through Richmond Virtual Academy or adoption of the parent?

00:03:22 - 00:03:27

It was actually full time. So it was full time school.

00:03:27 - 00:03:37

Um However, at that time, we were not operating as a school of record just as a, a district program that provides um instruction.

00:03:37 - 00:03:45

When did, when did it shift to a full time school?

00:03:45 - 00:03:51

We became, we became a school of record officially this school year.

00:03:51 - 00:03:57

So for the 2023 school year is when we are recognized as a, an actual school of record.

00:03:57 - 00:04:03

So, 23 24. Yes. Ok. All right.

00:04:03 - 00:04:11

So, um you were at Richmond Virtual Academy prior to your role as the um home instruction coordinator?

00:04:11 - 00:04:26

Yes. When, and now as it relates to the home and is there, which part of the school sort of organizational chart do you fall under?

00:04:26 - 00:04:39

On the instructional side? Are you on the instructional side of things or like how I would say it's, it's definitely not instructional um more of the administrative side.

00:04:39 - 00:05:05

And so once you get everything set up for a student, like you would be the person who would provide families with the forms for homebound certifications and then receive the person, maybe who receives those homebound certifications or says, you know, or, or reviews them to see that.

00:05:05 - 00:05:10

Yes. Now you qualify for homebound instruction or home based and um that kind of thing.

00:05:10 - 00:05:26

So you basically just kind of put them in, verify that they're uh receive the information and sort of get them set up for their that placement and then the academic side takes over with how many hours and how they receive the instruction, that kind of thing.

00:05:26 - 00:05:29

So I, I do actually all of that.

00:05:29 - 00:05:48

So what I do is um I am the one that sends out the application when a uh family expresses interest or, you know, if there is a need for homebound due to medical or mental health reasons um that, that prevents the student from attending school in person.

00:05:48 - 00:05:58

I would now send them the application, they have it completed by either the treating um physician, medical doctor or by the treating psychologist or psychiatrist.

00:05:58 - 00:06:16

Um Once I receive that, it's reviewed to make sure that, you know, um everything a treatment plan is there if it's for a student that has mental health reasons, because again, um homebound is not meant to is not a comprehensive educational program.

00:06:16 - 00:06:20

And so we work in partnership with the schools.

00:06:20 - 00:06:44

So once the application is approved, the family receives a an approval letter, the school is is now um contacted so that they are aware that this student is going on homebound and I would be the one to assign an instructor also assign how many hours the student will be um receiving per week for homebound instruction.

00:06:44 - 00:06:51

And now after that, you know, um the school provides all of the instructional materials.

00:06:51 - 00:07:08

They work with our teachers, our homebound teachers to ensure that um our homebound teachers have instructional materials are added to the Google classrooms of um the students classroom teachers because the student remains connected to their home schools while they're on homebound.

00:07:08 - 00:07:13

Um especially since we're not running as AAA school.

00:07:13 - 00:07:23

So the students remain connected. Well, students that are in high school remain connected to their high schools and just receive that virtual instruction from our instructors.

00:07:23 - 00:07:38

Ok. Now, and when the home home bound, when all the certification and documentation comes in are you the one or would it be you or your office that makes that determination of uh qualification for homebound?

00:07:38 - 00:07:49

Yes. So it would, it would be me that would make the qualification and it would be made with the um I always do get the input of the home schools as well.

00:07:49 - 00:07:57

Um I think it, you know, collaboration is very important and also to just have um information to make the right decision.

00:07:57 - 00:08:02

OK. And then once so, and I was trying to remember.

00:08:02 - 00:08:22

So once um once, like you said, once they get assigned, in this case, I know that the student was working with a school counselor um named Monique Harris, is that a person who works just

with the school based team or does she have some interaction with your office or how does that work?

00:08:22 - 00:08:45

The interaction that she would have with my office is we would have initial con um initial contact uh because she would be the person that would connect our homebound teachers with his classroom teachers and make sure that um you know, he is uh our instructor has access to the Google classrooms and the instructional materials.

00:08:45 - 00:08:55

Um So she would be the person that would be on that initial email and also um on, on other emails as well that has anything to do with the student.

00:08:55 - 00:09:30

Like, you know, if they are attending sessions, if they're not attending sessions, I would email the school team and say, hey, you know, our homebound instructor has informed me that the student is not attending or, you know, if for, for whatever reason, um, they're always kept in the loop so she can, she, is she, so she works for the school team, but she has sort of a, and, uh, a responsibility to keep you updated as to how, how things are going between the school support side and whatever else is needed from your office.

00:09:30 - 00:09:38

She like a liaison, maybe for students. I wouldn't, so I wouldn't necessarily call her a liaison.

00:09:38 - 00:09:46

I would say our homebound teachers are more so than liaisons because they are in constant communication with the school team.

00:09:46 - 00:10:07

So she is part of her school team and I would only reach out to her just to make sure that let's say to make sure that the exams that the student would need to take, um to verify what exams they need to take because as the counselors, they'll let us know, you know, in order to graduate, they need, you know, the, um they need these exams to pass.

00:10:07 - 00:10:16

And so coordinating will happen between um the homebound teacher as well as the school, the home school and the counselor.

00:10:16 - 00:10:20

And again, those homebound instructors are under your supervision.

00:10:20 - 00:10:36

Yes. Is it? Uh just as I was reviewing the documents, like I, I'm really not seeing much communication between individual teachers and the family.

00:10:36 - 00:10:48

I'm seeing more Miss Harris doing sort of all of the communication to the family is that the way the system should be working or was that just unusual or?

00:10:48 - 00:10:58

Um, well, every school kind of has their way of, um, you know, that works best, like, you know, that works best for them.

00:10:58 - 00:11:14

But when it comes to communicating with the, I, I just wanna just some clarification when you say communicating to the family, like, in regards to like, um, um, just a things like um I'll, I'll just pull one just as an example.

00:11:14 - 00:11:42

Um Like one of the communications when the student had to come to the building to take a test, um the parent was communicating with Miss Harris about the con conditions or who would be present for the student to take the test.

00:11:42 - 00:11:59

Um That kind of thing, like I al I really don't recall seeing any communications unless they're just people who were copied on them, but I have all the communications going back and forth from the parent to Miss Harris with other people copied and maybe that was the homebound instructor.

00:11:59 - 00:12:11

So maybe if you told me who, who the homebound instructor would have been for this student during the 22 23 year, that, that would, maybe I could pinpoint them on the um the CC.

00:12:11 - 00:12:26

So, um he started out with w he started out with uh Rudolph Hall, that was his initial um homebound teacher and that, that's when he was initially approved.

00:12:26 - 00:12:33

Um in September 2022. And I believe Mr Hall worked with him until I want to say November or December.

00:12:33 - 00:12:44

I don't have the exact dates. But after that, um, we shifted, um, because we were able to, uh, gain more, more support with the home within the Home Bound program.

00:12:44 - 00:12:51

And so we shifted him and reassigned him to another teacher and that was Miss Diane Byers.

00:12:51 - 00:12:57

So, um, I think communication with the Home Bounty would probably be anywhere between, you know, those two.

00:12:57 - 00:13:03

So Rudolph Hall, um, up until I want to say December or November of 2022.

00:13:03 - 00:13:10

And then after that, it was Diane Byers up until graduation, up until graduation.

00:13:10 - 00:13:18

Um, and so now I'm able to answer your question in terms of the communication about coming into the school or taking exams.

00:13:18 - 00:13:32

Um, typically I should be part of that conversation, um, as the homebound coordinator, um, just to ensure that there's proper clearance for because the student is on home bound for a reason.

00:13:32 - 00:14:00

And so, you know, we wanna make sure that we're not, um, violating that when, when the student has to test or, you know, for any other reasons because there are um, strict and specific policies in place for students that are on Home Bound where they are unable to participate in extracurriculars or anything else that the school is, um, having and if they are to attend, it's not that they are completely, you know, they're unable to completely.

00:14:00 - 00:14:25

We just, it's my responsibility if I, if, if the family makes known that they would like for the child to attend something, for me to reach out to the, um, medical provider that, you know, initially signed off on the form to ensure that they are cleared for that particular event that it won't, you know, get in the way or impede with their recovery while they're, you know, on homebound.

00:14:25 - 00:14:55

That's helpful. Um So in this case, and I'm just, I guess just off the top, not off the top of my head, I have a document here.

00:14:55 - 00:15:16

So like in February 2nd 2023 when I'm reading an email that says, um like the mom, Miss Smith, send an email to Miss Harris, somebody named uh Elvira Baron Rojas, I'm familiar with that person.

00:15:16 - 00:15:22

Um And it just says, hello, I thought when Sean came there to test, he would be isolated.

00:15:22 - 00:15:26

He was in the class with people who literally tried to kill him.

00:15:26 - 00:15:29

If he can't test by himself, his homebound teacher needs to do it.

00:15:29 - 00:15:34

Those kids could have, could have had somebody in the parking lot waiting to follow him or anything.

00:15:34 - 00:15:39

We are working with rps now trying to get him transferred to another school.

00:15:39 - 00:15:47

So in this circumstance, if he was coming into the building to take a test, that's something you should have been notified.

00:15:47 - 00:16:09

Absolutely. To ensure that if, if he is going to go in for those reasons, you know, that he wouldn't be amongst other students, especially since I'm privy to his, um, you know, his, his medical reason why he's on home.

00:16:09 - 00:16:18

Exactly his particular need. That would have been something that, um, you know, I would have not approved.

00:16:18 - 00:16:22

Um, because again I had at, yep.

00:16:22 - 00:16:31

So, and I guess just to be pointed, were you notified of that back in February of 2023 that he was coming in to take a test?

00:16:31 - 00:16:41

Um, I was not. So, um, his homebound teacher in February was M Byers.

00:16:41 - 00:16:48

M Byers is strictly virtual. She is a contractor for RPS and she does not live in the area.

00:16:48 - 00:17:03

And so, um, for him, I would have arranged to have one of our full time homebound teachers test him as opposed to, um, him coming into, um, the school.

00:17:03 - 00:17:27

So, just knowing what, you know about Miss Byers being uh, full time strictly remote and him coming into the building and this sort of following that, I guess, would it, you would have known because your homebound instructor would not have been a there to Proctor, a test, right?

00:17:27 - 00:17:29

Because she's not a person who's in the building.

00:17:29 - 00:17:46

So, um, so how, and, and if you just, if you have to speculate, that's helpful for me just to try to figure out so for him to have come into the building, it would have been something that somebody single-handedly coordinate.

00:17:46 - 00:17:52

Not only, it doesn't even indicate what test he came in to take.

00:17:52 - 00:17:58

Um, but that's not something you knew about nor something you would have authorized.

00:17:58 - 00:18:04

That's correct knowing what I know about why he was on homebound.

00:18:04 - 00:18:51

Um Now we do have students who are on homebound for other reasons and not necessarily at this particular school, but at other schools, there would be strict protocols in place where the student is um escorted by security, for example, um you know, and they are tested, they're tested by themselves, especially if it's an exam that cannot be taken um over the computer and has, well, a AAA test that cannot be taken um paper pencil and it has to be done um on the computer, then, you know, we've had very smooth transitions where students have come in depending on, of course, what the reason, what they, what the illness is.

00:18:51 - 00:19:10

Um but precautions and measures were taken to make sure that, you know, um it did not impede in any way and that the student was just able to go take their exam um by themselves and then a parent was there to receive them and take them back home.

00:19:10 - 00:19:31

And when just that example that you gave me, when the student is authorized to come in with security or something like that, is that something that you in your office approve or set up?

00:19:31 - 00:19:34

So that is something that, that I'm, I'm always made aware of.

00:19:34 - 00:19:54

So I, I wouldn't be, since I'm not there on site at the school, um, you know, I wouldn't be the one to really coordinate it in that sense, but I would be made aware of that, um, to just ensure that, you know, this particular student is able to, to come in, um, so that they can test and to make sure that the parent is going to be there.

00:19:54 - 00:20:32

Um, and the schools again, they, they take over at that point when it comes to the, um, testing part, if the student is coming in and just from a more sort of educational and practical perspectives, I guess I was looking at it, um, more from a security perspective but it, you've given it sort of a me a whole new sort of level to think about this, that your, your goal is to make sure there's nothing like as he takes that test, he has a fair shot at passing that test because he's

not worried about, you know, he didn't have mental health impairments that deal with him coming in the building or security impairments.

00:20:32 - 00:20:36

I mean, your goal is to make sure he can academically succeed.

00:20:36 - 00:20:45

So you want to help remove any impairments to that because you know what the impairments are based on his homebound certification.

00:20:45 - 00:21:09

Right. Exactly. And for, um, just to add also for any students that, um, that are testing in the building, it has to be approved by the building.

00:21:09 - 00:21:12

Administrator as well. It's not, it's not like an ok for me.

00:21:12 - 00:21:15

And then the building administrator doesn't approve it.

00:21:15 - 00:21:18

It has to be, you know, those two parts.

00:21:18 - 00:21:30

So any homebound ins in home student receiving homebound instruction to come into the building, you must clear it and the building supervisor must clear it.

00:21:30 - 00:21:42

Absolutely. Is that for any instructional um, instruction or for any time they come in the building for anything for home building?

00:21:42 - 00:22:07

Yeah. But at any time that they have to go into the building, if it's for testing, if it's even to, um, I mean, we haven't had any students that really had to participate in any activities because that's something that's, you know, um, it's in our manual, it's something that's also stressed that if they are on home bound, you know, they are, they won't be able to participate in those extracurricular activities because of that.

00:22:07 - 00:22:31

So, um, but again, students would only go in if they have to test and it's approved by the building administrator and, uh, just to clarify and if, if I keep asking this, I just wanna make sure that I'm clear on that.

00:22:31 - 00:22:44

I did ask it for, at least for the February 2nd event that did not, you're not aware of any request coming to you for any clearance for him to go into any school building.

00:22:44 - 00:22:52

No, not, not, not for February. And how, how would such a request?

00:22:52 - 00:22:54

How would such a request be made to you?

00:22:54 - 00:22:57

Is that a written request or how does that even come to you?

00:22:57 - 00:23:19

So it would be made because um around testing time, we're reaching out to um families, we're reaching out to schools so that we can um make sure that the students are paired if, if their instructor is strictly virtual, that we have um a homebound instructor that would be able to, to provide the test for them.

00:23:19 - 00:23:30

So what will happen is, you know, um, we would reach out like I, I would reach out to the school, um, to find out what test the student needs to take.

00:23:30 - 00:23:35

Um, because as the homebound coordinator, honestly, I don't know what all the students will need to take.

00:23:35 - 00:23:46

So that's why the counselors, um, you know, they, they play a big part because they're the ones who are letting us know what, what exams they need to take at, you know, um, different parts of the year.

00:23:46 - 00:23:59

And so, um, I would reach out to find out what exams they need and then from there, um, if the homebound instructor is somebody that is, um, you know, that's not strictly virtual.

00:23:59 - 00:24:11

I would ask the homebound instructor to work with the school so that, um, to determine when the student will be tested, if we are the ones that are going to be testing them.

00:24:11 - 00:24:18

We actually do paper and pencil tests for our home bound students, but that doesn't work for every student.

00:24:18 - 00:24:37

So that's why sometimes, um, you know, again, if it's something that I'm aware of in the building, um, administrator approves we're able to allow the student to take a, you know, the, the computer test because most of the, most of the tests I believe assessments are given on the chromebook.

00:24:37 - 00:24:42

But for our homebound students it's paper and pencil, it has to be printed.

00:24:42 - 00:24:44

Um, it's picked up from our testing site.

00:24:44 - 00:24:54

And um if our homebound instructor is a full time instructor, they, they, they would conduct it during the school day.

00:24:54 - 00:25:13

But if they are a part time contractor, it would be um administered after school, either at the child's home or at an agreed upon location, which can be um, a library or a, a community, you know, center where there's minimal distraction.

00:25:13 - 00:25:15

Ok. And, and I'm just gonna read you.

00:25:15 - 00:25:24

So mom sent what I read to you before at 2 21 on February 2nd, the response that she received was from Miss Harris.

00:25:24 - 00:25:27

It said, hello. I'm sorry that this happened.

00:25:27 - 00:25:30

I was not aware he was here until I walked into the room.

00:25:30 - 00:25:33

I wish he had said something to me.

00:25:33 - 00:25:37

Is he ok? The homebound teacher can do a paper and pencil test.

00:25:37 - 00:25:44

You just have to request that through the homebound department or maybe they can work it out where he can test at another school.

00:25:44 - 00:25:50

S so can you make sense of that to me in light of what your process was.

00:25:50 - 00:26:09

So that would have been a conversation that I should have been a part of in all honesty so that I can provide some clarity because I know sometimes, you know, I know that the counselors, they want to help the students, they want to help the family.

00:26:09 - 00:26:20

But I feel that my role is to ensure that in wanting to help um you know, the family that it's, we're doing it within the parameters of the program as well.

00:26:20 - 00:26:38

So, um that would have, would have been a conversation that I should have been a part of because I probably would have um had the student do a paper and pencil test knowing what I know as opposed to them going into the building.

00:26:38 - 00:26:52

Cause that did seem, that itself seems like a, um it, it, it could have been a re like, you know, uh something that could trigger stress on the student's part with um you know, their history.

00:26:52 - 00:27:13

OK. And I'm just gonna sort of because I've been asking questions in a way that talks that uh I invite you to talk around it, but I will wanna go straight to the issue cause you said a couple of times knowing what I know about the student.

00:27:13 - 00:27:23

And I, I, you know, I've read the documents so I have kind of a, you know, an overview but I think, you know, you having read the certifications and having more background because that's your job to know all that.

00:27:23 - 00:27:58

Tell me, what did you know about the student that, that would have caused you to make different choices, just the mental health illness that, um, that he had and what the, um, his doctors, well, his psychiatrist or psychologist, um, wrote on the form which made me believe that this was not a student because if they are unable to attend school in person with, you know, um their peers, then that's why those limitations are there.

00:27:58 - 00:28:02

I was not aware there were things that I didn't know about him until after.

00:28:02 - 00:28:06

Unfortunately, the incident happened, had no idea because I'm not at the school.

00:28:06 - 00:28:16

I don't know his background. I just know what is provided on that homebound um on that homebound application, you know, that's provided by the doctor.

00:28:16 - 00:28:39

So based off of his diagnosis, I wouldn't have put him in a situation where he had to go into the school amongst all of the students because if he's not able to even do that, you know, um in order to attend school, you know, how, how I see it is, how would he be able to do it if he is, you know, even to low test?

00:28:39 - 00:28:43

So that's why we that wouldn't be a situation I would have put him in.

00:28:43 - 00:28:58

So that was as you would if I'm in, if I'm not stating this, if I'm not summarizing this correctly, please correct me the him being sent to the school to take a test at that time was not consistent with his diagnosis.

00:28:58 - 00:29:07

That's correct. Do you know cause and I'm not clear from reading this.

00:29:07 - 00:29:11

So I'm sure I'll have to ask other questions or get other documents.

00:29:11 - 00:29:19

But this document chain here doesn't even say what test he was going to take.

00:29:19 - 00:29:22

Who told him to go to that location.

00:29:22 - 00:29:27

Do you have any, would you have any insight into that part of it?

00:29:27 - 00:29:42

The only thing that I would have is we ha I have a uh a document that um all students that are receiving home instruction services, whether it's homebound or home bases uh during testing time.

00:29:42 - 00:29:53

And that's a document that I shared with all of the counselors where it has the student's name and then what test that they're responsible for and what their accommodations are.

00:29:53 - 00:29:59

And it also has the um homebound teacher that's assigned to the student on there as well.

00:29:59 - 00:30:20

So the only way that I would know what exams that he would be taking would be if that um form was filled out or, you know, like the um the counselor went in and just, you know, put in that information so that we're aware, ok, we need to prepare a pencil, a paper and pencil test for this student.

00:30:20 - 00:30:32

Um or if it's not for a mental health diagnosis and the student is able to come into the school so that they can test because of that particular test that they're taking that's not offered in paper pencil.

00:30:32 - 00:30:57

Um, then, you know, we, our office can prepare and we work with the, um, with the testing office as well because they're the ones who prints out the ex the exams and everything else and prepares any, any, um, what's the word I'm looking for any special accommodations, anything that the student would need, you know, um, paper pencil erasers, whatever it is they i it's provided by them.

00:30:57 - 00:31:21

Ok. That's very helpful. Do you have any documentation that you received related to that February 2nd um test taking for the student for that particular I can check if you would like, you could if you could.

00:31:21 - 00:32:04

Now most times too um with our homebound teachers um because they are the ones that are working with the students, uh the co ordination in terms of um when the student is going to be testing, that's all taken care of by them because, you know, they do it based off of their schedule.

00:32:04 - 00:32:16

Ok. So it's not uncommon for the homebound teacher to, to communicate with the counselors.

00:32:16 - 00:32:30

Um you know, to find out, hey, you know, what exam or you know, um the students going to need to take this exam um in person, you know, um you know, what, what, what accommodations can we make for this student?

00:32:30 - 00:32:36

So like the homebound teachers, they, they, they take, I don't want to call them the case managers because they're really not.

00:32:36 - 00:32:40

But as it relates to the students, you know, during that time, they, they do most of that.

00:32:40 - 00:32:50

I'm, I'm more of the making sure I pair them and making sure that there's communication between the two, anything that would require approval of some sort like the student, like something like this.

00:32:50 - 00:32:58

Uh Those are things that I'm also, I I'm made aware, it's, you know, it shouldn't be something that is done like without me in it, in the middle, right?

00:32:58 - 00:33:15

So this is what? Ok. So in terms of emails and this was for Moni Carris, correct?

00:33:15 - 00:33:26

Like she, she, so with Monique, I have an email.

00:33:26 - 00:33:44

Let me see. Ok, so I actually have a very helpful um email uh that I wrote to MS Jackson Smith.

00:33:44 - 00:34:01

Um and I have Monique on there as well as Diana, the um contractor, um the teacher that was working with him during the second part of the school year as well as another um homebound teacher.

00:34:01 - 00:34:08

And what I said was, um to Miss Smith is that, you know, I'm reaching out in regards to what is this?

00:34:08 - 00:34:15

This is January 11th. So it would have been for the winter, winter.

00:34:15 - 00:34:29

So wells which, which falls within that, that period, winter and then they had like a mid uh a, a midwinter one as well for students that didn't take it during the winter.

00:34:29 - 00:34:41

Um And so what I said to MS Smith was that, um, I'm reaching out in regards to sol testing for Sean, according to our records, she should be taking, um, EOC and reading and writing as well as biology.

00:34:41 - 00:34:46

MS Myers has informed me that you would prefer a paper pencil test for Sean.

00:34:46 - 00:34:55

And I've included an available home instructor. Um, and I put the, the instructor's name on this email who will be able to proctor the exam in person.

00:34:55 - 00:34:59

So that's kind of like the emails that I would send out, um, at an agreed upon location.

00:34:59 - 00:35:05

I've also included the counselor Missus Harris in this email to verify the exams that he should be taking.

00:35:05 - 00:35:12

And you said that would have been a, that was authorizing a paper and pencil exam at, at home.

00:35:12 - 00:35:18

Yes, at home or at, or at an agreed upon location that was in school.

00:35:18 - 00:35:30

And so I sent that information, MS Monique said, um, those exams are correct.

00:35:30 - 00:35:42

Um, you said that was January 11th? Let me just double check cause I don't think I have any, wait a minute, wait a minute, wait.

00:35:42 - 00:35:47

Yes. Yes, I do have that one.

00:35:47 - 00:35:50

Ok. But yes, but I don't have any.

00:35:50 - 00:36:02

Yes, I don't want, I don't, yeah, I don't have anything like, yeah, that was sort of your, this is what he needs to do and we can make this available.

00:36:02 - 00:36:20

Let's see. You said Amy Smith, who will be able to proctor exam in person that agreed upon location now for, after February 8th, I do not have Monique Harris on any emails.

00:36:20 - 00:36:36

Um, and that, uh, the, um, the February 8th email was to remind them of, uh, to make sure that the homebound application because we, it's approved ev every nine weeks.

00:36:36 - 00:36:47

So, um, I make sure that once the certification lapses, you know, um, I reach out to the family so that they could know to just submit one.

00:36:47 - 00:37:10

Yeah. And I think I even pick up, I think I do pick it up where you come back and relate it to, um, getting recertified.

00:37:10 - 00:37:17

Yes. But I think I saw that because there were a couple of times where that, where he was lapsing.

00:37:17 - 00:37:24

Mhm. And you, you became engaged to sort of get it back on track, get him recertified if you need it.

00:37:24 - 00:37:38

Yes. And after that I do not have anything regarding him from, um, Monique Harris I have regarding other students but not from him.

00:37:38 - 00:37:45

Like no other email chain for Monique for, for, for, yeah, for, for February in regards to him.

00:37:45 - 00:37:54

So then when that happened, so you're saying that you don't have any notes where Monique Harris reached out to you to say, oh my gosh, this happened.

00:37:54 - 00:37:58

What do we need to do going forward?

00:37:58 - 00:38:00

Right. I, I was not aware of that.

00:38:00 - 00:38:05

So as I told you that just now and read that to you, was that the first that you'd heard that that happened?

00:38:05 - 00:38:20

Yes. And so let me ask you this and I'm gonna jump forward to June to June around graduation time, but we'll probably go back and fill it in.

00:38:20 - 00:38:28

Would you have been involved in the decision making related to whether he should attend graduation ceremonies?

00:38:28 - 00:38:34

Because again, it's a decision not to come on school property, but to come to a school sponsored event.

00:38:34 - 00:38:46

And so as I understand what you've said about the homebound restrictions that if you're homebound because I think his homebound status was going until June 9th, which would have been correct.

00:38:46 - 00:39:09

So he would have still been on home bound at the time of the graduation, which would means there should have been that process that you detailed where someone has to ask and there has to be some discussion or consideration of whether his medical certification is consistent with him going to a school sponsored event in person.

00:39:09 - 00:39:22

Absolutely. I, I should have been a part of that conversation because again, um I believe in doing things according to policy.

00:39:22 - 00:39:37

Um I am a stickler for rules. And so, um I would have wanted some doc medical documentation from the doctor clearing him because I understand graduation is a big deal for any student, you know.

00:39:37 - 00:39:48

And so, um the only thing that I would have if I were part of the planning, that that process of knowing that he was going to walk in graduation.

00:39:48 - 00:40:04

The first thing I would have done was to first make sure that there was clearance that his, you know, um, his psychiatrist cleared him and felt that he was able to attend something like that considering that if he's on home bound for the whole school here, there is a, a reason why.

00:40:04 - 00:40:08

But, you know, if, and, and he was in treatment, I know that as well.

00:40:08 - 00:40:18

That's another requirement is if it is for a mental health reason and the student has to be in treatment because homebound is not meant to be something permanent.

00:40:18 - 00:40:22

But we do have students that end up, you know, on home bound for the school year.

00:40:22 - 00:40:25

But again, um, it's approved every nine weeks.

00:40:25 - 00:40:45

So I was not part of the conversations of him attending graduation because again, my first um, job would be to make sure that there was paperwork, medical paperwork to clear him a doctor's note, something that said that he's able to withstand, you know, um, going into.

00:40:45 - 00:40:56

Exactly. Do you know who ultimately made that decision to let him physically be at a school sponsored event?

00:40:56 - 00:41:06

I do not honestly, but I think that it would have to be something that's cleared again by the, by the building administrator and his counselors.

00:41:06 - 00:41:18

Um, they would be the ones that would have to and I know that, uh, you know, he, that's where he started out was at his, you know, um, and that's where, that's his school, that's his home school.

00:41:18 - 00:41:20

So, you know, they are familiar with him.

00:41:20 - 00:41:39

Um So yeah, it would have, it, it, it would have had to been cleared by the building administrator, the counselor and I don't know whoever else was um organizing the graduation, you know, having kids walk across the stage and everything else.

00:41:39 - 00:41:53

And when you say build building administrator, are you talking about the principal, the principal, the principal or you know, uh assistant principals or his designee?

00:41:53 - 00:42:01

Mhm. So the principal in, in conjunction with the counselor would have had to make that decision.

00:42:01 - 00:42:21

Who would have had to green lit that yes, to have him because I, I don't, I I don't believe that he could have just popped up, you know, and just like, you know, showed up at it, it had to be something that was pre you know, conversations and I was not part of those conversations, unfortunately.

00:42:21 - 00:42:46

So do your homebound policies dictate that that should have been a conversation that you were a part of um what is, what, what's specific in, in uh the home, the home instruction manual is that the student cannot participate in any extracurricular school activities.

00:42:46 - 00:43:04

Um And that is something again that e even even with employment students that are on homebound cannot be employed, you know, because if you can't attend school, you also, you know, there, there, there's a hindrance as well with employment.

00:43:04 - 00:43:21

So um that's what the manual, you know, that that's, that's kind of like the um understanding but also that's what's in the manual is that in extracurriculars and school events includes graduations and everything else.

00:43:21 - 00:43:24

And does it, does it then take the next logical step?

00:43:24 - 00:43:46

Not only to say that they can't participate in school events, they can't be employed, does it then does the manual then clarify the next step that in order for these things to be, to be authorized the student or the teacher or the administrator must do XY and Z or does it just say you can't do this?

00:43:46 - 00:43:50

Um If you don't mind, I would like to, to look at it.

00:43:50 - 00:44:01

Sure, that'd be helpful. And I just speaking as a lawyer, anytime I have a witness and someone asks a question and they have to think, but there's a document that could refresh the recollection.

00:44:01 - 00:44:08

I, if I were your lawyer, I'd be saying if you're not sure, consult the documents to refresh your recollection.

00:44:08 - 00:44:13

So you're doing absolutely what I would advise that is good.

00:44:13 - 00:44:19

Ok. So home in home instruction manual. Ok.

00:44:19 - 00:44:23

And I'm gonna look at the one from last school year.

00:44:23 - 00:44:50

Um ok, so um I don't have it.

00:44:50 - 00:44:52

I I'm not sure if you have a copy of it.

00:44:52 - 00:44:56

I did, I, I do believe that there was a copy that was provided and it see.

00:44:56 - 00:44:60

Ok, let me see if I can find it.

00:44:60 - 00:45:08

We, we received so many documents so we are still trying to catalog them for easily home instruction handbook.

00:45:08 - 00:45:15

Yes. And I'm looking at slide six or page six slide six rather.

00:45:15 - 00:45:20

Um and where it says the following restrictions apply to all students.

00:45:20 - 00:45:39

So students receiving um and in schools sponsored activities, students receiving homebound home base may not be on school property or attend school sponsored activities at any time during the time approved for services without permission of the school principal or his or her designee.

00:45:39 - 00:45:51

Um And the student's participations will relate extracurriculars and non-academic activities will not be allowed when the student receives homebound or home based placement.

00:45:51 - 00:46:03

Um And that's what I have um on there and this one manual that I'm looking at, this is the one that was in place as of the 22 23 school year.

00:46:03 - 00:46:07

Yes. Do you know if this has been changed or amended?

00:46:07 - 00:46:10

At least this section of it since, since 23?

00:46:10 - 00:46:16

Yeah. Well, II I would have been the one to make any changes to it.

00:46:16 - 00:46:40

I did change the layout um just to update it and there were also a few things that were updated for this school year and let me just pull up that one home instruction manual, a home instruction handbook.

00:46:40 - 00:46:52

Um So for the I'm just going to the program limitations.

00:46:52 - 00:47:24

Uh ok, sorry, I'm just going through it.

00:47:24 - 00:47:46

No, take your time accommodation. Ok. So um for this school year, um there will II I did make an update with the approval of uh my principal and this was also approved by our principal director as well.

00:47:46 - 00:48:05

Um For that section, it says students receiving homebound instruction may not be on school property or attend school sponsored activities at any time during the time approved for services without permission of the school principal or his or her designee and written release from their health care provider.

00:48:05 - 00:48:18

So that part has been updated. And was that a response to this, was that in response to this and written, say that again and written, written release from their health care provider.

00:48:18 - 00:48:36

Ok. New as of what date? Um this was updated.

00:48:36 - 00:48:50

I don't have my day. Um but this was done late July of this year 2023.

00:48:50 - 00:48:54

So July 2023. Ok. And you wrote that?

00:48:54 - 00:49:17

Yes. And was that, did that change come about from sort of some after action discussions where folks realized that, that that was a missing part of this, this link here that you, you're that no one?

00:49:17 - 00:49:24

I mean that this was why you should be, you should have this authorization from the medical provider.

00:49:24 - 00:49:36

Yes. Um And again, I'm usually within the conversations that has to do with any student that's on homebound, having to come in or even with employment.

00:49:36 - 00:49:48

Like sometimes parents will ask you my child work, whatever the reason is, I'm usually that, that person that, you know, kind of like, um that they'll come to, to say, hey, is this allowed.

00:49:48 - 00:50:05

And so even though we didn't have it written, but it was, I guess something that was just known that if he is going, you know, for a, for anything that has to do with the student, we, we would need some type of medical clearance, you know, in order for them to um, attend it.

00:50:05 - 00:50:22

But it, although it was not stated uh in last year's manual and last year's manual, I also have to add was not, it was updated by me, but it was the manual that the district was using prior to me being in, in, in the position.

00:50:22 - 00:50:37

So, um I felt that that part needed to be added because I totally believe in being absolutely clear and specific um in writing, you know, just to avoid certain things.

00:50:37 - 00:51:00

Well, I mean, not that any one thing caused this other than, you know, one person showing up and doing something bad, but, you know, that's why sort of policies and procedures are in place to sort of support and help good things to happen and bad things from happening.

00:51:00 - 00:51:12

Absolutely. Um Oh, ok. Uh So in this case, the principal at the time was Mr Gilstrap.

00:51:12 - 00:51:16

Is that correct? At a? So yes, I believe so.

00:51:16 - 00:51:23

Did you have any communications with Mr Gilstrap prior to the graduation about this student?

00:51:23 - 00:51:39

I'm going to go on ahead and say no, but I am going to just do a quick search to see if um I had any communication with him about this student attending.

00:51:39 - 00:51:55

So, no, no, normally I don't really un unless it is.

00:51:55 - 00:52:03

Um, well, actually I think he's on one of the, one of the emails but that was prior to um, in, in November.

00:52:03 - 00:52:22

No, that wasn't for me. So, no, iii I haven't had much co um communication at all with the principal regarding this particular student because again, principals have a lot going on.

00:52:22 - 00:52:33

And so I do try to follow the chain of command and you know, he wouldn't be the one that's looking at the students um record to see what exams he needs to take or anything like that.

00:52:33 - 00:52:36

So, you know, I just go right to uh the counselor.

00:52:36 - 00:52:53

All right. So in this case, in just talking policy, not specifically what happened here, but when a principal or their designee would approve um them being on school property or attending school sponsored activities, is that something that has to happen in writing?

00:52:53 - 00:52:59

Or is it just the principals walking down the hall and you know, school counselors running behind this busy principal?

00:52:59 - 00:53:07

Cause I, we work at a lot of school divisions and I know just they got a lot to do and this is no slight on anything.

00:53:07 - 00:53:11

It's just they're doing 40 things at a time.

00:53:11 - 00:53:24

And so maybe the school counselor says, hey, you remember we talked about S student SJ and homebound and whether they could graduate, he got the credits he passed, got the grades to graduate.

00:53:24 - 00:53:32

Can he walk? Is that the kind of thing kind of decision that could be made, made sort of in discussion like that?

00:53:32 - 00:53:44

Or is it something that there would have to be a form and approval and somebody presented to the principal and he's got to look at it, ask some questions and sign off or is it just kind of on the fly?

00:53:44 - 00:53:49

He can answer that question and they can say principal said yes, that.

00:53:49 - 00:53:58

So um I would say something more on the fly because we didn't really have, we don't have any um official, you know, forms for that.

00:53:58 - 00:54:06

So it would either be something that is communicated through email or it could be something where, you know, the counselor.

00:54:06 - 00:54:12

Um again, as you said, you know, uh and can say, well, my, my, my building principal approved this.

00:54:12 - 00:54:23

So and I, and, and here's a question, I'd like to sort of ask these aspirational questions in this knowing what we know.

00:54:23 - 00:54:35

Now, would it be a good practice? Say for that decision that is documented by policy that it has to go be permission of the principal or, and his designee?

00:54:35 - 00:54:50

And now with author with a medical approval is that, do we now have a form that was created for that new process that you have sort of put into the this document?

00:54:50 - 00:54:57

So there, there isn't a form for it, but it would be something that would have to be done in writing.

00:54:57 - 00:55:06

Um So uh via email with the principal on it, um like, for example, we have a student, they're not on homebound, it's home base.

00:55:06 - 00:55:16

Um and, you know, there's a test that, that student has to take that cannot be given paper pencil, it has to be done um on the computer.

00:55:16 - 00:55:24

And so the principal was on the email chain, you know, the school was asking, hey, you know, the student can't take it paper pencil.

00:55:24 - 00:55:33

It has to be something, you know, there are exceptions based on, of course, you know, what, what the, um, circumstances, but again, this student is not homebound or anything.

00:55:33 - 00:55:41

So, um, the school was asking, you know, how are the, how is this going to take this exam?

00:55:41 - 00:55:44

It, it has to be done, you know, o over the computer.

00:55:44 - 00:55:56

And so, um, I just reiterated, well, you know, our students that are on home bound and home base, they should be taking the exam, paper pencil, but I don't know everything there is to know about every exam.

00:55:56 - 00:56:04

That's sure. And I rely on them. It could be an exam about demonstrating how do you know how to make a powerpoint presentation?

00:56:04 - 00:56:07

And that's something that would have to be done on a computer.

00:56:07 - 00:56:14

Exactly. So, you know, once, um, once the counselor explained to me, hey, this is, this can only be taken on the computer.

00:56:14 - 00:56:28

I said, ok, looped in the principal and said, um the student will be able to come in provided that, you know, the principal approves and gives her approval for this to come in.

00:56:28 - 00:56:31

And the principal did and said, you know, they approved for them to come in.

00:56:31 - 00:56:49

And um and I not only just to prove it, but I also asked for a just a um specific a detailed testing plan, like what's going to happen when the students to the school, um, you know, are they testing with their peers or are they testing, you know, in a small group?

00:56:49 - 00:56:53

And so the school is still on accommodations and all of those things that they might need.

00:56:53 - 00:57:28

So if you could just make wave a magic wand and make it how you want it to be, would there be a formalized form that needs to be circulated for a student to whether it was that February 2nd incident that where he came to take a test or whether it was going to the graduation or whether it was, you know, because I've seen this in another school division where they're on homebound, but their brother is the star of the football team and they want permission to, can I just come to one game and see my brother play?

00:57:28 - 00:57:36

Right? Whether it's that kind of thing that it, with how I, how I can't even count.

00:57:36 - 00:57:38

How many students do you have at RPS?

00:57:38 - 00:57:54

Oh boy, I, I can't even Yeah, I wouldn't even be able to say so with all the students, the thousands and thousands and thousands of students you have, it's easy to lose track of who's supposed to be where doing what.

00:57:54 - 00:58:16

And so that even if it's just in a looking back, if something happens, you could say, oh, yeah, Johnny, little Johnny was at that football game because he requested because his brother was playing the principal reviewed it and the doctor certified that it wouldn't create any problems for him.

00:58:16 - 00:58:20

Your office looked and said, ok, boom, boom, those things are checked off.

00:58:20 - 00:58:25

We sign off, then the principal gets to sign off and the kid gets to go to events.

00:58:25 - 00:58:35

And I know sometimes you have to make decisions faster than that because you know, the the game's Friday night and of course, they're gonna ask on Friday morning, right to go to the game.

00:58:35 - 00:58:41

But I mean, they're on homebound for a reason.

00:58:41 - 00:58:51

Would you, if you could wave a magic wand, would you formalize that process into a form with sign offs required?

00:58:51 - 00:59:05

Absolutely. Absolutely. And that's um there are a lot of uh when, when I took over the program, it was a program that was traditionally being done, everything was in person.

00:59:05 - 00:59:15

And so with it coming under the virtual academy, um you know, it was now determining how we take something that was traditionally done in person.

00:59:15 - 00:59:21

And to now make it make sense for um, you know, virtual instruction.

00:59:21 - 00:59:35

So, um during that time, it was, I would say 2022 23 school year, um was the year of, you know, kind of like creation of figuring out what makes sense for, you know, the program.

00:59:35 - 00:59:38

Like, I believe that it's running smoother now.

00:59:38 - 00:59:44

I didn't, I'm not running into the issues I was running in prior to because now, you know, we've had a full year in it.

00:59:44 - 01:00:08

Um, and certain processes we were able to tighten up as well and then to also put certain procedures in place as well that weren't in place from before, just to make sure I, I believe that, you know, um everything, you know, you, you should have rules and regulations for everything so that everyone is on the same page and we're not just kind of just doing our own thing.

01:00:08 - 01:00:24

Yeah, that's, um, I'm with you and you sound like you should have been a lawyer instead because the rules, regulations, order following a system is, is what makes sense to you and, and is way you like to operate.

01:00:24 - 01:00:35

And that is so much what I, you know, we spend our time talking to school divisions about, is there a policy, is there a procedure, is there a form that tracks that procedure taking place?

01:00:35 - 01:00:41

And is there appropriate sign offs that, you know, so, yeah, we do spend a lot of time doing that.

01:00:41 - 01:00:46

And so, um, again, not that we know that anything could have prevented this.

01:00:46 - 01:01:17

But at least you could, you could sit here and say, well, you know, we did everything we could, we put the procedures in place and his doctor said he was fit to be there and everybody knew what they needed to know because, you know, just without kind of disclosing what I'm finding

out what I talked to one person today that says, I wish I had known about that email where he said he showed up and mom was afraid somebody could have done harm to him then or followed him home.

01:01:17 - 01:01:21

Someone who is responsible for the graduation proceeding said they didn't know that.

01:01:21 - 01:01:43

And if they had different things, decisions might have been made about securing him at that at that event or, and then even your positions take sort of takes a step before that because if you knew that would have impacted your decision about whether he could even, or should even be there consistent with his certification.

01:01:43 - 01:01:50

So, um I think I'm trying to think, are there any other policies?

01:01:50 - 01:02:10

And I, again, I do have your, I would be, it would be really helpful if you could provide to me your revised 2023 manual, even though it's after the fact, it just, it helps k kind of inform, you know, that you all did take a look and you said there's some things we could tighten up here.

01:02:10 - 01:02:15

Absolutely. So, yeah, it would be helpful if you could send that to me.

01:02:15 - 01:02:18

Uh, is it also in a powerpoint? Yes.

01:02:18 - 01:02:21

So I actually have it in, in PDF form.

01:02:21 - 01:02:30

Ok. Whichever makes sense to you you can send and I think you have my email just as a, as an attendee of this meeting.

01:02:30 - 01:02:39

I think my email is attached to the PPO Barry at Sans Anderson P OB as in boy.

01:02:39 - 01:02:44

Er, Ry. Yes. Yeah, that's me.

01:02:44 - 01:02:57

So you, if you can just send it to that whenever you, whenever you have a chance, um, just trying to think, is there anything I have not asked you that you think would be helpful to?

01:02:57 - 01:03:18

I mean, and uh if we make recommendations, we obviously are not citing, this person said that and this person said this failed and this person said that um, but is there anything that you, that you would like to offer that I have not thought to ask that you think would be helpful or would inform this or would help us figure out who else to talk to and what other questions we might ask?

01:03:18 - 01:03:37

Um, I would, I, I would say that um, the questions that you asked, uh were uh like you, you were able to kind of get the information, you know, that, that, that you needed.

01:03:37 - 01:03:53

So, um, I think it, it would just be a matter of just in, in my opinion, just for there to be more communication, I guess you know, with, uh, me, I know that, you know, sometimes it could be viewed as well.

01:03:53 - 01:03:56

I know this student and, you know, it's, it's our student.

01:03:56 - 01:03:59

We know, you know, uh, this is in education.

01:03:59 - 01:04:05

It's like the kids become your babies. So you're like, well, I know what's best for, you know, my baby.

01:04:05 - 01:04:18

But, um, you know, again, even though you may know what is best, I think it is, that's why it's just important for there to just be like tighter lines of communication, you know.

01:04:18 - 01:04:21

Um, especially if a student is on homebound.

01:04:21 - 01:04:33

Um, nothing that requires anything in person should be done without, you know, um, my department knowing about it just for these reasons.

01:04:33 - 01:04:38

Exactly. Just to make sure that, uh, the student is clear to do this.

01:04:38 - 01:04:55

Um, and I know sometimes I may sound like a broken record to some of my colleagues, but I really do believe in order and rules and regulations and I'll be the first one to say, hey, you know, the student's not cleared for this or, um, you know, the medical paperwork has lapsed.

01:04:55 - 01:05:08

It's been a day, you know, and I know it seems like, well, jeez, it's just been a day but I wanna make sure that we have updated paperwork and updated information at all times because we just never know, you know.

01:05:08 - 01:05:17

Um, I mean, there's no way to prepare for anything but I, but I do believe it alleviates the situation when we do have certain things already in place.

01:05:17 - 01:05:46

Yeah, I, I think that you, you stated that perfectly because in what the way I'm writing these notes as I'm hearing, I'm writing what you're saying, but I'm writing also what that means to me in terms of the bigger picture and basically nothing that is uh related to a student coming in person without, there should be that shouldn't happen without knowledge to her department because your department, you are the people that know the students needs the best as it relates to their need for homebound.

01:05:46 - 01:05:56

Yes. If it's home base, I really do rely on the school team because it's IEP.

01:05:56 - 01:06:01

Most of our home based students are receiving services because of their IEPs and I'm not on that team.

01:06:01 - 01:06:05

So, you know, um I would defer to them.

01:06:05 - 01:06:13

Absolutely. And then one more question. Um mm Miss Harris, what is her chain of command?

01:06:13 - 01:06:19

Then I, I know that you have, you don't have sort of the school counselors under your chain of command.

01:06:19 - 01:06:24

You have the home base instructors. What, what is her report chain of command?

01:06:24 - 01:06:35

Like who is she strictly, does her her chain of command stop with the school administrator or does it come somewhere downtown?

01:06:35 - 01:07:09

So um from my understanding, um we, we the counselors not only do they um you know, answer to their building supervisors, but there's also we also have a, a director of counseling and sometimes when I need to get certain information out to all the counselors because I really don't know all the counselors I would reach out to the director of Counseling and she would be the person that would now disseminate that information to the other um, counselors.

01:07:09 - 01:07:20

Like even with putting together the document of um all of our home instruction students, um and the exams that they have to take and accommodations.

01:07:20 - 01:07:38

Um I was able to pull her in so that she can reach out to, you know, the counselors to say, hey, you know, here, here is the document and we're gonna need you guys to go in and put in what exams the students need and what accommodations that, that they need so that, you know, the homebound teachers can do, would be able to test them.

01:07:38 - 01:07:41

So, um, we do have uh a director.

01:07:41 - 01:07:54

I, I'm not sure if that's, I, I think that's her, um, her title director of counseling or maybe could be coordinator of counseling, but she's the person that, uh, the other person that counselors would answer to and do you know the name of that person?

01:07:54 - 01:08:00

Yes. Her name is Tess Tess Short. Ok.

01:08:00 - 01:08:09

All right. Ok. And would she have been in that position?

01:08:09 - 01:08:32

22 23 school year? Yes. Ok. Well, this port, is it Portee or Porte po t it should be porte because I, I'm Haitian and you know French is in my blood but not my husband but I believe there is French in his blood.

01:08:32 - 01:08:37

Look, I, and I, I don't claim to know French very well.

01:08:37 - 01:08:41

But I, at one point in my life, I was a minor in French, but I didn't use it.

01:08:41 - 01:08:49

So I lost it. So when I saw it, port port port, I said, oh, portee and one of my colleagues says, no, I think it's po T and I'm like, well, no, it should be porte.

01:08:49 - 01:08:50

So we had like a minute back and forth around.

01:08:50 - 01:08:55

It should be porte. But like, yeah, like you said, that's his name, not yours.

01:08:55 - 01:08:57

So you call it what he calls it.

01:08:57 - 01:09:07

Right. Exactly. Um So Miss Portee, you have been really very, very helpful, um extremely transparent.

01:09:07 - 01:09:09

You really kind of helped me navigate through.

01:09:09 - 01:09:19

I, I mean, prior to this conversation, I had no, no insight into sort of this entity within rps and how it functions and what it does.

01:09:19 - 01:09:26

And you have been really helpful in helping me navigate that and, and see that process more clearly.

01:09:26 - 01:09:29

So I thank you for that and I appreciate that and I appreciate your candor.

01:09:29 - 01:09:50

Um I will give you my cell phone number just in case something else comes to mind or you think about something or you just wanna, you know, whatever you can just call and just, you know, share if you want to and if you don't, it's just been lovely meeting you and I'm you know, glad that we had this conversation.

01:09:50 - 01:09:53

But my cell phone, my cell phone number is 804.

01:09:53 - 01:10:07

Mhm. 869. Ok. 148 four. And Pamela be Berry Oberry, Old Berry like o'brien.

01:10:07 - 01:10:15

But o'berry and we actually have the same braids because when my braids are out, I have the little the little swirls that come out of it too.

01:10:15 - 01:10:19

So yes, I mean we actually have the same look going.

01:10:19 - 01:10:25

So, there you go. Well, thank you very much for this, this time.

01:10:25 - 01:10:29

Um I do appreciate it. This will be very, very helpful.

01:10:29 - 01:10:34

Absolutely. And I will um email you right now the, the, the updated manual.

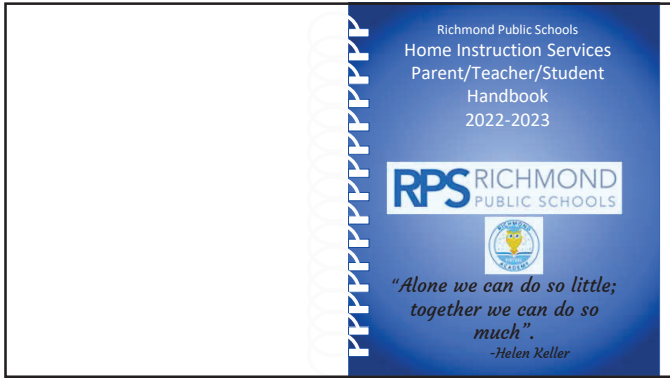
01:10:34 - 01:10:37

Thank you as well. All right, you have a great afternoon.

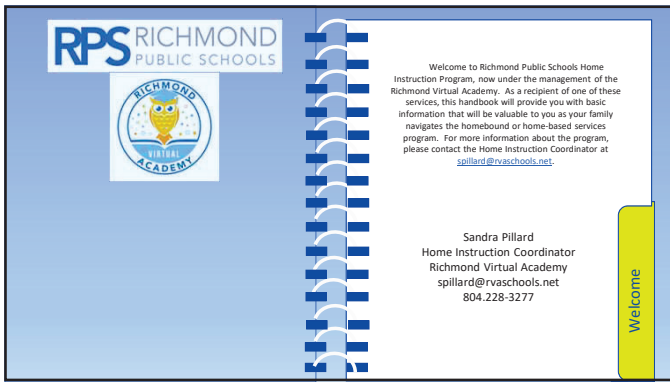
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Thank you. You too. Bye bye bye bye.

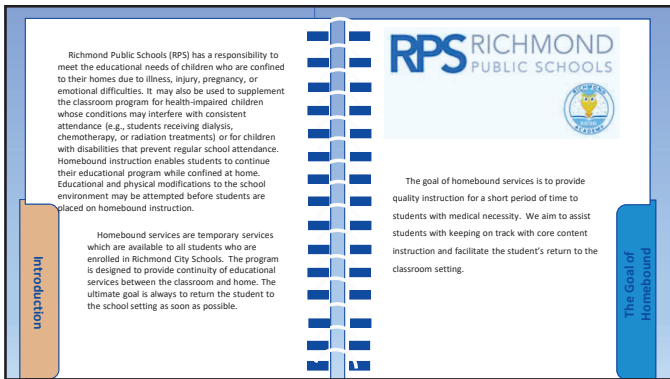
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3

Homebound Services		Home-Based Services
<p>Homebound Services</p> <p>Full Time – Homebound services which are provided virtually or in the home on a full-time basis when the student is confined at home for short periods of time.</p> <p>Partial – Homebound services can be provided on a part-time basis for students that cannot tolerate or endure a full day in a classroom setting. If the student receives homebound services on a partial basis the student would attend school each day for a set number of hours or specific classes with the goal of the student resuming a full-time schedule as soon as possible.</p> <p>Intermittent – Homebound services are provided on an intermittent basis when approved by the RPS Division coordinator. To receive intermittent homebound services the student must be diagnosed with a chronic illness. The Medical Certificate of Need and Treatment Plan must clearly define the student's illness and pre-defined occurrences that would necessitate short and frequent periods from school.</p>	<p>Home-Based Services</p> <p>"Home-based instruction" means services that are delivered in the home setting (or other agreed upon setting) in accordance with the child's individualized education program. (8 VAC 20-131.8B)</p> <p>Home-based services are determined by the student's individualized Education Plan team or requested by the Disciplinary Review Hearing Officer for discipline related reasons. Students who have been charged with "certain" charges as indicated in VA Code 16.1-206C will receive home-based services until charges are reviewed and resolved.</p>	

4

Eligibility for Homebound Services		Eligibility for Home-Based Services
<p>Eligibility for Homebound Services</p> <p>Eligibility for homebound instruction is determined based on medical evidence submitted by the licensed physician or the licensed psychologist. A student may be found eligible for homebound instruction if medical evidence shows that he or she is physically or psychologically unable to attend school. Eligibility for homebound services will be reviewed periodically to determine if additional services are needed.</p> <p>For a student receiving exceptional education services, the individualized education program (IEP) team must revise the IEP to determine how the student's temporary instructional needs will be met while on homebound instruction including the number of hours of service that will be provided (8 VAC 20-121-180).</p> <p>Homebound instruction is available to students who are pregnant for a period of six to nine weeks following the birth depending on the recommendation of the physician.</p>	<p>Eligibility for Home-Based Services</p> <p>Non-medical placement for home-based instruction may be authorized under the following conditions:</p> <ol style="list-style-type: none"> For students waiting for a disciplinary panel hearing. For students who have been expelled by the RPS School Board; For students placed on long term suspension by the RPS School Board following a panel hearing; For students placed in a n Interim Alternative Educational Setting (IAES) <p>For weapons, drugs and serious bodily injury;</p> <p>For students whose IEP teams have determined that the least restrictive environment for a student is home-based instruction.</p> <p>For a student receiving exceptional education services, the Individualized Education Program (IEP) team must revise the IEP to determine how the student's instructional needs will be met while on home-based instruction. Written parental consent must be obtained prior to initiating of homebased services. All non-medical requests must be approved in advance and will be reviewed by the school level exceptional education instructional specialist and/or compliance coordinator.</p>	

5

Instruction and Accommodations		Restrictions
<p>The following restrictions apply to all students receiving Homebound or Home-Based Services.</p> <p>Student Employment</p> <p>Students receiving homebound/home-based instruction MAY NOT report to a place of employment during school hours for the period approved for services. A student's instructional schedule will take priority over his/her work schedule.</p> <p>Attendance at School Sponsored Activities</p> <p>Students receiving homebound/home-based instruction MAY NOT be on school property or attend school sponsored activities at any time during the time approved for services without permission of the school principal or his/her designee. The student's participation in school related extracurricular activities and non-academic activities will not be allowed when the student receives homebound or home-based placement.</p>	<ol style="list-style-type: none"> Homebound instruction must be conducted between the hours of 8:00am to 7:30pm, Monday through Friday. This year, the majority of students receiving homebound services will be integrated into the Richmond Virtual Academy and will have access to full time virtual instruction. For students whose needs require in person instruction, a homebound teacher will be able to provide limited services at home. A responsible adult, 18 years of age or older, must be present at all times when the homebound teacher is in the home providing instruction. The Home Instruction Coordinator may approve alternate locations in special circumstances. Alternate locations must be in the city of Richmond and may include public buildings such as libraries. Permission must be secured in writing from the Home Instruction Coordinator before the change in venue is made. No instruction will be conducted on RPS student holidays or days that students would normally be out due to inclement weather. The number of hours of instruction will be based on a student's schedule and the decision of school personnel. A minimum of 8 hours per week for middle school, 5 hours per week for elementary students and 2 hours per week per core content subject (Math, ELA, Science, and Social Studies) for high school students. Students enrolled in online courses are allowed to continue to participate in their online courses during homebound/home-based placement. The student must have access to a computer and internet. 	<p>Restrictions</p>

6

The student and parent(s) are expected to work cooperatively with the home school and assigned homebound/home-based teacher. The responsibilities of the parent(s)/guardian(s) are as follows:

- Complete all necessary paperwork to have the student receive homebound/home-based instruction.
- Provide an environment conducive to learning with televisions and electronic devices kept off and other children, visitors, and pets should be kept out of the room.
- Ensure that a responsible adult is present in the home or at alternate location when the homebound/home-based teacher is working with the student.
- Notify the homebound/home-based teacher, prior to the scheduled visit, if there is a contagious illness in the home or if there is an emergency resulting in the student's inability to attend the session.
- Supervise daily homework and establish a schedule for the student to study between homebound/home-based teacher's visits.
- Cooperate with the homebound/home-based teacher in seeing that the student completes the required assignments and monitor and encourage the child to plan his or her time in order to accomplish assigned work.

Responsibilities of Parents

- Notify the RPS homebound/home-based program coordinator of excessively missed appointments or tardiness by the homebound/home-based teacher, as well as conflicts, disagreements, or disappointments with the way in which instruction is being provided.
- Keep all appointments with the homebound/home-based teacher, if possible, schedule all medical appointments during hours that do not interfere with scheduled instructional time.
- Understand that the state's compulsory attendance laws fully apply to homebound students.
- Inform RPS homebound/home-based program coordinator of changes in the child's health and return to school plans. Work with the school to set reasonable goals and to make changes to the student's instructional program as necessitated by the student's physical or psychiatric condition.
- Sign the homebound/home-based teacher's time sheet indicating the hours and days that the teacher has worked with the student.
- Maintain communication with classroom teacher, homebound/home-based teacher, attendance clerk, and RPS Homebound Program Coordinator.
- Make arrangements with the classroom teacher to complete any work missed prior to the approval of homebound/home-based instruction.

Responsibilities of Parents continued

7

The student and parent(s) are expected to work cooperatively with the home school and assigned homebound/home-based teacher. The responsibilities of the students are as follows:

- Be available for scheduled instruction;
- Dress appropriately;
- Have all books and materials needed for instruction;
- Ask for assistance or clarification needed to complete assignments;
- Complete homework assignments;
- Remain courteous, comply with teacher requests, and use appropriate language;
- Dedicate instructional time for instruction only (no phone calls, social media, visits, radio, or television);
- Have a quiet area suitable for instructional purposes;
- Return completed assignments to homebound/home-based teacher when due.
- Notify homebound/home-based teacher in advance if a scheduled session needs to be cancelled.

Responsibilities of Students

Classroom Teacher Responsibilities

- Provide all assignments for the student on homebound instruction and remain available to homebound teacher, student, and parents.
- Communicate with the homebound instructor to explain lesson content, expectations for the student and student progress.
- Collect student work, grade it, record and report progress on interim and report cards.
- Assist with transition back to school.

Homebound/Home-Based Teacher Responsibilities

- Initiate contact with the parents and student to arrange a schedule for virtual or in-home instruction.
- Develop and maintain appropriate relationships with students and parents/guardians
- Collaborate with the student's classroom teachers to plan assignments during homebound or home-based instruction.
- Log assignments.
- Keep all appointments with students, meeting on time and working with student for length of session
- Collaborate with teachers and counselors to determine any specific needs the student may have upon return to school.
- Submit time sheets and other documents according to the established schedule

Responsibilities of Teachers

8

Hours of Homebound/Home-based Instruction

Elementary school students - five hours of instruction per week with a maximum of twenty hours of instruction per month. Middle school students - eight hours per week with a maximum of thirty two hours per month (if delivered in person) and high school students - 7 hours per week per core content subjects (math, history, ELA, science).

The program for homebound/home-based instruction follows the RPS school year calendar. Homebound/Home-based teachers are not permitted to meet with students during school holidays or on days when inclement weather forces the closing of schools. Students receiving homebound service at the end of the school year must complete the requirements for classes (including exams) before the close of school so that classroom teachers can submit grades and collect instructional materials.

All homebound/home-based instruction ends at the conclusion of the school year and must be reevaluated for continuation into the following school year.

Hours of Services

Program Limitations

While homebound/home-based instruction is helpful to students whose illnesses and disabilities preclude school attendance for a period of time, it has limitations. Students who are injured or have an illness that makes it difficult for them to complete assignments independently, may fall behind in their work. Classroom instruction, given in the form of lecture, laboratory research and media presentations, may not be possible to replicate in the home setting.

Students may not be able to complete requirements for certain classes while receiving homebound/home-based instruction. These include classes requiring specialized equipment and direct student participation such as technical center work/study programs, computer classes, technical classes, and certain fine arts and physical education programs and electives. Homebound/Home-Based teachers are only allowed to teach core content areas unless specifically approved by the RPS Homebound/Home-Based Program Coordinator. Parents are encouraged to work closely with school personnel to make program choices that will ensure the success of their students who require homebound/home-based instruction. As a recommendation, parents are encouraged to meet with school counselors to discuss the student's graduation status at the onset of homebound/homebased placement.

Program Limitations

9

<p>Extension of Services</p> <p>Extension of homebound instruction is determined based on medical information submitted by the attending physician or licensed clinical psychologist. If it is necessary for homebound instruction to continue beyond nine weeks, an extension or reauthorization form, including treatment plan, progress towards treatment goals, and specific plans to transition the student back to the school setting, will be required from your treating health care provider to document the need for extended services.</p> <p>For pregnant students, extended services may be approved upon receipt of additional medical information in cases where the physician determines that school attendance would present a health risk to the mother or the baby prior to delivery, additional medical information will be required before approval for extended service can be given.</p>		<p>Suspension of Services</p> <p>The Home Instruction Department may institute a suspension in services if the student exhibits excessively missed appointments with the homebound/home-based teacher. If the student misses five consecutive scheduled sessions, services will be suspended until alternate arrangements are secured and the student will be referred to the Office of Climate, Culture, and Student Services for further assistance.</p>
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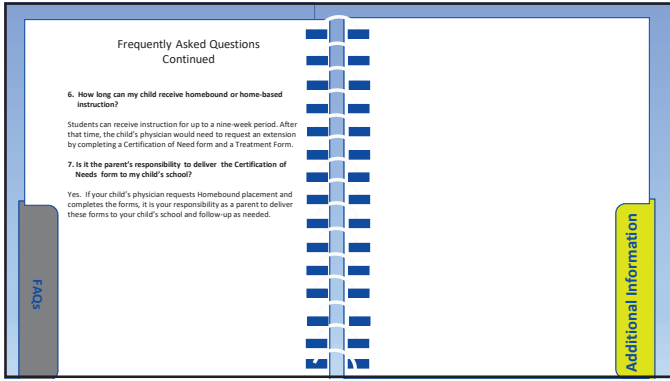
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<p>Termination of Services</p> <p>If a student is able to return to school before the scheduled end date, the homebound department must receive a medical release from the referring physician, allowing the student to return to school. The homebound teacher will then return all complete and incomplete assignments to the respective classroom teacher for each subject area.</p>		<p>Transitioning from Homebound or Home-Based Instruction</p> <p>As students plan for transition back to school, the homebound/home-based teacher will assist the student, family and school with the student's transition back to school. However, other support staff, such as the school nurse, school counselor, or school psychologist, may be more appropriately assigned to the student for transitional purposes depending on the nature of the student's needs.</p> <p>Transitioning from Homebound to Virtual</p> <p>For families who wish to transition their students from homebound to virtual instruction, please complete this form. This form should be completed by the parent/guardian or school personnel. Students eligible for consideration to transition to virtual learning must at least be in their 7th week of homebound instruction. Student's participation, attendance, cooperation, level of independence and completed work will be used to determine eligibility to transition to the Richmond Virtual Academy (for grades K-8) or Virtual Virginia (grades 9-12). Please note that completion of this form does not automatically ensure entry or approval.</p>
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11

<p>Home Instruction Placement Frequently Asked Questions</p> <p>1. My child's placement has been changed to Homebound/Home Based by the IEP Team. I was told he/she can only receive 5 hours of homebound instruction per week. Is this correct?</p> <p>Students are entitled to receive a Free Appropriate Public Education (FAPE) that allows them to make progress toward the general education curriculum as well as make progress toward meeting their IEP goals. A student with a disability who receives at least 5 hours of instruction per week can be counted for full attendance for funding purposes, but the amount of instruction a student receives is an IEP Team decision. Students with disabilities must receive sufficient homebound instruction to be provided with FAPE. In general, five hours a week of homebound instruction is not considered FAPE for a student with an IEP.</p> <p>2. My child is on an IEP receiving homebound services, does the homebound teacher have to be an exceptional education teacher?</p> <p>No. The homebound teacher must have either teacher certification or a substitute certificate. It is expected that a homebound teacher who is not an exceptional education teacher will be working with the child's exceptional education case manager who does have exceptional education teacher certification.</p>		<p>3. Must homebound occur in my home?</p> <p>No. With the new home instruction model, students can now receive home instruction, virtually. Sometimes divisions provide what they refer to as "homebound" in a "neutral" site such as a library or other public location. It is best to clearly identify the location that the homebound instruction will take place in the IEP so that there is no confusion about what is meant by "homebound".</p> <p>4. When children are placed on homebound are they required to participate in state testing such as SOL and MAP testing?</p> <p>Yes. Students who are receiving homebound services must take the Grade-Level assessments unless they have a waiver. Arrangements will be made by your child's school.</p> <p>5. If I have two children on homebound and they both need instruction in the same subject at the same time and they live in the same home, can they be instructed in a group?</p> <p>Yes, if it is reasonable to provide homebound services in a group setting, unless age and grade level or other circumstance unique to a student's condition would dictate a one-to-one situation.</p>
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14

Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text interpretations.

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00:00:00 - 00:00:09

Right now that the recording is in progress, my colleague can drop off so she won't have to assist me with note taking.

00:00:09 - 00:00:11

So, Kimberly, thank you if you need anything.

00:00:11 - 00:00:13

Let me know. Nice meeting you, Miss Wade.

00:00:13 - 00:00:15

Have a good weekend. Have a great weekend.

00:00:15 - 00:00:20

All right. All right. So good morning again, Miss Wade.

00:00:20 - 00:00:29

Um What is your uh title at RPS Manager of Testing and Data Systems?

00:00:29 - 00:00:40

And you work for these at the central office as part of the division leadership, correct?

00:00:40 - 00:00:56

In, I believe it was February of 2023.

00:00:56 - 00:01:02

Um And the student were that this is all about is uh Sean Jackson.

00:01:02 - 00:01:06

You, you recall that Sean Jackson? All right.

00:01:06 - 00:01:13

Were you at all involved in setting up testing for the student while he was on homebound?

00:01:13 - 00:01:16

Yes, that's what, that's what our office, we would do that.

00:01:16 - 00:01:21

Why there, why the students are homebound? Yes, I'm not saying I particularly set it up.

00:01:21 - 00:01:23

My colleague may have and she reports to me.

00:01:23 - 00:01:26

So in our office, we have set the test up.

00:01:26 - 00:01:36

And who is that colleague? Uh Rochelle Wilkins, Art Rochelle and then Wilkins.

00:01:36 - 00:01:51

Ok. Let me go back but even before that, um can you just describe your position, your roles and responsibilities, your role and responsibilities?

00:01:51 - 00:01:60

My largest roles that I serve as the division's D dot And that D dot Ron stands for our division Director of Testing.

00:01:60 - 00:02:11

And so I work directly with the state to implement state assessments um that I require for accreditation and that are also required for students to graduate on time.

00:02:11 - 00:02:24

And so in a nutshell, our office receives um training from BDOE and we share that training with uh uh the training of how to implement assessments to all divisions um staff.

00:02:24 - 00:02:42

And what is your role, your uh responsibility specifically as it relates to students on home be?

00:02:42 - 00:02:46

So any students on Home Bound, we have to uh make sure that they are tested.

00:02:46 - 00:02:50

Um So we work with, I work with the Home Bound coordinator, Miss Pillar.

00:02:50 - 00:02:56

We, that's with PO T now MP T and we work together to train the Home Bound teachers.

00:02:56 - 00:02:59

Um We work together to create a schedule for Home Bound students.

00:02:59 - 00:03:04

Um And we set up the test for the students that are home bound.

00:03:04 - 00:03:21

Do you also in, in this uh co co ordination and collaboration with Miss Portee?

00:03:21 - 00:03:27

Do you all establish criteria about where a student is to be tested and how they are to be tested?

00:03:27 - 00:03:42

Yes. And what do you base that on?

00:03:42 - 00:03:50

So in general, all students who are on homebound, they test paper test at their home with their teacher, their homebound teacher.

00:03:50 - 00:03:56

There are some cases where students can go into the building to test if they need to test to graduate and they're waiting for a score.

00:03:56 - 00:04:00

So when students take the test on paper, it takes a while for them to get the scores back.

00:04:00 - 00:04:11

So if you have a student who was ready to graduate and we take it on paper, it takes a long time to get that scores back in those scores back in and see them qualify for retake and things of that sort.

00:04:11 - 00:04:19

So sometimes the students will go into the schools and take the test, um, only like the high school students that are close to graduating.

00:04:19 - 00:04:26

Um That decision is made up, that decision does not include me that's between the principal and um the homebound department.

00:04:26 - 00:04:48

And you said they really the only time that that is, is going to be a standard as if they're close to graduation and just because of the process can move faster, right?

00:04:48 - 00:04:56

They get their scores the same day and then the students, but the schools would know how to remediate the student to get them retested if they needed to.

00:04:56 - 00:05:04

So if the student fails the test, they'll know that day why they failed the test and they can take that um, report and remediate the students so they can take the test again.

00:05:04 - 00:05:09

And um high school students, they have four attempts that they can take and that's a little test.

00:05:09 - 00:05:14

So it's really good to get that, get them in school if possible to take, to take that test online.

00:05:14 - 00:05:34

So, if the student was, was on the on track to graduate in June, um but had a February sol to take, would there be any urgency that will require the student to come into the building?

00:05:34 - 00:05:38

Yeah. So the test in February? Um What was that?

00:05:38 - 00:05:46

The reading test? Yes. So that was the end of the first semester.

00:05:46 - 00:05:50

Was he enrolled in that class? So he took the test in February.

00:05:50 - 00:05:52

That means he took the test first semester.

00:05:52 - 00:05:57

He was enrolled in the course for English 11 last year, first semester.

00:05:57 - 00:06:07

So him waiting for a whole another at the end of the year to take the test that would have been after that, that would have been but three or four months after him passing the class.

00:06:07 - 00:06:12

So he was enrolled in English 11 semester one, which means that class ended in February.

00:06:12 - 00:06:23

And so students who are, when they finish the class, they take the test waiting until May or for that, that time is for the students who are in second semester English classes.

00:06:23 - 00:06:31

And so he was enrolled in a first semester and so he should have tested in first semester, which is January beginning of January middle of uh February.

00:06:31 - 00:06:34

So that's the the window he would have been, he would have filled in to test?

00:06:34 - 00:06:46

So, um would he, would that be one of those situations where you would feel like he should take it in person for, to get it the results quickly?

00:06:46 - 00:06:50

Yeah, again, so he can get that remediation because he's currently in the course.

00:06:50 - 00:06:56

So you want him to get remediation while he's in the course so that he can take it again if he needs to within that window.

00:06:56 - 00:07:01

Otherwise, later until the spring, he's lost content and time.

00:07:01 - 00:07:07

So that's why I was scheduled for February.

00:07:07 - 00:07:11

Yeah, so we have the state gives us certain windows.

00:07:11 - 00:07:19

And so that window of testing is our fall administration window and it's from like January to February end of February.

00:07:19 - 00:07:21

And then that window doesn't open up again until May.

00:07:21 - 00:07:29

And so either he test in that window, which is the fall which he should have tested in or he would have had to wait all the way to May when we start spring testing.

00:07:29 - 00:07:37

So did your office schedule him then for February?

00:07:37 - 00:07:40

So our office sets up the schedule for all schools.

00:07:40 - 00:07:47

So we don't schedule individual students so that student tested because he, he would have tested because he fell in that, in that window to the test.

00:07:47 - 00:07:58

Ok. Was there any speci specific um request or requirement that there be an in-person test?

00:07:58 - 00:08:18

Not that I can recall? And if there were who, who would have made that decision, the principal and um the, the homebound coordinator the homebound office that could have been Miss for T or it could have been um, Cynthia Robinson.

00:08:18 - 00:08:24

I think he was over um homebound for T reports to Cynthia Robinson.

00:08:24 - 00:08:37

So with Miss or T being sort of not in the building, the request then would have had to initiate them from the principal.

00:08:37 - 00:08:48

Exactly you say, I mean, that's the way it typically is the principal, the counselor, the homebound coordinator, you know, the active is allowable on our end.

00:08:48 - 00:08:54

We say yes, it's allowable. As long as the principal and the homebound department agrees, we're fine with that.

00:08:54 - 00:09:07

So, is it ever but the appropriate process for, you know, he's on the schedule to take it in February?

00:09:07 - 00:09:22

But they just go ahead and say you're gonna come in and take it at the school and there's really no sort of requests to the homebound coordinator that he take it in person or no request that comes from the principal.

00:09:22 - 00:09:24

The counselor just schedules him to come in.

00:09:24 - 00:09:27

It should be a request, it should be a formal request.

00:09:27 - 00:09:39

Uh And the principal has to be involved in that request because in the homebound department because they know why the students on home bound, if it's medical or if it, if it's behavior and so they'll, you know, if the student is on medical, then of course, it could not come to school.

00:09:39 - 00:09:51

And usually when the student out of school because of behavior issues, they schedule that test before our after school where students aren't involved in that main population or where the student can be uh escorted throughout the whole day.

00:09:51 - 00:09:57

Um So it should definitely have a, it should, it should definitely be with the principal and the hometown department.

00:09:57 - 00:10:22

So and just, and I'm just asking, this is probably not a great question, but maybe you can help me understand how does a student just get scheduled to come in to take a test?

00:10:22 - 00:10:34

Just told, come in, you're taking this reading test here at the school building, but they're on homebound and the homebound office never is aware or gets a request, right?

00:10:34 - 00:10:37

So the homebound office knows which students need to test.

00:10:37 - 00:10:40

Um, we reach out to the counselor so they know which students need to test.

00:10:40 - 00:10:55

And again, we have a, we have a district calendar so that district calendar tells us what all the students who are enrolled in semester one of core content like uh science, English history, et cetera, they have to test in that window.

00:10:55 - 00:10:59

And so there is a window that's given the homebound to all the other staff members in Michigan public schools.

00:10:59 - 00:11:03

And from that, they can determine, ok, we're gonna have this student test on this day.

00:11:03 - 00:11:08

So it should be a communication with the student, the parent, the homebound teacher in the school building.

00:11:08 - 00:11:23

So it shouldn't be, you know, just come and you know, just come and test any time you want to test, it should be a specific day, spec spec specific time and schedule out with the uh principal counselor, homebound coordinator all working together.

00:11:23 - 00:11:37

So if a, if a counselor just had communicated to the parent, your student has to take a test on February 2nd or February 3rd, bring him into the building.

00:11:37 - 00:11:47

But there's no communication that between either the principal and the counselor or the principal and the homebound coordinator that is not how it's supposed to happen.

00:11:47 - 00:12:04

No, that is not practice and, and honestly, because the student has to be registered to the test, put into a test session online so that even the school test court and needs to be looped into that because the school test quarter is the one who has to create the student's test session, print the test ticket.

00:12:04 - 00:12:08

So the counselor themselves can't just have a student come in.

00:12:08 - 00:12:17

The STC has to know as well, but the school test coordinator has to know as well because they have to create that test session and print that student's test ticket out and give it to that student the day of testing.

00:12:17 - 00:12:28

So the counselor couldn't act alone um in that this particular situation and do the the school, the students uh test counselor in the in the building.

00:12:28 - 00:12:33

Do they work under your guidance or they do they work under just in the building administration?

00:12:33 - 00:12:49

Right? So the school test coordinator reports to their principal we train them on how to implement tests, but they report to their principals directly.

00:12:49 - 00:13:04

All right. And in this case, I, and, and you may or may not know that was Miss Baron Rojas, I believe.

00:13:04 - 00:13:24

Yes. Mhm. So, the counselor would have to have, like you said, would have to, whomever scheduled him for testing would have had to work with MS Bar and Rojas to get that activate it.

00:13:24 - 00:13:26

Yeah. The council couldn't do it on their own.

00:13:26 - 00:13:28

They don't have access to Pearson and all that stuff.

00:13:28 - 00:13:34

They don't have access to what to um create students test and piercing and print out test tickets.

00:13:34 - 00:13:59

All right. And just um just if you can just be very clear with me, the what the counselor doesn't have is they don't have access to the system to create tickets, right?

00:13:59 - 00:14:04

They don't have access to inside the system, the testing platform.

00:14:04 - 00:14:22

So the councils, they don't, they don't have access to the testing platform to be able to create test sessions, print test tickets, they can see scores but they cannot print test tickets and, and create test sessions which is required before a student can take the test online.

00:14:22 - 00:14:30

Gotcha. And is that platform? Um the testing platform?

00:14:30 - 00:14:33

Does that have a name? Yes, it's called Pearson.

00:14:33 - 00:14:37

We use Pearson. Uh huh. How do you spell that?

00:14:37 - 00:14:45

Pe A Rson Pearson and it's just called the Pearson System or Pearson Pearson.

00:14:45 - 00:14:58

Uh Pearson access. Next for Ac CE SS the next, next, it's the state testing platform, it's used across the state of Virginia.

00:14:58 - 00:15:36

Um And so if a student then has been scheduled to come in to, to the building to take a test um by the counselor and presumably by the STC and the student comes in, it never goes to the homebound coordinator downtown for, for the authorization for him to come into the building to take the test.

00:15:36 - 00:16:08

But he does, is there somewhere in the system that an alert would go up to anyone to say, who walked the BRIS or is there any sort of field in that, that system that, that somebody has to check to say, um this is an h homebound student and there was clearance from the homebound coordinator or the principal or whomever for them to take it.

00:16:08 - 00:16:12

No, there's not a process, there's not a process in place for that.

00:16:12 - 00:16:23

And is that, is that because is that like a, a sort of off the shelf product from the state that you can't customize for those kind of details?

00:16:23 - 00:16:29

Right. It's, it's a, it's a, it's, yeah, it doesn't have that kind of feature in it.

00:16:29 - 00:16:35

Um I mean, in essence, the homebound staff would know which students need to test.

00:16:35 - 00:16:41

Um which if so the student didn't test at home, then they would, they should have been alerted it maybe the students tested at school.

00:16:41 - 00:16:50

Um but the system itself would not flag for us are on a central level that a home bound student tested at their school.

00:16:50 - 00:16:59

It wouldn't be an alert. So there's no way to, for the, the homebound coordinator or anyone downtown to know where the student took the test or how the student took the test.

00:16:59 - 00:17:13

We, we'll know how like, so either it's online or on paper, the only way you can test online is if you're in a physical, in a school, you can't test online while you're at home, you can only test online while you're in the building.

00:17:13 - 00:17:18

So if a student has an online test result, that means that the student tested in a building.

00:17:18 - 00:17:23

Um and we can, we can find out where they test it at, you know, but it doesn't alert.

00:17:23 - 00:17:27

It's no like alert when a student, um you have to look for it.

00:17:27 - 00:17:29

If you want to look for a student who's tested, you gotta go in the system and find out.

00:17:29 - 00:17:40

Ok. Did, did this student test and what day, what time, you know, all that so we could find out, but you would have to be, there's no alert that's gonna alert you to that, that if that makes sense, got you.

00:17:40 - 00:18:04

So in this case, I guess just taking it from the general to the specific when the student came in in February took an online test because it was in the building.

00:18:04 - 00:18:11

Um Would you all, would your office have had any involvement with that once the test was taken?

00:18:11 - 00:18:28

No. And I this may not be a question you can answer.

00:18:28 - 00:18:35

But is it common for homebound students to take other than the time sensitivity which you talked about in the beginning?

00:18:35 - 00:18:41

Um Is it, is it customary for students to take that test in the building?

00:18:41 - 00:18:44

I mean to for homebound students to come in the building?

00:18:44 - 00:18:47

Yes, like I said earlier, it's very rare.

00:18:47 - 00:19:02

Only time we really would push, allow it or, you know, we say we can, it's ok to work with it if it's a senior who's trying to graduate, um if it was a freshman or a sophomore who, you know, that would be one student that, you know, they don't need us.

00:19:02 - 00:19:11

There's no urgency to get their scores back if they are a freshman or a sophomore when we have a senior who's graduating, it is a little bit of our urgency to get their scores back.

00:19:11 - 00:19:27

And so outside of seniors, it's very, very rare that students come into the building to take the sol test and knowing what, you know, then about the timing or like you said, this was English 11 sol he was in it in that semester, was this time sensitive for him.

00:19:27 - 00:19:28

Did he need to come in the building?

00:19:28 - 00:19:45

He need to come in the building. It would have been ideal to come in the building to get the scores back early so that he can get remediated immediately and then retake the test because the retake window is like a week after the test, you know, before the window closes.

00:19:45 - 00:19:48

So had he failed, he wouldn't need that time to remediate.

00:19:48 - 00:19:54

And immediately when they take the test on the teachers get a report called the S DB Q report.

00:19:54 - 00:20:02

And that report details for the teachers, what areas the student did not, where areas of students were not successful and so they can use that to remediate the students.

00:20:02 - 00:20:06

So it is time, it is time sensitive that it gets to get the forest back.

00:20:06 - 00:20:12

And we typically don't, we typically don't send forest back to Pearson until testing is completely over for that window.

00:20:12 - 00:20:19

So that means a little bit after the window got you, we could send it back periodically throughout the window.

00:20:19 - 00:20:23

But our office is so small when we have three people in our office.

00:20:23 - 00:20:26

So we sit, sit them all in one boat back to Pearson to score.

00:20:26 - 00:20:45

And were you otherwise at all? And were there any um were you otherwise involved in any of the testing and criteria for Shawn Jackson's graduate to be on track for graduation?

00:20:45 - 00:20:51

Um directly involved? No, indirectly because of my position.

00:20:51 - 00:20:56

Yes. Ok. Tell me how that was what is directly.

00:20:56 - 00:21:02

Well, because I oversee all of the testing and we train the staff members on how to do testing.

00:21:02 - 00:21:12

Um So indirectly in that sense, yes. But as far as having him come to the building and all that, that directly?

00:21:12 - 00:21:27

No, no. And is there a manual or any written guidance anywhere that um that you're aware of that talks about sort of optimal testing environments for students?

00:21:27 - 00:21:34

There's a manual um that talks about uh te we have a manual that talks about testing settings.

00:21:34 - 00:21:53

Um It doesn't state that um one setting is better than the other setting, but it does specifically state that the only students that can take the test on paper will be students that don't have secure network such as students who are on homebound or in our private facilities.

00:21:53 - 00:22:01

Uh And that's pretty much was stated in the testing manual from the state department.

00:22:01 - 00:22:07

The expectation is that all students take the test online unless they don't have secure network.

00:22:07 - 00:22:15

And so because we have secure network at school, he could come in and take the test at school, but otherwise it's paper tests for all homes by our students.

00:22:15 - 00:22:41

Gotcha. Right. Um Trying to think is there anything about this process or um the students testing uh history that I haven't asked that you're aware of that could, could help inform this review?

00:22:41 - 00:22:59

Yeah, I was surprised that you talked about the sol test because he took a um another time about he took a work, he test, what is that to be able to take assess in April a word keys assessment?

00:22:59 - 00:23:07

Um That's very similar. It's not a state assessment, it's a local alternative assessment that our students can take.

00:23:07 - 00:23:16

Um So in lieu of the writing sol test because he needed a writing test in lieu of the writing sol test, the students can take an alternative assessment.

00:23:16 - 00:23:21

Um but it still needs to be in, in secure location and that test can only be done online.

00:23:21 - 00:23:24

And so he had to come in to take a test on that day too.

00:23:24 - 00:23:29

So I was, I can talk about that today.

00:23:29 - 00:23:40

So do you have before you the, the whole um testing testing timeline for the student for the 22 23 school year?

00:23:40 - 00:23:46

Yeah, I do. Ok. Could you just run off all of the tests that, that he took that?

00:23:46 - 00:23:48

And it would have taken a school year?

00:23:48 - 00:23:55

Yep. So, and um in February the second, he took the EOC reading test.

00:23:55 - 00:24:08

February the second. Hey, pass it. Um March the 27th, he took the EOC writing test, May 11th.

00:24:08 - 00:24:20

He took the Earth Science test and then um April the 27th, he took the word keys, writing the word keys, writing test.

00:24:20 - 00:24:30

And are you saying word as in D or work, work, work, word T one word?

00:24:30 - 00:24:36

And as you said, that is an alternative test for writing is the alternative test to the sol writing test?

00:24:36 - 00:24:41

Why would one take that if a student?

00:24:41 - 00:24:50

Well, all of a writing test, there's only two attempts the students can take um and the score take a long time to get back because it's a writing test, gotta have a human reader.

00:24:50 - 00:24:58

Whereas the work keys test is more geared to students who got, who have business mind that are business minded, more real world scenarios.

00:24:58 - 00:25:03

And so that test and that test can be scheduled at the local discretion.

00:25:03 - 00:25:07

Um, and that test, the results come back within 72 hours.

00:25:07 - 00:25:16

And was, uh, do you believe that?

00:25:16 - 00:25:25

I mean, I don't know if you're in documentation would indicate, what do you think that was because he was in that CTE work work course?

00:25:25 - 00:25:32

No, no, any student who needs an English or writing, um, test to get a verified credit.

00:25:32 - 00:25:37

If they're having a hard time passing that those tests, then we typically get the work assessment.

00:25:37 - 00:25:48

It's just, it's just a, you know, it's just better, it's a easy, it's a test, it's more geared toward, towards work, the work, the workforce and students genuinely do better on that test than they do in the sol test.

00:25:48 - 00:26:06

And do your records indicate? Um, so I have February 2nd, March 27th, May 11th and April 27th.

00:26:06 - 00:26:11

Does, does your, do your records indicate that all of these were online?

00:26:11 - 00:26:19

Meaning in person? Let me check that the printout doesn't specifically say, let me check, hold on one second.

00:26:19 - 00:26:48

Mhm. And, and when you're in there, if you can see whether those were passes or fails on each one.

00:26:48 - 00:26:52

Ok. I can see that. Now give me one second to see.

00:26:52 - 00:27:09

Ok, so the Earth Science test was online and he scored a 3 58.

00:27:09 - 00:27:16

So um let's see to Earth Science. All right.

00:27:16 - 00:27:19

So 3 58 that's a failing score for science.

00:27:19 - 00:27:30

He made a 3 58. Um but he took Earth Science in 2021 in the school year, 2021 and scored a three, a 3 88.

00:27:30 - 00:27:35

And that would give him a locally awarded credit because he pulled over a 3 50.

00:27:35 - 00:27:40

So he needed to sit two times to get a L ABC for the same test and fail.

00:27:40 - 00:27:44

So he um that's why he probably did that test twice, right?

00:27:44 - 00:27:54

So, so that was awarded and you just for that, you need a more than a 3 75 and, and uh proficiency in the course work, correct.

00:27:54 - 00:27:58

And that it, I mean, it, it depends on when he took the course too.

00:27:58 - 00:28:01

If he took the course, he took our science.

00:28:01 - 00:28:12

Yeah. So in the, in the COVID years they took a course and they took a test of 3 50 was the, the, the minimum.

00:28:12 - 00:28:15

But outside of COVID, it's a 3 75.

00:28:15 - 00:28:17

So he took it outside of COVID. A 3 75.

00:28:17 - 00:28:19

All right, let me check on his reading test.

00:28:19 - 00:28:21

When his reading test, we know it was online.

00:28:21 - 00:28:50

Why do you know that? Let me check to make sure his reading test was online.

00:28:50 - 00:28:54

And that was, um, he passed that little 402.

00:28:54 - 00:29:04

Ok. And then the last test would have been his writing test, which he took up the writing test in March.

00:29:04 - 00:29:08

He made a 3 45 and I believe that was online.

00:29:08 - 00:29:34

But let me verify. Ok. Yeah, please took, um, all those tests online in this, uh, last school year.

00:29:34 - 00:29:38

All right. And that one was a 3 45 which was not passing.

00:29:38 - 00:29:42

Correct, correct. So he took the writing word keys test.

00:29:42 - 00:29:48

He scored a three on that. And that is passing what you said, what was that number?

00:29:48 - 00:29:53

He scored a three and that's, that is passing for work keys writing.

00:29:53 - 00:30:02

So when he failed in March 27th, the ELC writing with the 3 45 the work keys was the substitute test.

00:30:02 - 00:30:14

He scored the three and passed. Yep, we simply require, we typically require that our students attempt the sol test first before they go to the alternative alternative assessment.

00:30:14 - 00:30:22

All right. So all of these were online.

00:30:22 - 00:30:44

Yes. Right. Um Is there anything else that, that was really helpful that you had that um available the work keys?

00:30:44 - 00:30:48

Cause it prompted me getting a a tracking of of all the testing.

00:30:48 - 00:30:51

Is there anything else you have information on that?

00:30:51 - 00:30:55

I have not asked that could be, could assist me in understanding this.

00:30:55 - 00:30:57

Yeah, let me, let me look, look for something right quick.

00:30:57 - 00:31:04

Um Were you mostly concerned? About the, the writing, the reading test in February.

00:31:04 - 00:31:11

Um, actually all of it because, um, that's just the one that was documented in an email that he came in for coming in.

00:31:11 - 00:31:24

For some of the other ones we were not, I think the May 11th, we, we kind of knew but we had no idea about or I had no idea about the March 27th or the April 27th test.

00:31:24 - 00:31:29

Ok. All right. Never mind then. Ok.

00:31:29 - 00:31:42

And so for each one of these, since they were online and each one of these would have been a, in a time where the student came in the building.

00:31:42 - 00:31:56

There should have been a unique and individual request or, or collaboration with the homebound coordinator about each one of these visits to the school, right?

00:31:56 - 00:32:10

And the STC and the school because the student will have should have been, the student should have been um escorted throughout the day while they were at the school.

00:32:10 - 00:32:20

Um And whose responsibility is that, is that the counselors or the ST CS, the schools can't because the principal made the principal, she makes the decision.

00:32:20 - 00:32:52

So the school. So, I mean, ultimately, the principal Sydney G and would the testing um the STC have any um insight into conversations that might have take?

00:32:52 - 00:32:59

Like is would the STC ever be ta be the person tasked with contacting the homebound coordinator about any of these visits?

00:32:59 - 00:33:14

Um I would say no, um if anybody, it will probably be the counselor because the counselors are monitoring the students um graduation.

00:33:14 - 00:33:21

And so more than likely when the STC is pretty much told, hey, we need the student to test on this date.

00:33:21 - 00:33:23

Can you put out the test tickets and get everything ready?

00:33:23 - 00:33:27

Um But the counselors will be the one who would know that this student needs to graduate.

00:33:27 - 00:33:29

He needs to get this test. Here's the testing window.

00:33:29 - 00:33:37

So they will be more likely the ones to uh reach out to their should be to their principal and to the homebound coordinator.

00:33:37 - 00:33:41

But they were the, the, the STC wouldn't typically ok.

00:33:41 - 00:34:07

And with the STC have any insight into the homebound certification, like what, what the criteria was for, why the students on homebound, what the doctor said, what any accommodations are required, they would know they would know what testing accommodations the students would need forte as far as like special needs.

00:34:07 - 00:34:18

Like he was special needs. I know like the student needs a test that read out loud to him or he needs to test retest um in a 1 to 1 environment um for IP or 504.

00:34:18 - 00:34:29

Correct. Yeah. But in terms of this, if he needs to test, even for this, if he needed to test in a 1 to 1, like maybe they, the SCC could help with secure location for the student to test.

00:34:29 - 00:34:37

Um But outside of that and how would the STC receive information about any needed accommodations.

00:34:37 - 00:34:57

Uh They can go on to IP online, our state system if it wasn't an IEP or 504, just say if there were like some, for instance, I don't know, maybe a student could be on homebound and this is just, this is not the facts here but say a student could be on homebound because they're claustrophobic, right?

00:34:57 - 00:35:11

And so they decide to do online in person testing the STC it seems like it would be an important thing to know, let's not put him in a small closet type room to do a test, right?

00:35:11 - 00:35:24

When the students homebound because he's claustrophobic. So how would an STC know what homebound, not, not exceptional education related co accommodations or needs were, how is that communicated to the STC?

00:35:24 - 00:35:32

So there's only five accommodations. I think it's five that all students can get outside of that students must have a documented IP or 504 plan.

00:35:32 - 00:35:42

So an example of an accommodation that all students can get would be 1 to 1 or group size, a group size of accommodation can be, can be alter for anyone um like change.

00:35:42 - 00:35:48

Um the room environment, uh they can use a larger pencils with a pencil grip.

00:35:48 - 00:35:56

So there are like five general a com that student can use outside of that, they have to be documented in a IFP or 504 plan or lead plan.

00:35:56 - 00:36:02

Um So they wouldn't be, she wouldn't have given any other combinations unless it was identified in their students.

00:36:02 - 00:36:08

Um, IP, pain other than the five general ones which are very generic for everybody.

00:36:08 - 00:36:25

And you said those five are larger pencil one, um, let me pull them.

00:36:25 - 00:36:27

I don't wanna, like, go off the mirror right now.

00:36:27 - 00:36:54

Um, unknown color. Mhm. Mhm. Mm.

00:36:54 - 00:37:08

Mhm. Give me one second. Mhm. Mhm.

00:37:08 - 00:37:55

Mhm. Mhm. Mhm. Ok. So, um, the accommodations that's allowable for all students the first one is group size and so any student can test in a 1 to 1 testing environment they need to um environmental modifications.

00:37:55 - 00:38:01

Students might need a light stem um a large pencil grip or a large pencil.

00:38:01 - 00:38:09

Um all students can have assistance with directions a student can read the test to him or herself out loud.

00:38:09 - 00:38:23

Um and then the last ones are students who have a health management device like a glucose monitor um that could be used during tests or if a student needs a um an internet enabled device for their hearing aid.

00:38:23 - 00:38:31

So outside of that, it would have to be written in a document uh IEP or 544 or a le plan.

00:38:31 - 00:38:51

Ok. All right. Um I think, I think that's all the questions I have for you again, you've been really good with kind of having having some other areas knowing some things and providing that.

00:38:51 - 00:38:54

So I thank you for that. Um Do you have any questions?

00:38:54 - 00:38:57

I, I don't know that I can answer very much at this point.

00:38:57 - 00:38:59

But do you have any questions for me?

00:38:59 - 00:39:01

No, I don't think so. All right.

00:39:01 - 00:39:07

Well, thank you so very much. You've been really, really helpful in helping me to understand the whole world of testing.

00:39:07 - 00:39:20

I mean, this is a, here's, that's the thing about education is there are so many areas that have micro specialties and you really have to know everything about it.

00:39:20 - 00:39:28

And testing is one of them and IEPs and accommodations and how to read assessments and all of that is just a lot.

00:39:28 - 00:39:37

And so I applaud you all, you educators who figure all these things out and, and manage to, to get it done.

00:39:37 - 00:39:40

Oh, yeah, thank you. Well, if you need anything, just let me know.

00:39:40 - 00:39:43

All right, thank you, Miss Wade. You have a great day.

00:39:43 - 00:39:45

You too. Have a good weekend. Bye bye.



2022-2023 Request for Homebound Services

To be completed by the parent/guardian or eligible student

Student Name: Shawn D. Jackson
Student's RPS ID# _____ Student's Grade Level 12th grade
Student's School: Huguenot High School
Name of Parent/Guardian or Eligible Student: Ms. Tameeka Jackson
Home Phone: _____ Cell Phone: (804) 874-0356
Street Address: P.O. Box 13771
City: Richmond State: VA Zipcode: 23235
Email _____

Acknowledgement/Release: I acknowledge this request and agree with the need for homebound services. I further acknowledge that the requested homebound services for students receiving special education services shall be subject to review by the student's IEP team pursuant to the Individuals with Disabilities Education Act. I will provide an environment conducive to learning, ensure that a responsible adult is in the home for the duration of instruction, or provide transportation to another agreed upon facility. I will keep appointments with the homebound teacher or contact the teacher or homebound coordinator if an appointment must be missed. I understand that if necessary for homebound to continue beyond nine weeks, an extension to include a new application along with the medical certification of need and treatment plan will be required.

I understand that the local school division has established policies and procedures for homebound instruction that provide more detail than this certificate of need.

By my signature, I authorize the release and exchange of medical information between the health care provider, listed on the reverse side, or his/her designee, and school division personnel. My signature provides the health care provider(s) with the authorization necessary to disclose protected health information and records regarding said student. This authorization may be withdrawn at any time in writing.

Please note: This form, including parental permission to contact the treating physician or psychologist, must be fully completed in order for the student to be considered for homebound services. If you have questions about completing this form, please contact the Home Instruction Coordinator, Sandra Pillard at spillard@rvaschools.net

Signature _____ Date _____

**Homebound Instruction
Medical Certification of Need**

Please Note: This Medical Certification of Need must be filled out by a medical provider. All diagnosis of a psychological nature will require the “Medical Certification of Need” and the “Treatment Plan” pages be completed with the signature of a licensed clinical psychologist or a psychiatrist. The diagnosis by a family physician or primary care physician will not be accepted.

Diagnosis of a psychological nature will also be accepted by a psychiatric nurse practitioner or a psychiatric physician’s assistant.

This form must be completed in full. Incomplete forms will not be accepted.

Homebound instruction shall be made available to students who are **confined** at home or in a health care facility for periods that would prevent normal school attendance (8VAC20-131-180). The term “**confined at home or in a health care facility**” means the student is unable to participate in the normal day-to-day activities typically expected during school attendance; and, absences from home are infrequent, for periods of relatively short duration, or to receive health care treatment. Students receiving homebound instruction may not work or participate in extra-curricular activities, non-academic activities (such as field trips), or community activities unless these activities are specifically outlined in the students medical plan of care or the Individualized Education Program (if applicable).

1. Name of Student: Shawn D. Jackson
2. Name of School: Huguenot High School Grade: 12th grade
3. Nature and extent of illness: [REDACTED]

- 3a. If the condition is pregnancy, what is the expected date of delivery: N/A
4. Date of examination or diagnosis of this illness: [REDACTED]
5. Is the student confined at home or in a health care facility? YES NO
6. Is the illness/treatment intermittent in nature (e.g., sickle cell anemia, chemotherapy for childhood cancer) YES NO
7. Could this child attend school if accommodations are made by the school? YES NO
If yes, please list the accommodations required. If no, please explain Shawn is ready to finish High School and will be followed as an adult/school is almost done/ more prudent to finish school under Home Bound instructions

7a. Are there environmental conditions that triggers the child’s illness? If yes, please list the triggers: [REDACTED]

8. Estimated date of return to school: 90 days but will graduate in June 2023
9. Explain ongoing treatment and/or therapy being provided: [REDACTED]

10. Frequency of treatment: [REDACTED]

Nenita O. Estrera M.D. 04-28-2023
Signature of Medical Provider Listed Above Date

Office Address: Richmond Behavioral Health Authority 107 S. 5th St
City, State, Zip Code Richmond VA 23219
Telephone Number (804) 819-8716

TREATMENT PLAN

Please Note: This Medical Certification of Need must be filled out by a medical provider. All diagnosis of a psychological nature will require the "Medical Certification of Need" and the "Treatment Plan" pages be completed with the signature of a licensed clinical psychologist or a psychiatrist. The diagnosis by a family physician or primary care physician will not be accepted.

Diagnosis of a psychological nature will also be accepted by a psychiatric nurse practitioner or a psychiatric physician's assistant. This form must be completed in full. Incomplete forms will not be accepted.

Date 04-28-2023

Name of Student Shawn D. Jackson
School Huguenot High School Date of Birth ████-2004 Age 18
Parent's Name Tameeka Jackson
Student's Address P.O. Box 13771, Richmond VA 23235 Phone (804) 874-0356

ICD9/DSM V Diagnosis ████████████████████

To what extent does the psychological condition affect everyday life. Please add information about how this condition affects the student's capacity to learn. (Please attach separate narrative if more space is needed to explain.) ████████████████████

████████████████████

TREATMENT PLAN RECOMMENDATIONS Continued Home Bound till graduation June 2023
Continued Mental Health Services/adult section/

PSYCHOTHERAPY ████████████████████
████████████████████

MEDICATION MANAGEMENT ████████████████████

ONGOING ASSESSMENT AS TO READINESS TO RETURN TO SCHOOL Based on feedback

EXPECTED DATE OF RETURN TO SCHOOL 90 days or till graduation June 2023

ADAPTATIONS IF NECESSARY:
1. ████████████████████
2. ████████████████████
3. ████████████████████

Are you referring to the student to the Child Study Committee upon Return to School: ████████

MEDICAL PROVIDERS AUTHORIZATION	
Type or print medical providers name <u>████████████████████</u>	
Address <u>████████████████████</u>	Zip Code <u>████████</u>
Business phone <u>████████████████████</u>	Business Fax <u>████████████████████</u>
Medical Provider's Signature	Date

Paulsrud, Kimberly A.

From: Sandra Portee <spillard@rvaschools.net>
Sent: Friday, October 20, 2023 2:06 PM
To: Pamela O'Berry
Cc: Paulsrud, Kimberly A.; Berdichevsky, Jessica J.; Seltzer, Cullen D.
Subject: Re: Third-Party Review of HHS Graduations: ADDITIONAL INFORMATION NEEDED

CAUTION: External Message

Good Afternoon,

After looking through my records and emails for the above mentioned dates that the student would be testing, I did not find any documentation or request seeking approval for in person testing for these exams. Please [see email](#) regarding SOL testing for the following exams:

February 2, 2023 EOC Reading

March 27, 2023 EOC Writing

I did not receive written requests for in person testing for the following testing dates:

April 27, 2023 Work Keys (Alternative Test for Writing SOL)

May 11, 2023 Earth Science

Our 2022-23 policy stated that students on homebound would be able to test in person provided that permission was given by the building supervisor (principal, assistant principal). We do not have a form for such requests, but it would be requested/approved via email.

Please let me know if you have any questions.

All the best,

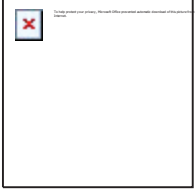
Sandra Portee
Home Instruction Coordinator
[Richmond Virtual Academy](#)
John Marshall H.S. Room 117
4225 Old Brook Rd.

Richmond, VA 23227

spillard@rvaschools.net

C: (804) 659-2239

F: (804) 780-4991 (Attn: RVA, Homebound)



Sent with [Mixmax](#)

On Fri, Oct 20, 2023 at 12:07 PM Pamela O'Berry <poberry@sandsanderson.com> wrote:

Good morning Ms. Portee,

Following additional interviews I have a few questions which I hope you can answer. Your response to this email is requested as soon as possible.

Based upon information related to SJ's 2022-2023 testing, SJ took the following online (in-person) tests at HHS or another RPS property. Can you please advise whether any request or inquiry was made to your office seeking approval for in-person testing on the following dates:

1. February 2, 2023 EOC Reading
2. March 27, 2023 EOC Writing
3. April 27, 2023 Work Keys (Alternative Test for Writing SOL)
4. May 11, 2023 Earth Science

If any request for approval to test in-person on these dates was made to your office, can you please provide that documentation, including who made the request, dates requests made, dates approvals provided and by whom, and any accommodations provided to SJ (i.e. security, test alone, etc).

If no requests were made to your office for in-person testing, please state that related to each date.

Also please state who would be the building level person/position to make such a request to your office, and whether or not there is a form for such requests.

Thank you.



Pamela Y. O'Berry

Attorney

Sands Anderson PC

PO Box 1998, Richmond, VA 23218-1998

Direct: (804) 783-7232 | Main: (804) 648-1636

www.sandsanderson.com | poberry@sandsanderson.com | [Bio](#) | [vCard](#)

NOTICE from Sands Anderson PC: This message and its attachments are confidential and may be protected by the attorney/client privilege. If you are not the named addressee or if this message has been addressed to you in error, you are directed not to read, disclose, reproduce, distribute, disseminate or otherwise use this transmission. Please notify the sender immediately by e-mail and delete and destroy this message and its attachments.

Workplace Readiness Test Prep Material**mharris@rvaschools.net Harris, Monique**

Monday, May 15, 2023 at 12:52:55 PM Eastern Daylight Time

To: 2033098@rvaschools.net Shawn Jackson, tameekasmth@gmail.com Tameeka Smith,

jbuyers.contractor@rvaschools.net Diana Marie Buyers

Review video

<https://youtube.com/shorts/VM9L59erzqE?feature=share>

Practice test

<https://docs.google.com/document/d/1CKxkyzfqB-vR0GaRzAgecQ04DYwttkevBCol7hJDI/edit?usp=sharing>

Monique D. Harris, M.Ed

School Counselor- 2019 & 2023 Cohort

Huguenot High School

7945 Forest Hill Ave.

Richmond, VA 23225-1998

Tel: 804-320-7967

Fax: 804-560-9103

Work Cell: 804-944-6612

Email: mharris@rvaschools.net

Teach with Love, Lead with Love, and Serve with Love. #Reopenwithlove

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dbuyers.contractor@rvaschools.net Buyers, Diana Marie

Monday, May 15, 2023 at 12:55:59 PM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

Good Afternoon,

I wanted to clarify. Are these the materials you would like for me to share with Shawn?

On Mon, May 15, 2023 at 12:53 PM Harris, Monique <mharris@rvaschools.net> wrote:

Review video

<https://youtube.com/shorts/VM9L59erzqE?feature=share>

Practice test

<https://docs.google.com/document/d/1CKxkyzfqB-vR0GaRzAgecQ04DYwttkevBCol7hJDI/edit?usp=sharing>

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Workplace Readiness Test Prep Material

mharris@rvaschools.net Harris, Monique

Monday, May 15, 2023 at 12:52:55 PM Eastern Daylight Time

To: 2033098@rvaschools.net Shawn Jackson, tameekasmth@gmail.com Tameeka Smith,
jbuyers.contractor@rvaschools.net Diana Marie Buyers

Review video

<https://youtube.com/shorts/VM9L59erzqE?feature=share>

Practice test

<https://docs.google.com/document/d/1CKxkyzfqbd-vR0GaRzAgecQ04DYwttkevBCoI7hJDI/edit?usp=sharing>

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dbuyers.contractor@rvaschools.net Buyers, Diana Marie

Monday, May 15, 2023 at 12:55:59 PM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

Good Afternoon,

I wanted to clarify. Are these the materials you would like for me to share with Shawn?

On Mon, May 15, 2023 at 12:53 PM Harris, Monique <mharris@rvaschools.net> wrote:

Review video

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<https://docs.google.com/document/d/1CKxkyzfqbd-vR0GaRzAgecQ04DYwttkevBCoI7hJDI/edit?usp=sharing>

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mharris@rvaschools.net Harris, Monique
To: dbuyers.contractor@rvaschools.net Buyers, Diana Marie

Monday, May 15, 2023 at 1:42:21 PM Eastern Daylight Time

Yes. He needs to study to take this test.

On Mon, May 15, 2023 at 12:56 PM Buyers, Diana Marie <dbuyers.contractor@rvaschools.net> wrote:

Good Afternoon,
I wanted to clarify. Are these the materials you would like for me to share with Shawn?

On Mon, May 15, 2023 at 12:53 PM Harris, Monique <mharris@rvaschools.net> wrote:

Review video
<https://youtube.com/shorts/VM9L59erzqE?feature=share>

Practice test
<https://docs.google.com/document/d/1CKxkyzfqbd-vR0GaRrzAgecQ04DYwttkevBCol7hJDI/edit?usp=sharing>

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tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique
Cc: 2033098@rvaschools.net Shawn Jackson, dbuyers.contractor@rvaschools.net Diana Marie Buyers

Monday, May 15, 2023 at 2:38:21 PM Eastern Daylight Time

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Thank you!

On Mon, May 15, 2023, 12:53 PM Harris, Monique <mharris@rvaschools.net> wrote:

Review video

<https://youtube.com/shorts/VM9L59erzqE?feature=share>

Practice test

<https://docs.google.com/document/d/1CKxkyzfqbd-vR0GaRrzAgecQ04DYwttkevBCoI7hJDI/edit?usp=sharing>

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Shawn Jackson

tameekasmth@gmail.com Tameeka Smith

Thursday, May 18, 2023 at 4:21:54 PM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

Shawn said can he take the test over? He got a 62, his head want in it after waiting and be anxious.

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Fwd: Pdf from Tameeka Jackson-Smith

tameekasmth@gmail.com Tameeka Smith

Tuesday, May 23, 2023 at 3:28:15 PM Eastern Daylight Time

To: dbuyers.contractor@rvaschools.net Diana Marie Buyers, abrown@rvaschools.net Shawn English Teacher, mharris@rvaschools.net Harris, Monique

Shawn Research Paper

----- Forwarded message -----

From: **Tameeka Jackson-Smith** <tameekajsmith@outlook.com>

Date: Tue, May 23, 2023, 3:26 PM

Subject: Pdf from Tameeka Jackson-Smith

To: tameekasmth@gmail.com <tameekasmth@gmail.com>

Attachments:

Why Knowing Your Heritage Is Important.pdf 75k

abrown@rvaschools.net Brown, Angela

Tuesday, May 23, 2023 at 3:48:18 PM Eastern Daylight Time

To: tameekasmth@gmail.com Tameeka Smith

Cc: dbuyers.contractor@rvaschools.net Diana Marie Buyers, mharris@rvaschools.net Harris, Monique

Good afternoon!

Is there pages missing? This is not a research paper. I had indicated the criteria needed for his research paper. I shorten it in comparison to the other seniors' research work.

Is it possible you and have a telephone conversation?

Thank you!

On Tue, May 23, 2023, 3:28 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

Shawn Research Paper

----- Forwarded message -----

From: **Tameeka Jackson-Smith** <tameekajsmith@outlook.com>

Date: Tue, May 23, 2023, 3:26 PM

Subject: Pdf from Tameeka Jackson-Smith

To: tameekasmth@gmail.com <tameekasmth@gmail.com>

tameekasmth@gmail.com Tameeka Smith

Tuesday, May 23, 2023 at 3:57:24 PM Eastern Daylight Time

To: abrown@rvaschools.net Brown, Angela

Cc: dbuyers.contractor@rvaschools.net Diana Marie Buyers, mharris@rvaschools.net Harris, Monique

Yes, please that would be fine. 804-874-0356. Thank you.

On Tue, May 23, 2023 at 2:48 PM Brown, Angela <abrown@rvaschools.net> wrote:

Good afternoon!

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Thank you!

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On Tue, May 23, 2023, 3:28 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
Shawn Research Paper

----- Forwarded message -----

From: **Tameeka Jackson-Smith** <tameekajsmith@outlook.com>
Date: Tue, May 23, 2023, 3:26 PM
Subject: Pdf from Tameeka Jackson-Smith
To: tameekasmth@gmail.com <tameekasmth@gmail.com>

abrown@rvaschools.net Brown, Angela

Tuesday, May 23, 2023 at 10:06:29 PM Eastern Daylight Time

To: tameekasmth@gmail.com Tameeka Smith

Cc: dbuyers.contractor@rvaschools.net Diana Marie Buyers, mharris@rvaschools.net Harris, Monique

My planning starts at 12:30 until 2:20. Although I am covering for SOL, we can talk around 1:30 tomorrow. If that's not good for you, let me know.

I will call you.

Thanks!

On Tue, May 23, 2023, 3:57 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
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Shawn Research Paper

----- Forwarded message -----

From: **Tameeka Jackson-Smith** <tameekajsmith@outlook.com>
Date: Tue, May 23, 2023, 3:26 PM
Subject: Pdf from Tameeka Jackson-Smith
To: tameekasmth@gmail.com <tameekasmth@gmail.com>

tameekasmth@gmail.com Tameeka Smith

Wednesday, May 24, 2023 at 6:30:41 AM Eastern Daylight Time

To: abrown@rvaschools.net Brown, Angela

Cc: dbuyers.contractor@rvaschools.net Diana Marie Buyers, mharris@rvaschools.net Harris, Monique

That would be great, thank you!

On Tue, May 23, 2023, 10:06 PM Brown, Angela <abrown@rvaschools.net> wrote:
My planning starts at 12:30 until 2:20. Although I am covering for SOL, we can talk around 1:30 tomorrow. If that's not good for you, let me know.

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Thanks!

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Shawn Research Paper

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Date: Tue, May 23, 2023, 3:26 PM
Subject: Pdf from Tameeka Jackson-Smith
To: tameekasmth@gmail.com <tameekasmth@gmail.com>

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Fwd: Pdf from Tameeka Jackson-Smith

tameekasmth@gmail.com Tameeka Smith

Wednesday, May 24, 2023 at 12:24:44 PM Eastern Daylight Time

To: abrown@rvaschools.net Shawn English Teacher, dbuyers.contractor@rvaschools.net Diana Marie Buyers, mharris@rvaschools.net Harris, Monique

Shawn Jackson
Snapshot for Wednesday 5/24/23

----- Forwarded message -----

From: **Tameeka Jackson-Smith** <tameekajsmith@outlook.com>
Date: Wed, May 24, 2023, 12:22 PM
Subject: Pdf from Tameeka Jackson-Smith
To: tameekasmth@gmail.com <tameekasmth@gmail.com>

Shawn Jackson English

Attachments:

Kami Export - Shawn Jackson - WHAT TYPE OF FIGURATIVE LANGUAGE IS USED IN THIS POEM.docx.pdf 176k

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Wednesday, May 24, 2023 at 1:28:57 PM Eastern Daylight Time

Hello! Am I supposed to send this to someone?

Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
Tel: 804-320-7967
Fax: 804-560-9103
Work Cell: 804-944-6612
Email: mharris@rvaschools.net
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On Wed, May 24, 2023 at 12:24 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

Shawn Jackson
Snapshot for Wednesday 5/24/23

----- Forwarded message -----

From: **Tameeka Jackson-Smith** <tameekajsmith@outlook.com>
Date: Wed, May 24, 2023, 12:22 PM
Subject: Pdf from Tameeka Jackson-Smith
To: tameekasmth@gmail.com <tameekasmth@gmail.com>

Shawn Jackson English

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SUBJECT TO ATTORNEY-CLIENT PRIVILEGE

Shawn Jackson

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Wednesday, May 24, 2023 at 1:38:20 PM Eastern Daylight Time

Hello, his homebound teacher told me to include you in the email so you can know Shawn turning in his work I guess.

Do you know the days he can retest? I know he has a B in Economics, D in government, D in Algebra, B in Edgenuity, I have a conference with English teacher to see what he can do in her class.

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Wednesday, May 24, 2023 at 4:29:14 PM Eastern Daylight Time

We are doing a school store. I have developed some assignments that he can do from home that will count. I will send it to you this evening. He has to wait 14 days from his last test for workplace readiness. He can do the WISE test ASAP, but he should study first.

Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
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Richmond, VA 23225-1998
Tel: 804-320-7967
Fax: 804-560-9103
Work Cell: 804-944-6612
Email: mharris@rvaschools.net
Teach with Love, Lead with Love, and Serve with Love. #Reopenwithlove

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On Wed, May 24, 2023 at 1:38 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

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Do you know the days he can retest? I know he has a B in Economics, D in government, D in Algebra, B in Edgenuity, I have a conference with English teacher to see what he can do in her class.

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Wednesday, May 24, 2023 at 5:00:39 PM Eastern Daylight Time

Ok thank you so much, I printed out the papers so he can study for Wise. So will that work take place of the place of work keys or he still needs to take it?

On Wed, May 24, 2023, 4:29 PM Harris, Monique <mharris@rvaschools.net> wrote:

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Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
Tel: 804-320-7967
Fax: 804-560-9103

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Work Cell: 804-944-6612
 Email: mharris@rvaschools.net
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mharris@rvaschools.net Harris, Monique
 To: tameekasmth@gmail.com Tameeka Smith

Wednesday, May 24, 2023 at 8:46:11 PM Eastern Daylight Time

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tameekasmth@gmail.com Tameeka Smith

Wednesday, May 24, 2023 at 10:10:18 PM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

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mharris@rvaschools.net Harris, Monique
 To: tameekasmth@gmail.com Tameeka Smith

Wednesday, May 24, 2023 at 10:19:09 PM Eastern Daylight Time

It's my pleasure to help him get this done!

Monique D. Harris, M.Ed
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School Based Enterprise Assignment

mharris@rvaschools.net Harris, Monique

Wednesday, May 24, 2023 at 9:13:53 PM Eastern Daylight Time

To: 2033098@rvaschools.net Shawn Jackson, dbuyers.contractor@rvaschools.net Diana Marie Buyers, .ameekasmth@gmail.com Tameeka Smith

Students who are unable to pass CTE certifications are able to participate in the school store to earn credit for the exam. Because you are homebound, I am giving you a series of assignments to do. They must be submitted by Noon on 6/2/23.

1. I will give you access to your own inventory spreadsheet. Put the items sold into the spreadsheet for each day. Total the items sold for the week and the money made from each item for the week and put it in the correct column. I will send you the inventory at the end of each day via email.

Link to your spreadsheet

https://docs.google.com/spreadsheets/d/16LHHFibNMXFCLeDT3r3F6yViodTIA_Vcv3YZudqDIFg/edit#gid=0

2. Create 2 flyers advertising the school store (1 for students/1 for teachers). Name: HHS Senior Snack Shack Hours from 8:15am-4:30pm M-F Saturday 9am-12pm. The items being sold are listed on the spreadsheet. Make them creative and colorful. Include the Falcon on the flyer.

3. Using the inventory from the end of this week as a guide, suggest 20 items that we could add to the store for next week and how much they should be priced. Look them up at Sam's Club or Costco's website and attach the links under each item. Keep in mind, we cannot sell food.

4. Make a list of cleaning supplies needed and the duties of the people cleaning the store to make sure it is cleaned, sanitized, and safe for customers and employees.

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Monique D. Harris, M.Ed

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tameekasmth@gmail.com Tameeka Smith

Thursday, May 25, 2023 at 8:43:18 AM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

Thank you, will he get the starting price and all the prices up to today's date, or do he just start with today?

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mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Thursday, May 25, 2023 at 9:28:31 AM Eastern Daylight Time

I will send him the starting inventory and yesterday's in a few minutes.

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Thursday, May 25, 2023 at 9:43:44 AM Eastern Daylight Time

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Email: mharris@rvaschools.net

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Store inventory and 1st day sales (5/24)

mharris@rvaschools.net Harris, Monique

Thursday, May 25, 2023 at 2:56:15 PM Eastern Daylight Time

To: 2033098@rvaschools.net Shawn Jackson, tameekasmth@gmail.com Tameeka Smith

--
Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
Tel: 804-320-7967
Fax: 804-560-9103
Work Cell: 804-944-6612
Email: mharris@rvaschools.net
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Attachments:

image_67180033.JPG 2.5M

image_67185665.JPG 2.4M

image_67169537.JPG 2.7M

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Fwd: File from Tameeka Jackson-Smith

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Thursday, May 25, 2023 at 9:38:25 PM Eastern Daylight Time

Shawn Jackson Flyers

----- Forwarded message -----

From: **Tameeka Jackson-Smith** <tameekajsmith@outlook.com>

Date: Thu, May 25, 2023, 9:10 PM

Subject: File from Tameeka Jackson-Smith

To: tameekasmth@gmail.com <tameekasmth@gmail.com>

Attachments:

HHS Senior Snack Shack.zip 2.0M

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Fwd: Image from Tameeka Jackson-Smith

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Thursday, May 25, 2023 at 9:39:09 PM Eastern Daylight Time

Shawn Jackson Cleaning List

----- Forwarded message -----

From: **Tameeka Jackson-Smith** <tameekajsmith@outlook.com>
Date: Thu, May 25, 2023, 9:36 PM
Subject: Image from Tameeka Jackson-Smith
To: tameekasmth@gmail.com <tameekasmth@gmail.com>

Attachments:

Cleaning Supplies & Duties.png 3.5M

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Shawn Jackson

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Thursday, May 25, 2023 at 6:26:45 PM Eastern Daylight Time

Shawn said he chose a picture for the yearbook, will you be able to see if he did? Also I purchased a yearbook and senior shirt do I pick them up?

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Thursday, May 25, 2023 at 9:33:35 PM Eastern Daylight Time

I can check with the yearbook sponsor tomorrow.

Yes. I will also ask her when the yearbook will come in. The shirts should be ready next week. I will let you know that date asap.

On Thu, May 25, 2023 at 6:26 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

Shawn said he chose a picture for the yearbook, will you be able to see if he did? Also I purchased a yearbook and senior shirt do I pick them up?

Monique D. Harris, M.Ed
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tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Thursday, May 25, 2023 at 9:39:37 PM Eastern Daylight Time

Thank you so much!

On Thu, May 25, 2023, 9:33 PM Harris, Monique <mharris@rvaschools.net> wrote:

I can check with the yearbook sponsor tomorrow.

Yes. I will also ask her when the yearbook will come in. The shirts should be ready next week. I will let you know that date asap.

On Thu, May 25, 2023 at 6:26 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

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Shawn Jackson

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Friday, May 26, 2023 at 9:37:29 AM Eastern Daylight Time

Gd morning, will Shawn be able to test on 30th or 31st? Also what is the Earth Science Mastery, is it something he do online and need to study for?

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Friday, May 26, 2023 at 10:26:33 AM Eastern Daylight Time

Because he got a D in the Earth Science class, he has to do a test to prove mastery. It is a short teacher made test that will take 15 minutes at the most. He has to get a 50% or higher. This is to upload so he will get credit for the Earth Science SOL. All of our students who got a D in the class and qualify for locally awarded credit have to do this. Mrs. Curran Boyd is getting ready to send him the info to complete it.

Monique D. Harris, M.Ed
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On Fri, May 26, 2023 at 9:37 AM Tameeka Smith <tameekasmth@gmail.com> wrote:

Gd morning, will Shawn be able to test on 30th or 31st? Also what is the Earth Science Mastery, is it something he do online and need to study for?

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Friday, May 26, 2023 at 10:55:48 AM Eastern Daylight Time

Ok, thank you. The other classes he got a D in do he need to do one for them too?

On Fri, May 26, 2023, 10:27 AM Harris, Monique <mharris@rvaschools.net> wrote:

Because he got a D in the Earth Science class, he has to do a test to prove mastery. It is a short teacher made test that will take 15 minutes at the most. He has to get a 50% or higher. This is to upload so he will get credit for the Earth Science SOL. All of our students who got a D in the class and qualify for locally awarded credit have to do this. Mrs. Curran Boyd is getting ready to send him the info to complete it.

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On Fri, May 26, 2023 at 9:37 AM Tameeka Smith <tameekasmth@gmail.com> wrote:

Gd morning, will Shawn be able to test on 30th or 31st? Also what is the Earth Science Mastery, is it something he do online and need to study for?

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Friday, May 26, 2023 at 11:16:01 AM Eastern Daylight Time

No. Just Earth Science.

Monique D. Harris, M.Ed
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On Fri, May 26, 2023 at 10:56 AM Tameeka Smith <tameekasmth@gmail.com> wrote:

Ok, thank you. The other classes he got a D in do he need to do one for them too?

On Fri, May 26, 2023, 10:27 AM Harris, Monique <mharris@rvaschools.net> wrote:

Because he got a D in the Earth Science class, he has to do a test to prove mastery. It is a short teacher made test that will take 15 minutes at the most. He has to get a 50% or higher. This is to upload so he will get credit for the Earth Science SOL. All of our students who got a D in the class and qualify for locally awarded credit have to do this. Mrs. Curran Boyd is getting ready to send him the info to complete it.

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On Fri, May 26, 2023 at 9:37 AM Tameeka Smith <tameekasmth@gmail.com> wrote:

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Requirements Recap

mharris@rvaschools.net Harris, Monique

Friday, May 26, 2023 at 11:17:36 AM Eastern Daylight Time

To: 2033098@rvaschools.net Shawn Jackson, tameekasmth@gmail.com Tameeka Smith,
dbuyers.contractor@rvaschools.net Diana Marie Buyers

To graduate on June 9th, Shawn needs to:

Pass the following classes: 12 English, Government, Econ and Finance, and Algebra Functions with a 60 or higher.

Complete the following: Pass the WISE or Workplace Readiness OR Complete School based enterprise assignments and get a score of 50% or above on the Earth Science Evidence of Mastery test.

Monique D. Harris, M.Ed

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tameekasmth@gmail.com Tameeka Smith

Friday, May 26, 2023 at 12:07:09 PM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

Cc: 2033098@rvaschools.net Shawn Jackson, dbuyers.contractor@rvaschools.net Diana Marie Buyers

Ok, thank you. Are you able to get a update on his grades and ask teachers is there more he can do? I think Mrs. Buyers said she get a response but it can take a couple days.

On Fri, May 26, 2023, 11:18 AM Harris, Monique <mharris@rvaschools.net> wrote:

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Monique D. Harris, M.Ed

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mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Friday, May 26, 2023 at 3:41:14 PM Eastern Daylight Time

Yes. I will work on it right now.

Monique D. Harris, M.Ed
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On Fri, May 26, 2023 at 12:07 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

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mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Friday, May 26, 2023 at 3:42:50 PM Eastern Daylight Time

He is passing everything but English.

Monique D. Harris, M.Ed
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On Fri, May 26, 2023 at 3:41 PM Harris, Monique <mharris@rvaschools.net> wrote:
Yes. I will work on it right now.

Monique D. Harris, M.Ed
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On Fri, May 26, 2023 at 12:07 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
Ok, thank you. Are you able to get a update on his grades and ask teachers is there more he can do? I think Mrs. Buyers said she get a response but it can take a couple days.

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English

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Friday, May 26, 2023 at 3:53:51 PM Eastern Daylight Time

I just talked to Mrs. Brown. She says he is passing but she has not updated his grades yet. --
Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
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tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Friday, May 26, 2023 at 4:01:01 PM Eastern Daylight Time

Ok, thanks for the update.

On Fri, May 26, 2023 at 3:54 PM Harris, Monique <mharris@rvaschools.net> wrote:

I just talked to Mrs. Brown. She says he is passing but she has not updated his grades yet. --
Monique D. Harris, M.Ed
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Evidence of Mastery for Earth Science

mharris@rvaschools.net Harris, Monique

Thursday, May 25, 2023 at 12:08:16 AM Eastern Daylight Time

To: kboyd@rvaschools.net Kathryn Curran-Boyd, 2033098@rvaschools.net Shawn Jackson,
dbuyers.contractor@rvaschools.net Diana Marie Buyers, tameekasmth@gmail.com Tameeka Smith

Mrs. Boyd, Can you arrange with Mrs. Byers to have Shawn complete Evidence of Mastery for Earth Science?

Monique D. Harris, M.Ed
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Email: mharris@rvaschools.net
Teach with Love, Lead with Love, and Serve with Love. #Reopenwithlove

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dbuyers.contractor@rvaschools.net Buyers, Diana Marie

Thursday, May 25, 2023 at 10:04:47 AM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique
Cc: kboyd@rvaschools.net Kathryn Curran-Boyd, 2033098@rvaschools.net Shawn Jackson, tameekasmth@gmail.com
Tameeka Smith

Good Morning,
Will this need to be done by the 30th? I do not see being able to complete this by the 30th, so if we could push this to June 2. I want to help him focus on these core classes since the date is firm for the 30th.

On Thu, May 25, 2023 at 12:08 AM Harris, Monique <mharris@rvaschools.net> wrote:

Mrs. Boyd, Can you arrange with Mrs. Byers to have Shawn complete Evidence of Mastery for Earth Science?

Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
Tel: 804-320-7967
Fax: 804-560-9103
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mharris@rvaschools.net Harris, Monique

Thursday, May 25, 2023 at 11:51:25 AM Eastern Daylight Time

To: dbuyers.contractor@rvaschools.net Buyers, Diana Marie

That's fine. It is a short test that he can complete in a day but it has to be submitted so his locally awarded credit will be approved for Earth Science since he earned a D in the class.

On Thu, May 25, 2023 at 10:05 AM Buyers, Diana Marie <dbuyers.contractor@rvaschools.net> wrote:

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dbuyers.contractor@rvaschools.net Buyers, Diana Marie

Thursday, May 25, 2023 at 12:10:49 PM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

Is this a test that will require a lot of studying or do we feel he could easily pass it? I'm wondering if we make this item last after the 30th when all other assignments need to be turned in.

On Thu, May 25, 2023 at 11:51 AM Harris, Monique <mharris@rvaschools.net> wrote:

That's fine. It is a short test that he can complete in a day but it has to be submitted so his locally awarded credit will be approved for Earth Science since he earned a D in the class.

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kboyd@rvaschools.net Curran-Boyd, Kathryn

Friday, May 26, 2023 at 10:37:30 AM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

Cc: 2033098@rvaschools.net Shawn Jackson, dbuyers.contractor@rvaschools.net Diana Marie Buyers,

tameekasmth@gmail.com Tameeka Smith

Good Morning,

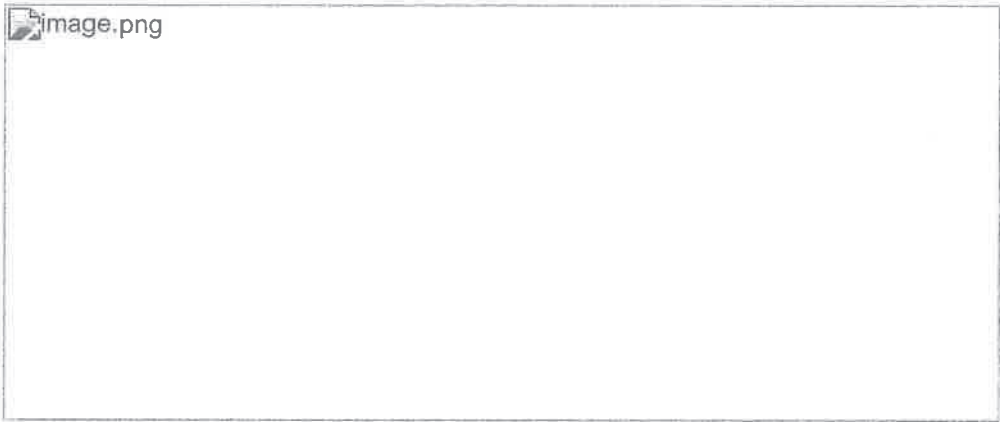
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Sincerely,
K. Curran-Boyd



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Attachments:

image.png 37k

tameekasmth@gmail.com Tameeka Smith Friday, May 26, 2023 at 10:56:35 AM Eastern Daylight Time
To: kboyd@rvaschools.net Curran-Boyd, Kathryn
Cc: mharris@rvaschools.net Harris, Monique, 2033098@rvaschools.net Shawn Jackson, dbuyers.contractor@rvaschools.net Diana Marie Buyers

Yes ma'am, thank you.

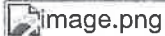
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tameekasmth@gmail.com Tameeka Smith

Friday, May 26, 2023 at 5:27:11 PM Eastern Daylight Time

To: kboyd@rvaschools.net Curran-Boyd, Kathryn

Cc: mharris@rvaschools.net Harris, Monique, 20333098@rvaschools.net Shawn Jackson, dbuyers.contractor@rvaschools.net
Diana Marie Buyers

Shawn just finished the test.

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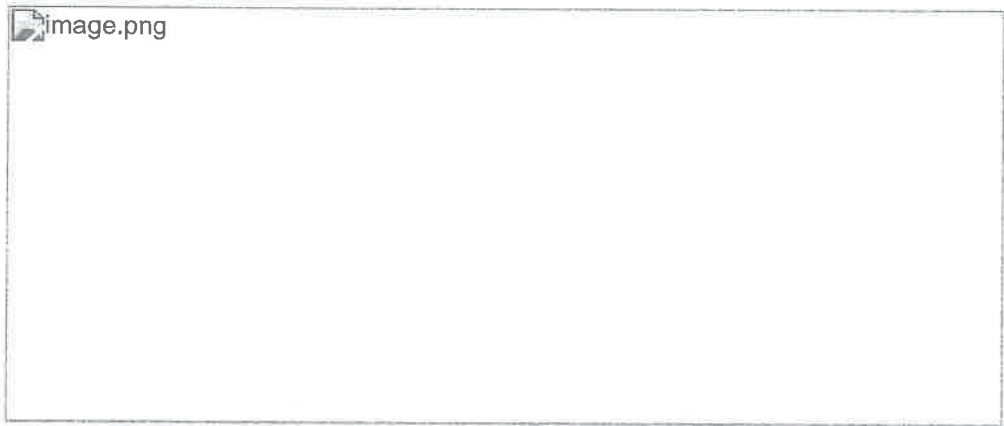
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K. Curran-Boyd



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image.png 37k

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Saturday, May 27, 2023 at 1:52:30 PM Eastern Daylight Time

Awesome! I will get with Mrs. Boyd on Tuesday. I will also send the inventory on Tuesday. I left and forgot about it yesterday.

Monique D. Harris, M.Ed
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On Fri, May 26, 2023 at 5:27 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
Shawn just finished the test.

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Sincerely,
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tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Saturday, May 27, 2023 at 1:54:04 PM Eastern Daylight Time

Thank you so much.

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kboyd@rvaschools.net Curran-Boyd, Kathryn

Sunday, May 28, 2023 at 4:01:38 PM Eastern Daylight Time

To: tameekasmth@gmail.com Tameeka Smith

Cc: mharris@rvaschools.net Harris, Monique, 2033098@rvaschools.net Shawn Jackson, dbuyers.contractor@rvaschools.net
Diana Marie Byers

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K. Curran-Boyd

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Good Morning,

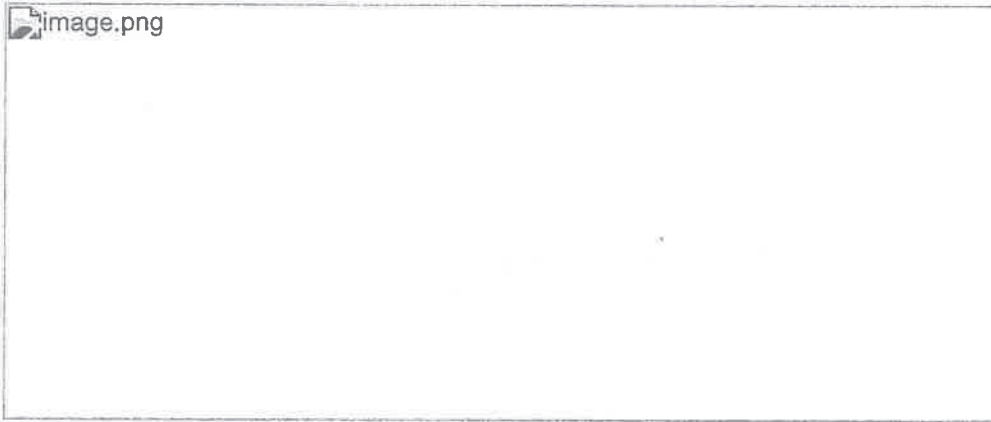
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image.png 37k

kboyd@rvaschools.net Curran-Boyd, Kathryn
To: mharris@rvaschools.net Harris, Monique

Sunday, May 28, 2023 at 4:04:42 PM Eastern Daylight Time

Good Afternoon,

Please see the link below for Shawn Jackson's LAVC Evidence so that it can be added to the spreadsheet. Please let me know if you have any questions.

Hope you enjoy the rest of your weekend.

K. Curran-Boyd

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Shawn Jackson LAVC Evidence

On Thu, May 25, 2023 at 12:08 AM Harris, Monique <mharris@rvaschools.net> wrote:

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tameekasmth@gmail.com Tameeka Smith

Sunday, May 28, 2023 at 5:51:51 PM Eastern Daylight Time

To: kboyd@rvaschools.net Curran-Boyd, Kathryn

Cc: mharris@rvaschools.net Harris, Monique, 2033098@rvaschools.net Shawn Jackson, dbuyers.contractor@rvaschools.net
Diana Marie Buyers

Thank you, will he be able to see the results somewhere to know if he passed the test?

On Sun, May 28, 2023, 4:01 PM Curran-Boyd, Kathryn <kboyd@rvaschools.net> wrote:
Thanks for letting us know. I just uploaded Shawn's Information on the assessment for the LAVC.

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On Fri, May 26, 2023 at 5:27 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
Shawn just finished the test.

On Fri, May 26, 2023, 10:56 AM Tameeka Smith <tameekasmth@gmail.com> wrote:
Yes ma'am, thank you.

On Fri, May 26, 2023, 10:37 AM Curran-Boyd, Kathryn <kboyd@rvaschools.net> wrote:
Good Morning,

I have set up an assessment that Shawn needs to complete for evidence of mastery for an LAVC. He will need to score at least a 50% on this assessment. To access this assessment he will need to go to clever.com to get on illuminate. Once he has accessed illuminate, you will need to put in your student ID with 00 in the front and the access code which you can see below.

Please let me know if you have any questions.

Sincerely,
K. Curran-Boyd

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On Thu, May 25, 2023 at 12:08 AM Harris, Monique <mharris@rvaschools.net> wrote:
Mrs. Boyd, Can you arrange with Mrs. Byers to have Shawn complete Evidence of Mastery for Earth Science?

Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
Tel: 804-320-7967
Fax: 804-560-9103
Work Cell: 804-944-6612
Email: mharris@rvaschools.net
Teach with Love, Lead with Love, and Serve with Love. #Reopenwithlove

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Attachments:

image.png 37k

kboyd@rvaschools.net Curran-Boyd, Kathryn Sunday, May 28, 2023 at 5:59:00 PM Eastern Daylight Time
To: tameekasmth@gmail.com Tameeka Smith
Cc: mharris@rvaschools.net Harris, Monique, 2033098@rvaschools.net Shawn Jackson, dbuyers.contractor@rvaschools.net Diana Marie Buyers

Shawn scored a 68% on the test. That score is high enough to qualify for the LAVC.

Sincerely,
K. Curran-Boyd

On Sun, May 28, 2023 at 5:52 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
Thank you, will he be able to see the results somewhere to know if he passed the test?

On Sun, May 28, 2023, 4:01 PM Curran-Boyd, Kathryn <kboyd@rvaschools.net> wrote:
Thanks for letting us know. I just uploaded Shawn's Information on the assessment for the LAVC.

K. Curran-Boyd

On Fri, May 26, 2023 at 5:27 PM Tameeka Smith <tameekasmth@gmail.com> wrote:
Shawn just finished the test.

On Fri, May 26, 2023, 10:56 AM Tameeka Smith <tameekasmth@gmail.com> wrote:


Yes ma'am, thank you.

On Fri, May 26, 2023, 10:37 AM Curran-Boyd, Kathryn <kboyd@rvaschools.net> wrote:
Good Morning,

I have set up an assessment that Shawn needs to complete for evidence of mastery for an LAVC. He will need to score at least a 50% on this assessment. To access this assessment he will need to go to clever.com to get on illuminate. Once he has accessed illuminate, you will need to put in your student ID with 00 in the front and the access code which you can see below.

Please let me know if you have any questions.

Sincerely,
K. Curran-Boyd

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Attachments:

image.png 37k

Shawn Jackson

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Monday, May 29, 2023 at 12:13:57 PM Eastern Daylight Time

Hello, sorry for contacting you on the holiday, but I asked if Shawn can take test tomorrow because on the 31st and 1st, we have to move into a hotel from being evicted once again do to Shawn mental episodes. Thanks in advance.

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Monday, May 29, 2023 at 1:39:38 PM Eastern Daylight Time

I will have to check with Mrs. Baker on a time when I get there in the morning. I will email and call you ASAP.

Monique D. Harris, M.Ed
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On Mon, May 29, 2023 at 12:14 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

Hello, sorry for contacting you on the holiday, but I asked if Shawn can take test tomorrow because on the 31st and 1st, we have to move into a hotel from being evicted once again do to Shawn mental episodes. Thanks in advance.

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Monday, May 29, 2023 at 1:56:28 PM Eastern Daylight Time

Ok thank you so much..

On Mon, May 29, 2023, 1:40 PM Harris, Monique <mharris@rvaschools.net> wrote:

I will have to check with Mrs. Baker on a time when I get there in the morning. I will email and call you ASAP.

Monique D. Harris, M.Ed
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Shawn Jackson

tameekasmth@gmail.com Tameeka Smith
: mharris@rvaschools.net Harris, Monique

Tuesday, May 30, 2023 at 11:09:41 AM Eastern Daylight Time

Gd morning, did you have a time for testing or should he just do the store assignment for that grade?

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Shawn Jackson

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Thursday, June 1, 2023 at 3:31:12 PM Eastern Daylight Time

Hello, Shawn told me he failed both tests I guess. If he do the school store correctly will he still pass or he needed one of those tests as well?

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Thursday, June 1, 2023 at 5:12:00 PM Eastern Daylight Time

Yes. I have some paperwork that I need completed in order for him to get credit. Can you or he come up and fill it out tomorrow? I was going to get him to complete it, but he left before I could give it to him.

Monique D. Harris, M.Ed
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On Thu, Jun 1, 2023 at 3:31 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

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tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Thursday, June 1, 2023 at 5:13:57 PM Eastern Daylight Time

Yes ma'am we will be up there. Thank you.

On Thu, Jun 1, 2023 at 5:12 PM Harris, Monique <mharris@rvaschools.net> wrote:

Yes. I have some paperwork that I need completed in order for him to get credit. Can you or he come up and fill it out tomorrow? I was going to get him to complete it, but he left before I could give it to him.

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Shawn Jackson

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Friday, June 2, 2023 at 12:28:54 PM Eastern Daylight Time

Gd afternoon, I'm not feeling well, so Shawn is coming there by himself today. Sorry for any inconvenience. Will he be able to get his tickets, t- shirt, and yearbook when he comes?

mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Friday, June 2, 2023 at 5:22:48 PM Eastern Daylight Time

The t shirt and yearbook are not ready yet. Did he come? Noone called me. He can get his tickets on Monday. If he calls from the car, I will bring them out.

Monique D. Harris, M.Ed
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On Fri, Jun 2, 2023 at 12:29 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

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tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Friday, June 2, 2023 at 5:24:25 PM Eastern Daylight Time

He came and him and it was a mess. I will try and come myself Monday.

On Fri, Jun 2, 2023, 5:23 PM Harris, Monique <mharris@rvaschools.net> wrote:

The t shirt and yearbook are not ready yet. Did he come? Noone called me. He can get his tickets on Monday. If he calls from the car, I will bring them out.

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Grade Update

mharris@rvaschools.net Harris, Monique

Wednesday, May 31, 2023 at 12:37:30 PM Eastern Daylight Time

To: dbuyers.contractor@rvaschools.net Diana Marie Buyers, tameekasmth@gmail.com Tameeka Smith

All grades are passing except for Government. Has he submitted all assignments?

Monique D. Harris, M.Ed
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tameekasmth@gmail.com Tameeka Smith

Wednesday, May 31, 2023 at 12:43:47 PM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

Yes he told us he had a D, do I need to email them. I think it's one he didn't finish he can complete later if need be. He told the homebound teacher he was good to go, but she said he was dry like he didn't really want to help.

On Wed, May 31, 2023 at 12:38 PM Harris, Monique <mharris@rvaschools.net> wrote:
All grades are passing except for Government. Has he submitted all assignments?

Monique D. Harris, M.Ed
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tameekasmth@gmail.com Tameeka Smith

Wednesday, May 31, 2023 at 12:47:17 PM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

He went all the way back to the beginning of the semester and completed the work ALL of them except 1.

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On Wed, May 31, 2023 at 12:43 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

Yes he told us he had a D, do I need to email them. I think it's one he didn't finish he can complete later if need be. He told the homebound teacher he was good to go, but she said he was dry like he didn't really want to help.

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mharris@rvaschools.net Harris, Monique
 To: tameekasmth@gmail.com Tameeka Smith

Wednesday, May 31, 2023 at 12:52:00 PM Eastern Daylight Time

Yes and ask about the final exam.

Monique D. Harris, M.Ed
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Monique D. Harris, M.Ed
 School Counselor- 2019 & 2023 Cohort

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mharris@rvaschools.net Harris, Monique

Wednesday, May 31, 2023 at 12:52:17 PM Eastern Daylight Time

To: dbuyers.contractor@rvaschools.net Diana Marie Buyers, tameekasmth@gmail.com Tameeka Smith

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Attachments:

s j assignments list.pdf 219k

tameekasmth@gmail.com Tameeka Smith

Wednesday, May 31, 2023 at 12:58:30 PM Eastern Daylight Time

To: mharris@rvaschools.net Harris, Monique

Cc: dbuyers.contractor@rvaschools.net Diana Marie Buyers

He doesn't respond to me and Shawn at all. Is it possible you have a number I can call him on, or it can be sent to my email so he can complete them tonight.

On Wed, May 31, 2023, 12:53 PM Harris, Monique <mharris@rvaschools.net> wrote:

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 Work Cell: 804-944-6612
 Email: mharris@rvaschools.net
 Teach with Love, Lead with Love, and Serve with Love. #Reopenwithlove

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mharris@rvaschools.net Harris, Monique
 To: tameekasmth@gmail.com Tameeka Smith

Wednesday, May 31, 2023 at 2:53:16 PM Eastern Daylight Time

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Cc: dbuyers.contractor@rvaschools.net Diana Marie Buyers

He responded. Grade was adjusted to a 60.

Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
Tel: 804-320-7967
Fax: 804-560-9103
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On Wed, May 31, 2023 at 12:58 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

He doesn't respond to me and Shawn at all. Is it possible you have a number I can call him on, or it can be sent to my email so he can complete them tonight.

On Wed, May 31, 2023, 12:53 PM Harris, Monique <mharris@rvaschools.net> wrote:

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On Wed, May 31, 2023 at 12:37 PM Harris, Monique <mharris@rvaschools.net> wrote:

All grades are passing except for Government. Has he submitted all assignments?

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tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Wednesday, May 31, 2023 at 3:40:46 PM Eastern Daylight Time

Is that a passing grade or he needs to do a assignment or two. We should be in our hotel like 7pm to do what's needed.

On Wed, May 31, 2023, 2:53 PM Harris, Monique <mharris@rvaschools.net> wrote:
He responded. Grade was adjusted to a 60.

Monique D. Harris, M.Ed
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mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Wednesday, May 31, 2023 at 11:32:48 PM Eastern Daylight Time

That is passing.

Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
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Monique D. Harris, M.Ed
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Test Today

mharris@rvaschools.net Harris, Monique
o: tameekasmth@gmail.com Tameeka Smith

Tuesday, May 30, 2023 at 11:49:56 AM Eastern Daylight Time

He can take the WISE test today at 2:30. He can take the Workplace Readiness on 6/1 at 2:30. He has to wait 14 days between tests for the workplace readiness which will be 6/1. --

Monique D. Harris, M.Ed

School Counselor- 2019 & 2023 Cohort

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7945 Forest Hill Ave.

Richmond, VA 23225-1998

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tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Tuesday, May 30, 2023 at 12:45:12 PM Eastern Daylight Time

He having a issue right now, will it be possible for him to do both on the same day?

Also, do he participate in the graduation practice or you going to squeeze him in on that day?

On Tue, May 30, 2023, 11:50 AM Harris, Monique <mharris@rvaschools.net> wrote:

He can take the WISE test today at 2:30. He can take the Workplace Readiness on 6/1 at 2:30. He has to wait 14 days between tests for the workplace readiness which will be 6/1. --

Monique D. Harris, M.Ed

School Counselor- 2019 & 2023 Cohort

Huguenot High School

7945 Forest Hill Ave.

Richmond, VA 23225-1998

Tel: 804-320-7967

Fax: 804-560-9103

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mharris@rvaschools.net Harris, Monique
To: tameekasmth@gmail.com Tameeka Smith

Tuesday, May 30, 2023 at 12:53:29 PM Eastern Daylight Time

Yes. He can do both on 6/1. I will just squeeze him in if you feel that it's too dangerous.

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Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
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tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Tuesday, May 30, 2023 at 1:11:06 PM Eastern Daylight Time

Ok, maybe he can do one day or when he come test you can show him the routine.

Do you have the stuff for the Snack Store as well?

On Tue, May 30, 2023, 12:54 PM Harris, Monique <mharris@rvaschools.net> wrote:
Yes. He can do both on 6/1. I will just squeeze him in if you feel that it's too dangerous.

Monique D. Harris, M.Ed
School Counselor- 2019 & 2023 Cohort
Huguenot High School
7945 Forest Hill Ave.

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Shawn Jackson

'ameekasmth@gmail.com Tameeka Smith

Tuesday, January 31, 2023 at 7:59:20 AM Eastern Standard Time

To: erojas@rvaschools.net Elvira R., mharris@rvaschools.net Harris, Monique

Good morning, Shawn have some kids their that I don't need him having contact with, so the time needs to be when kids are already in class, or the library like the first suggestion. I am currently working with somebody in RPS to keep my son safe from kids in Huguenot. So just throwing him in there at a time when kids are still arriving to school, is very unsafe. Hopefully we can come up with something together. Thanks in advance.

SOL Testing Wednesday 2/1 and Friday 2/3

erojas@rvaschools.net Barron-Rojas, Elvira R.

Monday, January 30, 2023 at 7:36:38 PM Eastern Standard Time

To: 2033098@rvaschools.net Shawn Jackson, mharris@rvaschools.net Monique Harris, tameekasmth@gmail.com

Hello Shawn,

You will be taking the **Reading SOL on Wednesday 2/1** and the **Earth Science SOL on Friday 2/3**. Please arrive at 9:30 and your testing room is 617.

Please let us know if you have any questions.

Thank you,

Elvira Barron-Rojas, M. Ed, NCC



Huguenot High School
7945 Forest Hill Ave.
Richmond, VA 23225-1998
Tel: 804.320.7967
Fax: 804.327.5609

Resilience. Pride. Success. #WeAreRPS

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tameekasmth@gmail.com Tameeka Smith

Tuesday, January 31, 2023 at 7:54:41 AM Eastern Standard Time

To: erojas@rvaschools.net Barron-Rojas, Elvira R.

Cc: 2033098@rvaschools.net Shawn Jackson, mharris@rvaschools.net Monique Harris

Gd morning Feb 1st he have a few appointments. I thought the days would atleast be told more in advance. The 2nd is fine, but Feb 1st is not, he has a DMV appointment and a doctors appointment.

On Mon, Jan 30, 2023, 7:35 PM Barron-Rojas, Elvira R. <erojas@rvaschools.net> wrote:

Hello Shawn,

You will be taking the **Reading SOL on Wednesday 2/1** and the **Earth Science SOL on Friday 2/3**. Please arrive at 9:30 and your testing room is 617.

Please let us know if you have any questions.

Thank you,

Elvira Barron-Rojas, M. Ed, NCC

Shawn Jackson

tameekasmth@gmail.com Tameeka Smith
To: mharris@rvaschools.net Harris, Monique

Thursday, May 18, 2023 at 4:21:54 PM Eastern Daylight Time

Shawn said can he take the test over? He got a 62, his head want in it after waiting and be anxious.

Shawn Jackson

tameekasmth@gmail.com Tameeka Smith
 mharris@rvaschools.net Harris, Monique

Monday, November 15, 2021 at 5:51:12 PM Eastern Standard Time

I am getting calls saying Shawn was absent today, but no one told me, he was supposed to come in. Also can I just pick up packages of work, until homebound start for him. We are basically in hiding, because of a incident one of his friends was in, if you can call, I can explain further.

mharris@rvaschools.net Harris, Monique

Tuesday, November 16, 2021 at 10:36:09 PM Eastern Standard Time

To: tameekasmth@gmail.com Tameeka Smith

When we last spoke, I informed you of his return date and we talked about him getting his homebound application in in advance or he would have to come back into the building until it was approved. I am aware of the incident, but I cannot authorize him working from home. Reach out to Mr. Olds or Mr. Gilstrap regarding your safety concerns and they may be able to make other arrangements that I cannot.

Monique D. Harris, M.Ed
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tameekasmth@gmail.com Tameeka Smith

Wednesday, December 1, 2021 at 12:16:01 PM Eastern Standard Time

To: mharris@rvaschools.net Harris, Monique

Hello, do you know if Shawn homebound paperwork is completed?

On Tue, Nov 16, 2021, 10:36 PM Harris, Monique <mharris@rvaschools.net> wrote:

When we last spoke, I informed you of his return date and we talked about him getting his homebound application in in advance or he would have to come back into the building until it was approved. I am aware of the incident, but I cannot authorize him working from home. Reach out to Mr. Olds or Mr. Gilstrap regarding your safety concerns and they may be able to make other arrangements that I cannot.

Monique D. Harris, M.Ed
 School Counselor- 2019 & 2023 Cohort
 Huguenot High School
 7945 Forest Hill Ave.
 Richmond, VA 23225-1998
 Tel: 804-320-7967

Fax: 804-560-9103
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 Email: mharris@rvaschools.net
 Teach with Love, Lead with Love, and Serve with Love. #Reopenwithlove

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On Mon, Nov 15, 2021 at 5:51 PM Tameeka Smith <tameekasmth@gmail.com> wrote:

I am getting calls saying Shawn was absent today, but no one told me, he was supposed to come in. Also can I just pick up packages of work, until homebound start for him. We are basically in hiding, because of a incident one of his friends was in, if you can call, I can explain further.

mharris@rvaschools.net Harris, Monique

Wednesday, December 1, 2021 at 12:21:19 PM Eastern Standard Time

To: tameekasmth@gmail.com Tameeka Smith

I emailed it to the homebound department on 11/23.

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Wednesday, December 1, 2021 at 12:38:25 PM Eastern Standard Time

To: mharris@rvaschools.net Harris, Monique

Thank you!

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Memo – Privileged and Confidential

To: Pamela O’Berry and Cullen Seltzer, Sands Anderson

From: Jason Kamras, Richmond Public Schools

Re: Investigation Report on Monroe Park Shooting

Date: November 21, 2023

On behalf of the RPS Administration, I want to thank you for your comprehensive report. I am deeply grateful for its critical insights into how we can continue to improve as a school system. I also appreciate the sensitivity, humanity, and professionalism you brought to the investigation process.

In Section II of the report, you identified two inconsistencies between your report and our internal one. I would like to provide additional context about how we came to our conclusions.

First, you noted that you found no evidence that Ms. Harris, the school counselor working with Shawn Jackson, was acting as the principal’s designee in making the decision about whether Shawn should participate in the graduation ceremony. Our internal conclusion that she was, in fact, serving in this capacity was based on conversations that Mr. Jefferson, Chief Academic Officer for Secondary Education, had with then-Principal Gilstrap, who indicated that he *had* delegated this responsibility to his counselors. Unfortunately, we are not able to re-verify this, as Mr. Gilstrap has declined to be interviewed.

Second, you noted that Ms. Ramsey shared additional information about her time at the side entrance to the theater, including that she arrived after most graduates had done so and that she was not present while escorting dignitaries. We did not have this information from Ms. Ramsey when crafting the internal report, nor did we believe at the time that there was any ambiguity in her statement that she “witnessed each student walking through the metal detector to enter the building.”

In both cases, we based our conclusions on information that we believed to be accurate and complete. I sincerely apologize for any instance where we fell short of our goal of providing the best, most precise accounting of what occurred given the limited time and resources we had to produce our report.

If you have any further questions, please do not hesitate to contact me. Again, thank you for both the content of your report as well as the manner in which you produced it.

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ATTORNEY WORK PRODUCT
SUBJECT TO ATTORNEY-CLIENT PRIVILEGE

Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text interpretations.

Prepared by
Sands Anderson PC
1111 East Main Street, Suite 2400
Post Office Box 1998
Richmond, Virginia 23218-1998
(804) 648-1636
Fax: (804) 783-7291



00:00:00 - 00:00:09

Try it again. Ok. All right. And when you hop off it won't stop recording, will it?

00:00:09 - 00:00:14

I don't know. I'm thinking maybe I should just stay on but I won't pay attention to what you guys.

00:00:14 - 00:00:18

Yeah, just, just in case that way just to be safe.

00:00:18 - 00:00:22

Yes. All right. Well, thank you, Kimberly.

00:00:22 - 00:00:28

All right. Good afternoon, MS Short, good afternoon.

00:00:28 - 00:00:44

Um As you know, our firm has been, as you may or may not know, our firm has been retained to uh do a third party investigation of incidents surrounding the uh, June 6th shooting following the Huguenot high school graduation.

00:00:44 - 00:00:52

Um You had been identified as a person who may or may not have inter information related to um this event.

00:00:52 - 00:00:56

And so to that extent, we are conducting an interview.

00:00:56 - 00:01:03

Um I have on my documentation that your title is school counseling specialist.

00:01:03 - 00:01:08

Is that correct? Um, instructional specialist or secondary school counseling?

00:01:08 - 00:01:29

Hm. Instructional specialist for secondary school counseling. Yes, ma'am.

00:01:29 - 00:01:32

All right. And how long have you had that position?

00:01:32 - 00:01:34

Um This is my fourth year in Richmond.

00:01:34 - 00:01:44

And were you in another position in Richmond prior to that one?

00:01:44 - 00:01:47

No, I was in another district? OK.

00:01:47 - 00:02:00

How many years as an educator? 23? All right, just tell me, can you explain to me what, what that, what you do in that role?

00:02:00 - 00:02:05

Um So it's basically a supportive role for the counselors.

00:02:05 - 00:02:24

Um I oversee middle and high school counselors basically for support as it pertains to um counseling anything as from um one time graduation to sel um to if they have questions about like ask them, which is our data system um or presently, I am like supporting a school that um they have a counselor out.

00:02:24 - 00:02:38

Um So I go to the different schools from day to day and support the different teams um as well as whole meetings, P DS, um Leadership um academy sometimes for my leads which are at every level at every school.

00:02:38 - 00:02:42

We have a middle school um lead at every school and a high school lead at every school.

00:02:42 - 00:02:49

And then in that capacity, let me see who I was speaking with.

00:02:49 - 00:02:56

You. Would, you would have been working with Lisa Harrison.

00:02:56 - 00:03:09

She's the lead at HHS. Yes. So um I work with her um or as far as the leadership, it's kind of like a tier organization chart.

00:03:09 - 00:03:16

So um my direct when I have to work with um the councilors in the building, I'll push information to the leads.

00:03:16 - 00:03:20

But I, I also meet with all of the counselors once a month as well.

00:03:20 - 00:03:26

So um most of the time when I push information to the leads, it's kind of to get their feedback before we present it to the whole team.

00:03:26 - 00:03:31

Um And then we discuss it and you know, implement from there.

00:03:31 - 00:03:40

Got you. OK. And then you would have worked with uh Lisa and the HHS team during last year.

00:03:40 - 00:03:51

Yes. Mm So um you didn't ask me this per se but I think as it pertains to graduations, um this is what I do is I go to the graduations.

00:03:51 - 00:03:53

Um, I help make sure the students are, like, in line.

00:03:53 - 00:04:13

They're, they're, um, relia is, you know, straight if they need safety pins, hair clips, um, all of that, make sure, um, their tassel is on the right side and then when they march in, I'm the final person and that kind of looks at them to make sure that when they walk through, like they're zipped all the way up, you know, all of that kind of thing.

00:04:13 - 00:04:19

So it's more, um, just making sure that they're ready when they walk in to, um, to graduation.

00:04:19 - 00:04:36

Sometimes I've given away my shoes, like, just, you know, different various things to help, make sure that they, you know, they, they are special and when you say you're the final person that looks at them before they, is that before they cross the stage or before they get into the assembly area where they, they're seating or before they walk in.

00:04:36 - 00:04:42

So I'll, um, I'm usually in the back and I'll walk them up, whoever the first person is right behind the faculty and staff.

00:04:42 - 00:04:55

Um, and I'll make sure that when they hit that door, all of those things are done because, you know, they don't like to have, sometimes they don't like to have them dipped or, um, just making sure that they are, their, um, attire is in place.

00:04:55 - 00:05:03

Everything is in place because, um, in some cases they have to walk upstairs and then the, the different, the tassels aren't in place or some, sometimes they just haven't zipped up.

00:05:03 - 00:05:08

It's, it's, it's really um rewarding for me to kind of do it because it's like, ok, you ready, you know.

00:05:08 - 00:05:10

Um But that's basically, yeah, that's what I do.

00:05:10 - 00:05:12

Just make sure they're ready to go across.

00:05:12 - 00:05:19

And are you at all involved in the graduation planning that goes on with the different school teams in central office?

00:05:19 - 00:05:22

So I'm involved in it with the central office team.

00:05:22 - 00:05:41

Um More so what I do is um work with the teams to make sure that they are that the schools um and the students are meeting their requirements and whether it's CCR I or graduation requirements handing that information down as it is um shared with me from BDOE to make sure that those things are in place.

00:05:41 - 00:05:57

So I'm kind of behind the scenes um person on, on all of those, I don't really get uh the opportunity to work with students unless um, it's a special situation or, you know, a student gravitates toward me doing the, the process of the year when I'm visiting different schools.

00:05:57 - 00:06:08

Ok. And, and when you say you work behind the scenes, does that mean you would not have been physically in any graduation planning meetings for the different schools?

00:06:08 - 00:06:20

I am in the graduation, um, meetings with the schools, but I am not a direct contact because all of them have graduation coaches and they are the one, you know, they are the ones that are more hands on the ground.

00:06:20 - 00:06:23

And do you know who the graduation coach was for?

00:06:23 - 00:06:27

HHS, last year? No, I'm not sure.

00:06:27 - 00:06:35

Off the top of my head is it?

00:06:35 - 00:06:43

And the graduation coaches are they folks who, who come out of counseling or do they come from whatever different section that the school designates?

00:06:43 - 00:06:55

Yeah, they come out of the school. Oh, actually you know what, it's Mr, um, the graduation coach was Mr Sanchez who's now the A P at, um, Huguenot and I might not say his name right.

00:06:55 - 00:06:58

But he's, um, bilingual Sanchez Concho. That's all.

00:06:58 - 00:07:08

Mhm. Kimberly. It's interesting one. Did we get Mr Sanchez Concho?

00:07:08 - 00:07:18

I think I'm, I just wanna make sure I remember to send you the email for him and as long as he's on your list, I know you'll get him on the schedule.

00:07:18 - 00:07:30

I do not see him. Ok. Can you make a note and I'll I'll give you his contact information.

00:07:30 - 00:07:42

Perfect. Thank you. Mhm. All right. And so um you were present then for the graduation on June 6th.

00:07:42 - 00:08:02

Yes. And before we get to that, can, can you tell me just in your planning um in your different meetings with your leads and meetings with the full um counseling staff?

00:08:02 - 00:08:07

Did you, do you recall being a part of any conversations related to this student, Mr Jackson?

00:08:07 - 00:08:30

No. do you recall? Um do you have if there were the counselor for Mr Jackson had questions about whether or not he met his graduation requirements or anything related to homebound?

00:08:30 - 00:08:35

Would or did any of those questions come to you as it related to Shawn Jackson?

00:08:35 - 00:08:49

Um The only question um that came and it wasn't directly related to just him was um just about the work based um readiness which is ac cr I um but it was a number of students that were working toward meeting that for graduation requirements.

00:08:49 - 00:08:57

So it wasn't specific for him. Um but the requirement was one of the requirements that he also needed as well if that makes sense.

00:08:57 - 00:09:10

Mhm And so you just did you just sort of answer generally for the group that were in that um area where there are specific questions that came out of that related to Shawn Jackson?

00:09:10 - 00:09:35

No, no specific for him. And do you recall if you ever received any inquiries from either Miss Harrison or Monique Harris uh related to anything that would have been involved, Sean Jackson during the 22 23 school year.

00:09:35 - 00:09:51

And if there were issues, say there were questions, are you at all in the chain of approval for um any decisions that are made?

00:09:51 - 00:10:07

I I know uh well, I mean, not that not say I know um are you in the approval chain for any decisions that are made as related to a student who whether or not they will walk or whether they will be present or what their homebound status is?

00:10:07 - 00:10:20

You know, and are you more um you're based in the central office and you sort of float and support all of the secondary schools, correct.

00:10:20 - 00:10:44

Yes. All right. Let's turn into um, June 6th.

00:10:44 - 00:10:48

Do you recall what time graduation was scheduled?

00:10:48 - 00:10:59

Um So I'm trying to play them all because I know it was 11 a four and a seven roughly.

00:10:59 - 00:11:08

So I have to attend them all. So, um it's one day it might be 11, but I remember distinctively, um one was early in the morning, that one was at four and they canceled the one that was seven.

00:11:08 - 00:11:16

So the HHS graduation was at four. And do you recall what time you got there?

00:11:16 - 00:11:21

So, I was there like nine or 10 that morning, I was there all day.

00:11:21 - 00:11:26

Yeah. And why were you there so early?

00:11:26 - 00:11:33

So because they have like to set up like um the, the different um schools bring in the diplomas.

00:11:33 - 00:11:44

Um, what else happens? They set up for the, the, um, the board members, uh, they have like a suite, they set up for the suite, they serve a breakfast in there.

00:11:44 - 00:11:46

It's kind of like an all hands on deck type of thing.

00:11:46 - 00:11:50

Um, so I went to, you know, help, set up, make sure things were in place.

00:11:50 - 00:11:57

Um, the school teams to come and they might bring their own special colors or different things just to make sure that, um, that's there.

00:11:57 - 00:12:05

Um, and then kind of switch it out when there's a switch from one school to the next school, they have to take their colors down or whatever they put up.

00:12:05 - 00:12:08

Um, take, you know, different things like that.

00:12:08 - 00:12:21

So usually though, um, during those days for the last four years even was at the Diamond, it's like, II, I arrive like an hour and a half before the first one and I'm basically there until the last one is over and they usually o, run around an hour and a half apiece.

00:12:21 - 00:12:31

Ok. So you were there, you would have been there, you said nine or 10 report to support the 11 o'clock graduation and you would have been there to help transition to the four o'clock graduation.

00:12:31 - 00:12:45

Did you ever leave during that time? No, now that the, that one particular, they might not have been at 11 but because they are all running together, but they there was three that day, there was one that morning, then that the afternoon.

00:12:45 - 00:12:54

Ok. All right. So, um, then what time did you, would you say that everything transitioned to preparation for the four o'clock?

00:12:54 - 00:12:57

So, usually, so it started at four.

00:12:57 - 00:12:59

So it'll be around an hour early. So, like three.

00:12:59 - 00:13:10

So the students can start coming in and do you know what time the students were supposed to be there?

00:13:10 - 00:13:15

Um, they can come at three an hour before they start, um, trickling in.

00:13:15 - 00:13:19

So they can't come any earlier than three, right?

00:13:19 - 00:13:37

Is there a time by which you say if you're not here at this time, either when you can't get in or something, you have to have come in through a certain other process or is, is there any communication students have to come in through a certain door anyway?

00:13:37 - 00:13:48

They don't, they only can come through that door if someone is at the, um, comes late, like, right before they're able to march in and they're, like, out of line or something like that, they have to fall to the back of the line.

00:13:48 - 00:13:53

They don't necessarily, they don't get to, like, go and interrupt, you know, the middle.

00:13:53 - 00:13:58

They don't get, they don't get to go resume their, where they might be in the, in the alphabetical.

00:13:58 - 00:14:03

Do you recall, um, this, this student Sean Jackson showing up that day?

00:14:03 - 00:14:11

Mhm. So, if someone, um, if they're supposed to, they can come as early as three.

00:14:11 - 00:14:20

What's the, what was there a time? A window by which, like you said, you need to be there by X time.

00:14:20 - 00:14:37

So, basically, um, like if they're, if once the graduation has started and they have, so the way rps has it set up is that once the last graduate is in and they shut the doors and get ready to do the, um, star Sprinkle banner and all of that, like, can anybody come in?

00:14:37 - 00:14:44

So once the graduates come in, like let's say a graduate, the graduate is walking in and the parent wants to like walk beside them like they don't allow any of that.

00:14:44 - 00:14:49

So when their last graduate is, comes in, then the doors are closed.

00:14:49 - 00:14:53

Can nobody else come in? So I'm at the front, you see what I'm saying?

00:14:53 - 00:14:59

So I'm seeing them come through watching. So because I'm not necessarily in the school and don't know who all of the students are.

00:14:59 - 00:15:05

I wouldn't be able to pick out a student to say that their last name is Jrx because I don't know who the students are.

00:15:05 - 00:15:24

So even if, even if let's say worst case scenario, a student is out of, out of line, then I wouldn't know, you know, just looking at them to say, oh your last name is J cause I'm just more show making sure that you're not, you, you, you are appropriate for the occasion and you're in place and you have everything that you need not.

00:15:24 - 00:15:27

You, do you recall as you were watching that day?

00:15:27 - 00:15:31

Any students coming in late? No, I don't recall.

00:15:31 - 00:15:39

Would what if someone showed up at 3 30?

00:15:39 - 00:15:41

Would that be considered as far as you can recall?

00:15:41 - 00:15:43

Would that have been late or would that have been?

00:15:43 - 00:15:51

Well in the time period where, where they could get in their normal position, they could get in there, still get in their position.

00:15:51 - 00:16:05

And who would you say is the person that is sort of in control of that whole sort of event?

00:16:05 - 00:16:19

Like if, if there is a big decision that had to be made about this person sits here, this person sits there, this person is on the Dais and this is what should happen, who, who's sort of like the master of all that planning and ceremony when you're on scene there on June 6th.

00:16:19 - 00:16:30

So it's two fold for me. So they have their team of people that are making sure like the students get their cards, the students um line up accordingly.

00:16:30 - 00:16:34

The students are um you know, have everything they need on.

00:16:34 - 00:16:37

So that's, that's the team that comes more from the school level, right?

00:16:37 - 00:16:40

So then there's a whole another team which is the team.

00:16:40 - 00:16:59

Well, I'm on both teams kind of sort of, but on the division level team is making it the logistics like making sure that it starts on time, making sure that um once the, the, the ceremony starts, um, people are not walking in, in the middle of the star spangled banner, making sure that, um, the dignitaries know exactly where to go.

00:16:59 - 00:17:12

So I can't necessarily pinpoint one person because it depends on what I was, if, depends on what my question was, would determine which per which team or which person that I would go to.

00:17:12 - 00:17:24

So if I had a question about like, hey, is t short here, then I will ask someone that was on the school team because they know, you know, I would ask the counselor the A PJ cause they are all on that team.

00:17:24 - 00:17:28

If I wanted to know, did the school board members show up?

00:17:28 - 00:17:30

Are they where they supposed to be? Do they need any support?

00:17:30 - 00:17:32

Then I would ask the division level team.

00:17:32 - 00:17:47

Does that make sense? Yeah, the logistics were more on the division level and the school team were making sort of those who's where and in terms because they do the lining up, they make sure they give them the cards and what are these cards you're talking of?

00:17:47 - 00:17:49

So they have a card with their name on it.

00:17:49 - 00:17:52

So when they go on the stage, they pass the announcer the card.

00:17:52 - 00:18:00

So, but they don't, they get them the day of, they get them during, when they come to graduation and are they like preprinted?

00:18:00 - 00:18:11

They just say like just an index card and it's gonna say Tess Wynette Watkins or my whole name so that they know what to, then they pass it to the announcer when they go up around the stage.

00:18:11 - 00:18:45

So, um, so for the school team, who would, if you said it, it's hard to say who's in charge in charge, but in terms of from the school team, who would that person be that was, is in charge of that piece who like ultimately, um, the graduation coach, the graduation coaches and spearhead, but then they could, you know, dictate or designate within like who does, who does what?

00:18:45 - 00:18:51

And then who would, who was in charge on the logistic side from the division level?

00:18:51 - 00:19:04

Um, so, Candice, um, Vinny Chapman, who was my supervisor, um, is in charge of graduation with the oversight of course, of the chiefs, but that's who's the ok.

00:19:04 - 00:19:12

All right. So, um, did you recall?

00:19:12 - 00:19:15

And I may have asked this because I've asked you a couple of questions related to Shawn Jackson.

00:19:15 - 00:19:21

So if I blurred them, pardon me? Do you recall laying eyes on him at all?

00:19:21 - 00:19:24

Would like, do you recall sort of that final check you did?

00:19:24 - 00:19:27

And you know of laying eyes on him in terms of, was he zipped?

00:19:27 - 00:19:33

Was his cap on straight? Did he? Honestly, I do it for all of the schools, every school?

00:19:33 - 00:19:42

So, um, and, and, and honestly, even when I think back over the four years that I've been doing that, I don't remember any of the students.

00:19:42 - 00:19:49

Really. I, I take that back, I remember one student but it wasn't because of me, um, checking her before she went in.

00:19:49 - 00:19:58

It was because I gave her my shoes because her shoes, um, yeah, she was wearing some heels with the straps and she was like, I can't walk in these.

00:19:58 - 00:20:02

So I gave her my shoes and ran out to get my, um, to my car and got my tennis shoes.

00:20:02 - 00:20:05

Like before the lineup actually happened when they was in the back.

00:20:05 - 00:20:09

But I don't even remember her name. I just remember, I gave her my brand new pair of sandals.

00:20:09 - 00:20:13

So, yeah, she's the only person I really, that I was like, go ahead.

00:20:13 - 00:20:22

Just, just whatever. Yeah, you didn't get them back, you know, and that was that, that I know the school, which is community but I don't know the, the student, I don't know the students name.

00:20:22 - 00:20:30

Yeah, that's interesting. It's just funny little comment when my daughter had her graduation, she had on a pair of bucks.

00:20:30 - 00:20:42

I don't know if you remember those old saddle shoes and they were white with black in the middle, which were perfectly fine, I thought, but the school when she went to line up, they're like, you can't wear those.

00:20:42 - 00:20:44

They're not solid colors because they're white and black.

00:20:44 - 00:20:46

And so they made her take them off.

00:20:46 - 00:20:57

Fortunately, I was wearing solid black shoes. So my daughter ran out to me, took my black shoes and I wore her little buck, black and white saddle shoes.

00:20:57 - 00:21:04

So, that's just funny that you've had that experience because, yeah, they wouldn't let my daughter walk with multicolored shoes.

00:21:04 - 00:21:08

So, that was strange. And, but that was in the county.

00:21:08 - 00:21:11

So, all right. So let's pivot then too.

00:21:11 - 00:21:18

So, uh, ceremony goes along. You're laying eyes on them before they come in, then they get lined up by alphabetically.

00:21:18 - 00:21:22

You, you know, they already have been organized an alphabet in the ballroom.

00:21:22 - 00:21:26

Is that correct? Yes. And so you help everybody get seated.

00:21:26 - 00:21:28

Where do you, where are you stationed during the graduation?

00:21:28 - 00:21:43

Um, I'm usually stationed. Um, so in this particular one, I was like, uh, to the left, like by one of the exit doors, um, closest to them, it's like where the little balcony is in the orchestra to the left.

00:21:43 - 00:21:56

Um, I usually, I usually position myself very close to an exit door just because sometimes they may call on the phone and say, hey, I need you to come upstairs and do this or can you run here and do that?

00:21:56 - 00:22:00

Um, I, I don't have to say, excuse me, you know, and move out of the way.

00:22:00 - 00:22:03

So, yeah. Did you live there next door?

00:22:03 - 00:22:08

Did you come in in and out like that on this for this graduation or were you pretty much stationary in there the whole time?

00:22:08 - 00:22:19

Um, I went out. It may because someone had called me about coming upstairs, they needed something upstairs.

00:22:19 - 00:22:25

And then I, I remember coming back downstairs and when you say upstairs, is that where the, the VIP section was?

00:22:25 - 00:22:36

Yes. And was that while the graduation was going on or was like before, while it was going on?

00:22:36 - 00:22:42

There was nothing related to whatever he called you out was nothing related to what later happened?

00:22:42 - 00:22:48

All right. So graduation goes along. How many graduates do you recall that day?

00:22:48 - 00:22:52

I know it's, that's a big question. They asked somebody to remember all of them.

00:22:52 - 00:22:57

I'm trying to think. I know they were, they were pushing, um, close to 300.

00:22:57 - 00:23:01

I do know they wanted on my biggest school, but the exact number off the top of my head, I don't remember.

00:23:01 - 00:23:11

Ok. All right. And, um, so you goes, graduation ceremony goes on.

00:23:11 - 00:23:14

When was the first time you? Well, where did you go?

00:23:14 - 00:23:32

Like when they, when they processed out as I understand it and tell me if this is correct to your understanding first, the folks on the DAAs processed out and they create a sort of a, a greeting tunnel for lack of a better word at, at, at the exterior of the building.

00:23:32 - 00:23:48

Is that correct? And then the students processed out, sort of so like the, in the same order they came in like A s would have gone out BS would have gone out CS all the way up to Z that, that's correct.

00:23:48 - 00:23:57

And then where would it be? You have been in that sort of two sets of processions going out?

00:23:57 - 00:24:08

So, once they go out, um, I end up, I usually go back up upstairs to the, the area to, like, prepare for when the dignitaries come back.

00:24:08 - 00:24:22

So, like to help them get their, um, regalia off or sometimes it, it, that's what I usually do but in some cases it may end up being like, um, I'm picking up a program that they have left in the seats.

00:24:22 - 00:24:26

You know, it just depends on where I am when the graduation is over.

00:24:26 - 00:24:30

Most of the time I'm upstairs. I, I don't ever process out with them.

00:24:30 - 00:24:42

All right. So you did not on this day?

00:24:42 - 00:24:46

I know you generally don't process, but just specifically you did not process out.

00:24:46 - 00:25:16

Where did you go on this day? So, I actually was, um, in the suite waiting for the dignitaries to come back upstairs when I heard the shots and, uh, that room where the dignitaries had been staged before and they were supposed to come back to.

00:25:16 - 00:25:19

That's not the place they, they ended up going.

00:25:19 - 00:25:23

Right. That would have been in the front of the building overlooking Monroe Park, or is that the same place?

00:25:23 - 00:25:37

That's the same place? Ok. So when they, when they came in and they went, they were the, when they would have first got gotten there, that was the, it was in the room that's on the third floor that overlooks Monroe Park.

00:25:37 - 00:25:46

Ok. Could you see out there? Yes, I saw it.

00:25:46 - 00:25:51

You saw the sort of aftermath or did you see?

00:25:51 - 00:25:53

Were you like in place when you the shots?

00:25:53 - 00:26:05

I was in place? Ok. Hard part.

00:26:05 - 00:26:13

So take as much time as you need and stop me and take deep breaths if you need to, um, take care of yourself in this part of it.

00:26:13 - 00:26:19

First, can you just tell me what you observed?

00:26:19 - 00:26:33

So I was standing um, in the floor talking to Candace and we heard the gunshots under our feet and we both looked at each other and were like, did we hear gunshots?

00:26:33 - 00:26:47

And so we were like, yeah, and then we looked out the window and it just looked like just everybody just were standing, just went down like this and I could see the two young, the people like right in front of me to the right.

00:26:47 - 00:27:08

Um And I saw the, the father on the ground and then I saw which I didn't know at that time, but the father was closest to me from what I can see and the guy, he was Sean was further over, I could see the counselor giving him CPR but I didn't know exactly who the I didn't know who the student was.

00:27:08 - 00:27:14

Um, and then I saw like all of the, the police rushing and every everything.

00:27:14 - 00:27:26

Um But in between that I forgot to say I went, when I heard it, I kinda went out downstairs to kinda cause the door was open to kinda see if I saw anybody like, hey, don't go out, you know, just stay right here.

00:27:26 - 00:27:32

And then, um, like security was like, you know, you, y'all, you go back in everybody, you know, they were telling people what to do.

00:27:32 - 00:27:42

Um And then we, we kind of were there just waiting, we couldn't really do anything, they told us just to stay put.

00:27:42 - 00:27:46

Um And then like security came and then finally the board and then came back in.

00:27:46 - 00:27:58

Um but it was really traumatic. I'm sorry, you had to witness that and that the school community has gone through that.

00:27:58 - 00:28:08

Uh Do you know what time? So I know that the, the, the third graduation ceremony had to be postponed.

00:28:08 - 00:28:19

Do you recall what if were you present for any sort of debriefing or after action discussions um that day?

00:28:19 - 00:28:22

So, no, not that um not that day.

00:28:22 - 00:28:25

Um Because I guess it was more the chiefs.

00:28:25 - 00:28:48

Um and the board and I know that there was a point when the chief and the mayor and some other folks, some of the dignitaries came back up to that room where you were, were you there when the chief and others came back and were discussing the event, what had taken place?

00:28:48 - 00:28:60

So they kind of discussed it with just um I was, I was in there like when they came up, but I left because it was just the more, you know, they had a, like a closed meeting, I guess you would call it.

00:28:60 - 00:29:15

Were you part of any de debrief or after action reports after that day?

00:29:15 - 00:29:28

Um with the, with the school team? Um the next day when they had the briefing at Huguenot, um the, the Huguenot team, they debriefed off site just, you know, just the counselor.

00:29:28 - 00:29:35

So I debriefed with them that day. Um And then, you know, ongoing since then, um to be supportive.

00:29:35 - 00:30:03

And do you have any role or did you have any opportunity to observe the folks coming uh the students when they would have come in through security checkpoints or the VIP S coming in through security checkpoints?

00:30:03 - 00:30:23

Is that during that time I'm like running, you know, like are the mics on or the, you know, so I'm or the program to the front um or the programs from the last um graduation picked up, you know, stuff like that.

00:30:23 - 00:30:26

I'm just doing when I say behind the scenes, stuff like that.

00:30:26 - 00:30:31

Um There's like not at this particular graduation but like we used to do it outside.

00:30:31 - 00:30:33

Is there water in the cooler at the, do you know?

00:30:33 - 00:30:50

So just making sure things from um one graduation to the next are in order is the room ready for not only the dignitaries but the room that um the ballroom does it have items in it from students from the previous graduation I need to gather to make sure their school get, you know, stuff like that.

00:30:50 - 00:31:07

Understood. Um, all right. And this is the, is there anything that you can think of that you may know, like there are, sometimes there are things that I don't even know what, I don't know.

00:31:07 - 00:31:18

Right. I don't know what to ask. Is there anything of that nature that you can think of that's, um, related to this that I did not ask or you didn't have an opportunity to speak about?

00:31:18 - 00:31:28

Um, not that I can think of. Ok.

00:31:28 - 00:31:32

Well, my email is attached to this meeting invite.

00:31:32 - 00:31:42

So if you think of anything or if you have any, if just you have questions or um to the extent that I can, can, you know, address any questions you may have.

00:31:42 - 00:31:51

I'm more than happy to do that, but um, you can just hold on to my email address in the event you need it for anything related to this matter.

00:31:51 - 00:31:53

Ok, thank you. All right. Thank you.

00:31:53 - 00:31:55

And please take care of yourself. All right.

00:31:55 - 00:31:56

Thank you. All right. Thank you.

Interview conducted via Zoom

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00:00:00 - 00:00:16

Recording is now in progress. And um Kimberly, I don't know if that you want to stay on just because this is an organizational kind of set up meeting or if you feel like it's better to step off.

00:00:16 - 00:00:21

Um If you don't mind, I'm just gonna stay on just so I can know the logistics of everything.

00:00:21 - 00:00:29

OK. Very good. And so Miss Parks both Cullen Seltzer and I may be asking questions of you as we go through this.

00:00:29 - 00:00:40

Um And again, as since you are just our first witness is our process is going to be that we'll ask all of our witnesses not to discuss what they discussed with us.

00:00:40 - 00:00:51

In this interview. Your situation may be a little different because we may ask you, it may be necessary for us to ask you to talk to this person about what they have or that kind of thing.

00:00:51 - 00:00:56

So, um again, you're, you're gonna just really lay the groundwork for us.

00:00:56 - 00:01:04

Um So first off, just, I just wanna go over, I know your, your title.

00:01:04 - 00:01:14

But what is your specific role? I mean, your title role seems to encompass quite a number of things can you give me the specific title that you have and what that means in a day to day?

00:01:14 - 00:01:23

Yeah, responsibility. So as a Chief Wellness Officer, I am primarily responsible for everything for the holistic child.

00:01:23 - 00:01:34

And so that in that is inclusive of care and safety, school, nutritional services, school, health services, culture, climate, and student services.

00:01:34 - 00:01:40

Uh and then lastly, student discipline, that's a lot.

00:01:40 - 00:01:56

Um Did you say nutritional as well? School nutritional services and would your area cover homebound instruction that that type of thing as well or would that go to Mr Solomon?

00:01:56 - 00:01:59

So that's on the academic team with Solomon Jefferson?

00:01:59 - 00:02:15

Ok. All right. And so as it relates to this matter and you, you, you know what matter we're speaking of, how did, what, what does your role, what responsibilities as it relates to graduation?

00:02:15 - 00:02:20

And, or um I know you said safety and security fall under their culture climate?

00:02:20 - 00:02:28

Tell me how you prior to there being an incident on June 6th, how did you interact with that graduation proceeding?

00:02:28 - 00:02:34

And just all of the graduation proceedings generally through Richmond public schools for 2023?

00:02:34 - 00:02:45

Ok. So prior to coming into the roles of Chief Wellness Officer in January, I served as a director in the Office of Exceptional Education for Richmond City Public Schools for the last three years.

00:02:45 - 00:03:05

And so as a part of my former role as a director in the Office of Education, I was a part of the graduation committee um because we had to have a liaison from the Office of Exceptional Ed just to make sure that our students with disabilities um have met all of the criteria for the diploma status that they was working for.

00:03:05 - 00:03:20

To. Um after my role switched a little bit, Doctor Rossi Valley, who served as the Associate director of the Office of Exceptional Ed, she is now the director and so she still participated in that process, so they still had representation.

00:03:20 - 00:03:32

But uh we did not have, well, we did have until February, a Director of Care and Safety after February, the Director of Care and Safety resigned.

00:03:32 - 00:03:46

And as a result of the Director of Care and Safety resigning, um I, I was the person who was leading all of the care and safety initiatives until someone could be secured.

00:03:46 - 00:03:53

Now, I opted not to do an interim in that particular role because it's the area that's new to me.

00:03:53 - 00:03:57

Um And I wanted to really learn all of the nuances of the role.

00:03:57 - 00:04:07

Uh We did have an emergency management coordinator who I worked very, very closely with as well as five care and safety supervisors at the time.

00:04:07 - 00:04:09

So it wasn't like I was on an island alone.

00:04:09 - 00:04:22

This is the work that they did. But as far as leading the work looking at systems and processes and initiatives and things that we need to do to improve um within that department I was the person who was um leading those initiatives.

00:04:22 - 00:04:27

And when you, and so when did you get your new Director of Care and Safety?

00:04:27 - 00:04:35

After I know you said they resigned prior to February 2023 they, they resigned in February of 2023.

00:04:35 - 00:04:43

And the new Director of Care and Safety actually started June 7th a day after the incident.

00:04:43 - 00:04:47

And that was Mr Beasley, that was Mr John Beasley.

00:04:47 - 00:05:04

All right. So you then under your um umbrella of responsibilities would have been with no acting um, or no interim uh, director of care and Safety.

00:05:04 - 00:05:17

Sort of kind of absorbed that role yourself with the support of the people who would have reported to that person as well as um emergency manager, co management coordinator.

00:05:17 - 00:05:21

Yes. And that person is Monica Beck. Ok.

00:05:21 - 00:05:25

I think she's on our list that we um already sent invitations to.

00:05:25 - 00:05:30

He, he is the emergency management coordinator, Monica.

00:05:30 - 00:05:34

Yes. And I apologize. They are changing the carpet.

00:05:34 - 00:05:37

I did close the door. So if you hear the vacuum cleaning, that's where it's coming from.

00:05:37 - 00:05:42

I can't hear anything just yet. So, all right.

00:05:42 - 00:05:51

And so and emergency manage, the emergency management coordinator is under the care and safety umbrella.

00:05:51 - 00:05:60

Yes. Uh huh. Now I did look, take a look at your organizational chart online and that does sort of help, give some clarity.

00:05:60 - 00:06:09

So under your Chief Wellness Officer role, we have emergency management, correct?

00:06:09 - 00:06:13

Yeah. So actually Monica now reports to John Beasley.

00:06:13 - 00:06:19

Ok. But emergency management is a part of the Office of Care and Safety.

00:06:19 - 00:06:34

All right. So is other than that, is that a, a move a shift in your organizational chart from what, what would be online or is that just a clarification now that you have someone in the role?

00:06:34 - 00:06:38

That's a clarification? Now, that's in the role.

00:06:38 - 00:06:45

So if you look on the org chart that's online, John Beasley would be a direct report of mine and then Monica would fall under him.

00:06:45 - 00:06:54

Ok. And then um so under you, then you have uh Mr Beasley's role, emergency management under that.

00:06:54 - 00:06:59

Do you have another branch? Um Just thinking about your chart, I don't have it in front of me.

00:06:59 - 00:07:09

But um what other branches? Um I think you said culture and climate is that considered, is that a different, that's another sort of box.

00:07:09 - 00:07:22

That's another box and health services would be another box and we have leads for all of those school, nutritional services.

00:07:22 - 00:07:25

We have a director there and then the hearing office.

00:07:25 - 00:07:35

All right. And so as I as I think of it, could you give?

00:07:35 - 00:07:44

Well, I was going to say that I think I kind of would like to zero in on a couple of these roles and responsibilities, but I'm not really sure what the Office of Culture and Climate does.

00:07:44 - 00:07:47

So maybe you could, could give us a little more clarity on that.

00:07:47 - 00:07:58

So that role has shifted um over the last couple of years and we have really start focusing more on mental health, mental health skill building for students.

00:07:58 - 00:08:05

Um We have bullying prevention. We also have some mental health partners because we can't do this work alone.

00:08:05 - 00:08:14

And so they work with our partners uh communities and schools, Richmond behavior, health authority, child savers, as well as scan.

00:08:14 - 00:08:27

And when you say they're your partners, they, those are um services in the community that you sort of draw and pull into the school when needed for, to support a student.

00:08:27 - 00:08:30

Well, many of them actually have offices set up in our schools.

00:08:30 - 00:08:38

They maintain a caseload of students um within our schools and they provide not only services in schools, but some of them provide holistic services.

00:08:38 - 00:08:40

And so they support the family as well.

00:08:40 - 00:08:43

So it really has been a great partnership.

00:08:43 - 00:08:54

Um All of these partners have come to RPS as a result of, well, we had some of them in there, but we were able to expand as a result of some of the, the funding that we got from the American Rescue Act.

00:08:54 - 00:08:58

And so it has been a wonderful partnership that we've had with them.

00:08:58 - 00:09:12

And so the work has changed um over the last couple of years prior to that, they worked uh the Office of Culture and Climate really worked on things such as truancy school health services or nurses used to be in the Office of Culture and Climate.

00:09:12 - 00:09:22

Social workers still remain within that office. Um So if you can think of anything student support wise, um That, that is what the Office of Culture and Climate is.

00:09:22 - 00:09:41

Ok. And when did you said previously it, it sort of took on had one sort of function, but then it transitioned to that sort of sort of soup to nuts student support.

00:09:41 - 00:09:46

Um When did that transition take place? Probably like 33 to 4 years ago.

00:09:46 - 00:09:54

Um Jason, when his administration came, his dynamics was set up a little bit different.

00:09:54 - 00:10:03

And so a lot of school divisions, they would have what's called assistant soups and then you'd have the directors, he went to the chief model, he had a chief engagement officer.

00:10:03 - 00:10:08

And so the Office of Engagement absorbed a lot of the historical things that culture and climate would do.

00:10:08 - 00:10:17

And then culture and climate took a shift um to start focusing a lot on the mental health skill building pieces, bullying, prevention and things of that nature.

00:10:17 - 00:10:25

Now would would culture and climate cover mckinney Vento type services or is that handled somewhere of engagement?

00:10:25 - 00:10:32

And that's today that the Office of Engagement covers the mckinney Vento type issues.

00:10:32 - 00:10:38

And who's, is that under Mr um Jefferson?

00:10:38 - 00:10:44

That's Doctor Harris. Um and they call that particular office centers for family and transition.

00:10:44 - 00:10:46

So they call it the C FT office.

00:10:46 - 00:10:53

Doctor Harrison is the um chief that manages that office.

00:10:53 - 00:10:58

However, they do have a new director who just started a couple of weeks ago.

00:10:58 - 00:11:02

Can't recall the name, but they do have a new director for that particular office.

00:11:02 - 00:11:14

Ok. All right. So we're going through culture, climate um health services.

00:11:14 - 00:11:19

Is that just physical health type issues or is that mental health as well?

00:11:19 - 00:11:22

Primarily physical health that, that encompasses all of our nurses.

00:11:22 - 00:11:35

All of our schools have nurses and some of them have two depending on the student population, some of our students also have 1 to 1 nurses because they may have mobility issues or other personal care needs.

00:11:35 - 00:11:42

Ok. All right. And your emergency management section, what is their primary primary responsibility?

00:11:42 - 00:12:00

So Monica handles all of the crisis plans and working with the principals to make sure that those crisis plans are developed, developing protocols for the division on which we are in the process of doing because we noticed that we had a lot of things but they weren't all in a uniform place.

00:12:00 - 00:12:14

Um And also, you know, alternative sites, should there be a crisis in a building, making sure that all of those are up notifications to families and what that should look like we work in collaboration with the engagement team.

00:12:14 - 00:12:16

So should there be a lock and teach?

00:12:16 - 00:12:39

Is it something that's happening in the community or if there's something that's going on in schools and then also training principals, she also trains um our care and safety officers, which that is probably a new name that you probably hear, but just think about them in a sso capacity because that's what D C J S considers them.

00:12:39 - 00:12:44

Um And when you say SSO can, let's make school security officer.

00:12:44 - 00:12:48

Ok, so not, you don't call them school resource officers at, in Richmond.

00:12:48 - 00:12:53

So we have school resource officers though. That's actually RPD law enforcement.

00:12:53 - 00:13:00

But the C SAS are school safety officers, they don't have any guns or badgers or any of the things of that nature.

00:13:00 - 00:13:04

It's just that a few years ago, you know, the city was on fire.

00:13:04 - 00:13:15

Um The Black Lives Matter Movement and there was this whole debate about whether we should just get rid of police officers and the defund police and all of that.

00:13:15 - 00:13:27

And so, um at the time, the administration felt like we need to put a more restorative lens on what we do and try to change anything that sounds negative or punitive.

00:13:27 - 00:13:33

And so that role, um instead of calling them SS Os, they were changed to care and safety officers.

00:13:33 - 00:13:38

And we really did add some additional descriptors to that particular role.

00:13:38 - 00:14:02

And so the focus was yes, it is on security and safety, but it's really on um restorative practices and really being able to build relationships with students um as a means to decrease discipline and to get students back on track rather than to be punitive and our data has shown that it's worked.

00:14:02 - 00:14:08

I mean, it not to the degree that we want to, but I certainly say I was looking at some data this morning because we're doing a cell phone pallet.

00:14:08 - 00:14:13

But we're like 1400 less suspensions than we've had from last year.

00:14:13 - 00:14:25

So, I think that's good. And when did you make that transition from, uh, school safety officers to CS A and, and, and, uh, change the, the functions a little bit.

00:14:25 - 00:14:34

So that was the 2021 school year. All right.

00:14:34 - 00:14:47

Now, your emergency management, I know it sounds like they do some planning, but they also do a lot of uh response type type work from.

00:14:47 - 00:14:57

And let me get that in there, response training and planning.

00:14:57 - 00:15:09

What was, what specifically would emergency ma what role would emergency management have had as it related related to 2023 graduations?

00:15:09 - 00:15:19

So when we did the Altria Theater as a part of that contract, they have their own security through R MC.

00:15:19 - 00:15:36

And so Monica met with the Altria lead, they did walkthroughs um as we traditionally do, we always layer in some of our own staff just to help with crowd control.

00:15:36 - 00:15:41

I believe R MC provided 2024 or 25 people.

00:15:41 - 00:15:44

I would have to look at the con but it's in the contract, I believe you have a copy of it.

00:15:44 - 00:15:49

Um And then they had some leads for security from their particular team.

00:15:49 - 00:15:56

We folded in 22 extra care and safety officers to assist with crowd control.

00:15:56 - 00:16:04

And of course, as a part of that contract, they also um contracted with RPD to have some law enforcement support there.

00:16:04 - 00:16:16

And when you say they, Altria did, would have done the contracting with RPD, did uh our um RPS do any uh mo US or contracts with RPD.

00:16:16 - 00:16:20

Is it related to the graduation services uh ceremonies?

00:16:20 - 00:16:26

Uh graduation ceremonies is not included in our current mou or our previous mou which I need to send to you.

00:16:26 - 00:16:31

But um graduation ceremonies is not covered in there.

00:16:31 - 00:17:00

And do you have the Altria contract to such that it would detail how many or what type of security uh Altria contracted to, to receive through the RPD that was in the artifacts and then um actually uploaded a copy of the documents when they did the walkthrough because she actually told the care and safety office where, where they would be posted for the day.

00:17:00 - 00:17:03

So she sent that that's as a part of the artifacts.

00:17:03 - 00:17:11

OK. So as, as just, and as we discuss it here, we have Altria security through R MC.

00:17:11 - 00:17:16

We have your care and safety officers, Altria then would have contracted through RPD.

00:17:16 - 00:17:30

Do you, do you um know sort of who was the command center who was, who was at the top of the chain of command for security overall security for this, these events?

00:17:30 - 00:17:36

So I do know that because, um, R MC was the lead on security.

00:17:36 - 00:17:49

They had an on site supervisor there. I don't know who the name of that person was but, um, I did add the altria person on there because they would have all of the contacts from R MC.

00:17:49 - 00:17:54

Ok. I, I'm sorry to interrupt. Tell me what R MC is.

00:17:54 - 00:18:03

They are a sec. I don't know what the R MC stands for but they provide security for um a lot of events.

00:18:03 - 00:18:19

They provide event security um in Richmond. So most of the concerts that you go to, you'll see them they have on the yellow and black uniforms and they do the scanning and wandung some of the school events they may participate with for like football games.

00:18:19 - 00:18:31

But yeah, they do security. Thanks and did, did RPS have all of its graduation ceremonies at Altria for 2023.

00:18:31 - 00:18:36

So they were scheduled to happen at the Altria Theater.

00:18:36 - 00:18:42

However, because of the incident, the remaining graduations were held at the school sites.

00:18:42 - 00:18:54

And do you, how many did you have at Altria before you before the incident?

00:18:54 - 00:19:05

Three? And when you say graduations, you're talking just about high school graduations, right?

00:19:05 - 00:19:16

Not all right. And so how many total graduation ceremonies, high school graduation ceremonies did you have in 2023?

00:19:16 - 00:19:29

Five? Comprehensive Open Work at eight altogether? And is there is one of the documents that you provided us?

00:19:29 - 00:19:38

Would it have a detailing of all the graduations that you had and where they ended up being held, particularly at, particularly after June 6th.

00:19:38 - 00:19:43

No, but we could give you the um the documents for anything that happened after June 6th.

00:19:43 - 00:19:49

As far as the setup where they were located, all the specifications that we put in place, that's a simple upload.

00:19:49 - 00:20:06

Ok? And I, I don't think in Cullen correct me if I'm wrong, I don't think we want uh our, our, our objective or our, our charge is to look at any plans that were made or anything that happened after June 6th as it related to the ceremonies.

00:20:06 - 00:20:09

Uh Cullen, would you agree with that? Ok.

00:20:09 - 00:20:17

So, so we would not need that, but it would be helpful if somewhere in the documentation and we're still indexing everything you have.

00:20:17 - 00:20:21

So we have not had a chance to dig into all of the documents because we're organizing and indexing.

00:20:21 - 00:20:36

But it would be helpful to have a listing of all sort of the, the, the project, a projection of all of the ceremonies that you had set and where they were set times and dates prior to June 6th.

00:20:36 - 00:20:38

What was the, you know, the master plan?

00:20:38 - 00:20:48

That's because it was 45,000 and then they had the days that the graduations were going to take place and what schools were going to be during whatever time slot.

00:20:48 - 00:20:60

So, yes, that's there um for graduation such um as those from uh I think it was two graduations that were held at the school site.

00:20:60 - 00:21:04

So that was the Richmond technical school graduation that wouldn't have been there.

00:21:04 - 00:21:08

And then there is another graduation that was held at John Marshall.

00:21:08 - 00:21:27

And that is for our, um, we call it R ce a, a academy and that's the Richmond Employment Academy that is a program for our students with significant disabilities who graduate with applied studies from a vocational our vocational program.

00:21:27 - 00:21:34

So that, that was held at John Marshall but the others should be um notated in the contract.

00:21:34 - 00:21:53

Yeah. Ok. Gonna pivot a little bit to um this one division.

00:21:53 - 00:22:01

You, you talked about your culture, culture and climate as it relates to mental health treatment and those types of issues.

00:22:01 - 00:22:10

Can, can you just sort of uh I ha I have gotten through the, the first binder that you sent that had all of this sort of email communications with the, with the family.

00:22:10 - 00:22:22

Um uh sort of in the last two years of, of the time that the student was with you, it seemed like there was some significant need as it related to mental health issues.

00:22:22 - 00:22:28

Um maybe some intermittent homelessness as it and some security issues.

00:22:28 - 00:22:40

What would be, what was the not, what would be but at the time, what would have been the process for if you had say I had a student who had those kind of issues.

00:22:40 - 00:22:45

Um starting first with the, with the mental health issues.

00:22:45 - 00:22:53

What would be the process for those sort of being percolating through the system and, and trying to get assistance for that student.

00:22:53 - 00:23:01

So it really does depend, there are some families who are really vocal about making sure their student have what they need.

00:23:01 - 00:23:09

And then there's also some families who are not as vocal because they want, don't want you involved um in things that are going on with them.

00:23:09 - 00:23:16

But at any point in time, if we notice that a student is having some deficits, whether it's academic or behavioral or mental health.

00:23:16 - 00:23:23

Um at the school level, we have a team that's called a school based uh mental health team or the school based intervention team.

00:23:23 - 00:23:30

Both of them um exist and many and they both do have some of the same members on them, they serve different purposes.

00:23:30 - 00:23:39

Um but they will come before that team, they would talk about some of the issues or challenges that the student may be exhibiting.

00:23:39 - 00:23:45

The parents are typically involved. You are invited to that meeting to have a discussion with them.

00:23:45 - 00:23:53

And then the goal would be to either send them to outside referrals, which we do have some agencies that are in the school that could serve the student while they're there.

00:23:53 - 00:23:57

We do have some students who receive therapeutic day treatment services.

00:23:57 - 00:24:05

Um and some of our students are referred for a child fine um process and if through the child fine process.

00:24:05 - 00:24:09

They're found eligible for stuff, services via an IEP.

00:24:09 - 00:24:12

Then, um, they'll get services that way.

00:24:12 - 00:24:17

This particular student did go through the child find process when he was in middle school.

00:24:17 - 00:24:23

I was, um, actually able to read his psychological because just really he did not have an IEP.

00:24:23 - 00:24:28

Um, but I just kind of wanted to see what may have led him there.

00:24:28 - 00:24:34

Um, and so he did go through the child find process in middle school.

00:24:34 - 00:24:38

Um It seemed like he was doing well for some time.

00:24:38 - 00:24:45

Um Unfortunately, he was involved in what the RPD is calling a justified homicide.

00:24:45 - 00:24:51

And to my understanding as a result of that, it sent him downhill.

00:24:51 - 00:25:05

And when you say involved and, and this is certainly 2nd and 3rd hand to the best of your knowledge witness because I, I did see that in there that mom repeatedly said he was having mental health related to being involved in some incidents.

00:25:05 - 00:25:17

Was that as a witness, as a participant in the homicide as far as you know, or so, I don't know all of the intricate details, but to my understanding, there was another student.

00:25:17 - 00:25:30

Um and there was some type of altercation between those students, he was defending himself and it led to a justifiable homicide.

00:25:30 - 00:25:38

Um Again, this is third party, I don't know all of the details of it and this is not anything that RPD has shared with us.

00:25:38 - 00:25:44

They did confirm that he was involved in it, but I don't know all of the nuances.

00:25:44 - 00:25:56

All right. And do you have any idea because I know, uh mom repeatedly an email refers to an incident.

00:25:56 - 00:25:58

But do you have any idea about what the timing of that was?

00:25:58 - 00:26:03

How, how in proximity to 2023 everything that happened?

00:26:03 - 00:26:08

Like how far, I think it was a year, a year prior to that.

00:26:08 - 00:26:18

So, like sometime in 2022 perhaps when this happened, or maybe even 2021 because I know he was on home base instruction for quite some time.

00:26:18 - 00:26:43

Ok, so, and you said there are types of different types of parents to some that want that engagement that are vocal about it because they want that support, which was mom here in terms of getting support because II I couldn't tell if it was a from the email correspondence, if it was sort of an emerging.

00:26:43 - 00:26:46

Ok. Things have gotten bad. I can't handle it now.

00:26:46 - 00:26:52

I need help or was it that she had engaged with requests for services all along?

00:26:52 - 00:26:58

So I think it was a mixture. I think initially it was probably one of those things where we could, you know, we can handle it.

00:26:58 - 00:27:14

We got this. But as she noticed that he was having some difficulties in school because once you see his transcript, you'll see that his grades um, were impacted and it seems as if I can't remember, remember what semester, but one semester his grades were almost all failures.

00:27:14 - 00:27:22

Um, so I do think it was something that progressed and as it progressed she really wanted to work with the school to try to see what she could do.

00:27:22 - 00:27:26

She knew that he couldn't come back on campus according to her.

00:27:26 - 00:27:41

Um, because she felt like, you know, he wasn't ready but, um, for a variety of reasons and I do think that, um, in her earlier email, she had said something about safety, but then the safety went away and it was just like he's getting better.

00:27:41 - 00:27:57

I really want to keep him focused. And um I think it changed and yeah, and that's kind of one of those um sort of questions that I had that I, you know, I, I'm, I'm certain that you're probably not gonna be the person closest to this.

00:27:57 - 00:28:06

Um, but I wasn't, it wasn't clear his home, what his homebound status was it purely based on his mental health uh treatment.

00:28:06 - 00:28:14

I know she was getting the medical certification stating he still had existing uh mental health issues in order to support continued homebound.

00:28:14 - 00:28:22

But it sounded like it was as much that as it was a fear of safety for himself.

00:28:22 - 00:28:29

Well, in the, like I said, in the earlier portions of it, I felt like it was more safety.

00:28:29 - 00:28:41

Um But then once she talked about getting it recertified, it was more so like he's doing better and I want to keep him in this space so that he can continue to be successful.

00:28:41 - 00:28:46

Um But Mrs Portee Sandra Portee, she is the coordinator.

00:28:46 - 00:28:55

So when you have an opportunity to speak with her, she could probably give you some insight as far as conversations um with mom in regards to that.

00:28:55 - 00:29:00

Yeah. And did her name change recently? I think, I think it was, it was Pollard.

00:29:00 - 00:29:09

Ok, that's ok. That's what could be because I read pillar pillar through all of the email and then I saw poor t on the contact sheet but OK, very good.

00:29:09 - 00:29:14

Um Yeah, and she was a person that I think I've targeted for Kimberly.

00:29:14 - 00:29:22

Have we heard from her yet? In terms of Yeah, cause she, she's key um to try to, to get early on.

00:29:22 - 00:29:41

Um Let me see. All right. So for the mental health support had the school division set up um services through your care and safety was, was your care and safety team a part of any mental health support for him?

00:29:41 - 00:29:46

No, that would have been culture and climate if they were, I mean culture and climate.

00:29:46 - 00:30:01

That's what I meant. No, but I do know that the counseling team which when you talk to Miss Lisa Harris was involved with him and I'm not certain um if there were any outside referrals uh beyond, he was already connected with Richmond Behavior Health Authority.

00:30:01 - 00:30:09

I believe the psychiatrist with Richmond Behavior Health Authority was the doctor who actually placed him on um homebound leave.

00:30:09 - 00:30:31

All right. So, all right. So culture and climate then had that sort of limited referral or contact with him as it related to the RBH A your safety team.

00:30:31 - 00:30:37

We've got that for MSF to that can get fill in some details.

00:30:37 - 00:30:51

So I have uh a conversation with John Beasley this afternoon, but since he started the day after, I guess he will probably, I guess have limited sort of hands on information about everything.

00:30:51 - 00:30:56

Was he at all John Beasley at all involved or an employee of RPS prior to the seventh?

00:30:56 - 00:31:04

So he was actually approved the week before at the school board meeting, but he didn't come on until the seventh.

00:31:04 - 00:31:24

Um but I will say that he a in the aftermath um because he was in charge of events and all of those things, he was very instrumental in making sure that we had to set up and the reports and everything that's required for coverage when the events came back onto the school grounds.

00:31:24 - 00:31:28

And so he could probably provide some insight as far as historically.

00:31:28 - 00:31:32

This is how RPD have maybe supported graduation events.

00:31:32 - 00:31:59

I do think that you get there's value in getting that information from him right now.

00:31:59 - 00:32:08

In you, you said that that um M Fecht would be the one who would have done the walkthroughs and that kind of thing related to Altria.

00:32:08 - 00:32:19

Who, who would you say would be was the lead person at RPS that had oversight of sort of all of the graduation cere ceremonies.

00:32:19 - 00:32:34

Like if some major decision needed to be made, whether it was your choosing the site at Al Trio or the contracts or the language of the contracts, who would have been that key person that would have had oversight of graduation ceremonies.

00:32:34 - 00:32:39

So our chief academic officer is in charge of graduation ceremonies.

00:32:39 - 00:32:44

But of course, because graduations, there's a lot of details that go into it.

00:32:44 - 00:32:51

It really is a cross functional event. And so we worked with him on the care and safety piece.

00:32:51 - 00:32:59

You have Candace Vinnie Chapman who is um the manager of secondary and career pathway.

00:32:59 - 00:33:03

She viewed a lot of led a lot of the meetings that you'll see.

00:33:03 - 00:33:08

Uh once you start looking at the artifacts with the court um and just the schools.

00:33:08 - 00:33:17

So there is, it, it really is a cross functional project where if I had to say the key lead, it would be Solomon Jefferson.

00:33:17 - 00:33:27

He was a key chief. But um within that, there are so many other folks who had leading roles just depending upon what the task was.

00:33:27 - 00:33:36

When would you say that the planning began, began for the 2023 graduations, probably January.

00:33:36 - 00:33:46

Um is when the heavy planning starts because a lot of the times they won't know who's graduating until second semester.

00:33:46 - 00:33:56

And so you're looking, or at least after the first semester, you know who's on track currently, when the kids first come back, what you need to do, the high schools are on a four by four schedule.

00:33:56 - 00:34:01

So after the first semester, you really do get an indication of who may be on track to graduate and who's missing what.

00:34:01 - 00:34:12

And then when that planning starts in earnest in 2023 Mr Jefferson would have been sort of the person to say, OK, team, I'm drawing everybody together.

00:34:12 - 00:34:16

We're gonna have these meetings, we're gonna pick a site, we're gonna do all of these things.

00:34:16 - 00:34:21

Uh Mr Jefferson would have sort of drawn all those folks together and started that planning.

00:34:21 - 00:34:25

So Candace Vinnie Chapman, that is one of her major roles.

00:34:25 - 00:34:28

Solomon is the, the chief over it all.

00:34:28 - 00:34:36

And of course, he participated in some of the meetings, we start talking about graduation from the time that the school starts.

00:34:36 - 00:34:45

But actually planning for the ceremony is in January, but we were meeting weekly or biweekly with the school teams just to see where they are looking at.

00:34:45 - 00:34:49

Students who may have been truant um those students who were no shows.

00:34:49 - 00:34:56

So it really is a year long process, but the actual planning for graduation starts in January.

00:34:56 - 00:35:09

And would you say that's when the site would have been selected or the was that um because I can't, I, I can imagine that, you know, you have to pretty quickly get that pin down at least the site and then start planning around that.

00:35:09 - 00:35:12

I think the contract was signed sometime in March.

00:35:12 - 00:35:20

00, ok. Uh, actually that's a pam, you anticipated my question there.

00:35:20 - 00:35:27

Um, it's such a big commitment by Al Tria to kind of make their space available.

00:35:27 - 00:35:42

Uh, I, I have to believe they must have had some reason to think that rps was gonna have graduations there before March for graduations in June.

00:35:42 - 00:35:53

Is that where graduations have historically been? So for the past couple of years, this year was the first year we went back to Atria for the last COVID years.

00:35:53 - 00:36:04

They were at the Diamond and then the actual COVID year of 2020 they were at the schools and most people just did a drive by or they did them on the football field.

00:36:04 - 00:36:07

And so for 21 and 22 they were at the Diamond.

00:36:07 - 00:36:22

So 23 was the year that we came back and again, the conversations could have started, but I believe the contract was signed in March because typically anything that is signed has to go as far as a large contract.

00:36:22 - 00:36:25

Our legal team takes a peek at it first.

00:36:25 - 00:36:29

Ok. So they could have tentatively filled it in.

00:36:29 - 00:36:32

But I think the contract was actually signed in March.

00:36:32 - 00:36:40

Do, do you know if Altria hosts other school division graduations other than rpss?

00:36:40 - 00:36:45

Hm, I'm certain that they do. I just don't know which ones.

00:36:45 - 00:36:50

Um Henrico typically uses VC US um Segal Center.

00:36:50 - 00:37:12

So I'm not certain, ok, any as, as we um talk about sort of the mental health part of this and uh the security and safety issues surrounding um the students need to be in a homebound status.

00:37:12 - 00:37:21

What is your process for those type of concerns making it into some consideration of a threat assessment for?

00:37:21 - 00:37:47

And just even pulling back before we talk about graduation, had this student decided to transition back to the physical Huguenot high school building prior to the graduation was there, would there have been a process for threat assessment or uh a reentry meeting to talk about, you know, because there were these sort of safety and security issues surrounding his absence from the school.

00:37:47 - 00:37:53

Would there have been a process to sort of on board him or do reentry to talk about threat assessments?

00:37:53 - 00:38:03

So in, in this particular case, no, and the reason why we say that is because mom hadn't mentioned anything about safety.

00:38:03 - 00:38:12

Um for quite some time, that was one of the initial things that she was talking about safety and his mental health and everything.

00:38:12 - 00:38:15

But for this particular case, no, he wasn't a disciplinary problem.

00:38:15 - 00:38:25

I think if you look at his record, he did have a couple of infractions, but they weren't anything that caused him to be out of school for a significant amount of time.

00:38:25 - 00:38:38

Um And then also realizing that the school division really does lean on the family's information that they share with us because we don't know all of the outside things that are happening with students.

00:38:38 - 00:38:43

When the Instagram was shared with us that showed some unfavorable things on the student.

00:38:43 - 00:38:47

We had no idea because we, we typically don't follow the Instagram of students.

00:38:47 - 00:39:04

And so beyond just hearing hearsay things, um there was nothing solid for us to go on now if we do have youth who are core involved, um and some of them are not allowed to come into the physical school building depending upon what their charges are.

00:39:04 - 00:39:20

Some of them um remain on home instruction and then those who are able to return, say for instance, they went to court, they received whatever punishment they're gonna have to, they might be on the ankle monitor or whatever.

00:39:20 - 00:39:36

So we do have a reentry meeting, then we have a coordinator um that works with their probation officer and then we try to set them up for success because we've created a role called the student support specialist who heavily connects with them when they come back to school.

00:39:36 - 00:39:39

But that wasn't the particular case with um this student.

00:39:39 - 00:39:53

Ok. And, and just to kind of on a, on a side note, the Instagram in incidents that you refer to are those included in the documents you provided because I, we're not, I'm not aware of what those are and I haven't looked at the documents yet.

00:39:53 - 00:40:02

So and they really were, they really did not surface until after, you know, we just knew him as a student who was on home base.

00:40:02 - 00:40:06

We knew that there was some other nuanced scenarios around him.

00:40:06 - 00:40:16

But then after the fact, um their Instagram when he was on Instagram with guns and all of those things that surfaced afterwards and that was actually brought to our attention.

00:40:16 - 00:40:25

Um by the media, we had someone from the media to say, hey, all the pictures you're sha sharing are in his cap and gown.

00:40:25 - 00:40:36

Um However, what about the ones with, with the guns and, and they had a picture of that and who, what was the source of you receiving those?

00:40:36 - 00:40:39

Like how did that, who, who would have brought those to your attention?

00:40:39 - 00:40:45

Um, I believe it was channel six, I could download it and, and um, send that one.

00:40:45 - 00:40:50

It was either channel six or 12 who had sent that um, information.

00:40:50 - 00:40:56

We had no idea about it. Of course, we didn't respond to that because we thought that that was wholly inappropriate.

00:40:56 - 00:41:03

So, yeah, that would be helpful to have not even though it, it was not brought to your attention officially beforehand.

00:41:03 - 00:41:11

I, I think it'd be helpful for us to just look at to see whether it's something that should have come to their attention or that was out sort of publicly known.

00:41:11 - 00:41:15

Um, but that would be helpful to, to have that as well.

00:41:15 - 00:41:22

Um So rpsrps is a matter of routine, doesn't monitor social media or no.

00:41:22 - 00:41:26

As a matter of routine, we don't monitor social media.

00:41:26 - 00:41:33

Um If they're in school and they're using devices, we do have something that's called gaggle.

00:41:33 - 00:41:37

And we have another, I don't remember the name of it.

00:41:37 - 00:41:47

Um We have another tool that we bought on if they're using an RPS device that it will capture if they're on a social media site and we can address it at that time.

00:41:47 - 00:41:54

But most of the students don't go on social media on their RPS devices because they are aware of that.

00:41:54 - 00:42:04

We've even had to shut down the chat rooms um because they were chatting in Google via Google chat during school.

00:42:04 - 00:42:08

So we've had to shut those down. So just as a, we don't monitor no generally.

00:42:08 - 00:42:21

But if a parent brings something to our attention, if another student brings something to our attention or something they've seen on social media, then certainly we do follow up and we've worked with homeland security in a couple of cases.

00:42:21 - 00:42:27

Um to track people down for a couple of threats that we've had um against the school holistically or either against the student.

00:42:27 - 00:42:36

And this student did have a Arps issued electronic device, a laptop of some sort.

00:42:36 - 00:42:49

So my un understanding, yes. And to, to your knowledge, nothing was found on his laptop.

00:42:49 - 00:42:54

Has the laptop ever been recovered or retrieved after the incident?

00:42:54 - 00:42:57

I'm not certain I can check with our technology folks.

00:42:57 - 00:43:06

Uh, so it was still on the issue of threat assessments.

00:43:06 - 00:43:16

Um, having looked at, um, M Pillar, I think you, you her name, it went from Pillar to give me that again or tt All right.

00:43:16 - 00:43:24

So MP T is just reading a few email, um, communication back and forth between her and mom in the weeks and months before.

00:43:24 - 00:43:51

If a, if a staff member has some information that could be of uh concern, safety, security, um uh safety or security concern for the school, what is, is there a policy, a procedure or something that is expected of them as it relates to reporting that particularly in a student who's not on the campus at this time?

00:43:51 - 00:44:04

Absolutely. As educators, we're mandated reporters. And so if you see something, even if it's something that, you know, you think may be questionable, then you're supposed to report it to your administrator.

00:44:04 - 00:44:10

And then the administrator say, for instance, if it's something that requires CPS, the administrator will contact CPS.

00:44:10 - 00:44:30

If it's something that requires contact um, from a care and safety member or even if it's a high school, they have SR Os, then certainly they're supposed to be notified and anything that is reported, we certainly investigate or follow up on by saying it could be nothing or it could be something really egregious that we need to follow up on.

00:44:30 - 00:44:53

So, yes, she should have and I haven't read all of her um correspondences but should something have come up, then she should have reported to her administrator, which is um Cindy Carney Robinson and then she followed up.

00:44:53 - 00:45:15

Yeah. So, and, and just to be, I guess, bring this specifically to um to the young man here uh in reviewing the email, it, it appeared that mom said a couple of times we just had to move, we're almost homeless because our house was just shot up related to that incident that uh my son was involved in.

00:45:15 - 00:45:35

Is that something that was that information brought back into, into some official communications or uh just provided for action or uh uh like did that information make it from these email or from this port TZ knowledge into some assessment or consideration of that information?

00:45:35 - 00:45:41

Um Not that I am aware of now, who would, who would know who?

00:45:41 - 00:45:54

So you said it would have gone, it should have if, if it was brought in, it would have gone to Cindy Cindy Carney Robinson, her her support, um her um administrator administrator.

00:45:54 - 00:46:01

All right. And so as far as you know, that was never, that information was never brought back into that.

00:46:01 - 00:46:07

The official administration to my knowledge, I don't know it could have been, but I'm not certain.

00:46:07 - 00:46:24

And is there a specific policy or procedure that details that responsibility of uh staff, teachers, administrator, that details, I know that mandated reporter is statutory but is there a policy or procedure that codifies that.

00:46:24 - 00:46:47

No. Mm. Mm. We, and if I were to say, Miss Portee as a teacher there, if she were to say, oh, my gosh, I have this, uh, information, um, I need to check to see what I'm supposed to do or what my responsibility is as a mandated reporter.

00:46:47 - 00:46:59

Is there some training that she could draw on or policy or procedure that she could draw on in order to, to clarify what her duties or expected responsibilities would be?

00:46:59 - 00:47:02

Yes, she is a, she's the homebound coordinator.

00:47:02 - 00:47:12

I just want to say that, but she's responsible for coordinating all of the educational services for home based instructional homebound instruction and um getting the teachers.

00:47:12 - 00:47:21

So yes, if a teacher was to come to her and say, hey, I have these concerns or even even, and I can't speak to what her, her thinking was at the time.

00:47:21 - 00:47:30

But if you're seeing something that says, hey, my home was shot up, um I would have asked or would have hoped that she'd asked, do you need some assistance?

00:47:30 - 00:47:39

Is there something that we could do? Especially if you are a family in transition because we do have center for families in transition, um who could probably have been of assistance to her.

00:47:39 - 00:47:47

But then that's also something that I would imagine would have been reported to the care and safety office as a concern for follow up.

00:47:47 - 00:48:02

And as far as you know, it, it's not reflected in any document or any report that would have been generated.

00:48:02 - 00:48:16

Like what type of, what type of report or documentation of uh had Miss Porte reported such a thing, what document or process would have gotten started with such a report?

00:48:16 - 00:48:22

Because what I'm, what I'm trying to figure out is if this did make it into the administration, where would we find that?

00:48:22 - 00:48:31

What would that look like? So if, if she decided to report that to administration, it could be on a couple of different sides.

00:48:31 - 00:48:48

So she could have, there could have been something with our CF I team, our, our set for families in transition, but there could also have been something with our uh culture and climate team um who we focus on mental health threat assessments and all of those great things.

00:48:48 - 00:49:02

Um when you speak with John Beasley, if there's anything that was reported to the care and safety office, he should be able to pull it up, we do have a system where um we track incidences that are reported to the division.

00:49:02 - 00:49:15

Ok. And since um uh care and safety is under you, if it had been reported and documented at care and safety, would that have risen to your level as well or would that just kinda be resolved at their level?

00:49:15 - 00:49:23

And you, and then what if, yeah, I, I would have gotten that and as to, to the best of your knowledge.

00:49:23 - 00:49:26

Did you receive anything that rose came up through the ranks?

00:49:26 - 00:49:34

Mm. Mm I didn't receive anything from the care and safety perspective and for for care and safety.

00:49:34 - 00:49:43

Did you receive any reports? Any documentation? Not just the specific one that I'm talking about related to Miss Porte, the email communications.

00:49:43 - 00:49:59

Did you receive any reports or, or, or information about this student as it related to something care and safety might have done Or CF I might have done, needed nothing for nothing from care and safety or CFT.

00:49:59 - 00:50:18

I do believe in January, um, I was copied on an email but it really wasn't for care and it wasn't a care and well, it was a care and safety matter because mom was wanting to know what she needed to do to try to extend his home base, um, instruction.

00:50:18 - 00:50:35

And I do believe that's in the emails in January and I believe there was just some conversation back and forth with her and the principal about, um, that he needed to come back because the certification had expired and she was asking about how to, what does she need to do.

00:50:35 - 00:50:41

And I believe it later got on track that she needed to just get another medical certification from the doctor saying that.

00:50:41 - 00:50:47

Mhm. And she did receive another, uh, medical certification to extend it, I think to the end of April.

00:50:47 - 00:50:55

And as far as you know, his certification was still in place carrying in through the end of the school year.

00:50:55 - 00:51:04

Well, I assumed, but I saw something the other day when I was pulling some artifacts and I think it was the end of April that it had expired.

00:51:04 - 00:51:19

Yeah. And I did see the communication as it went through April, but I just, it was not clear that very question that you're asking is whether the certification was valid and in place that would have allowed him to stay in a home bound status through the end of the school year.

00:51:19 - 00:51:24

So, um that would be, would that be something for Mr Solomon?

00:51:24 - 00:51:31

I mean, Mr Jefferson to, to clarify whether or not there was a certification that would have carried him through the end of the school year.

00:51:31 - 00:51:42

So port he would know that because that's the, that's the area that she really coordinates as far as making sure she has the certifications that are in place.

00:51:42 - 00:51:48

And so if there was something that was updated, it will come through that um, homebound home based instructional office.

00:51:48 - 00:52:04

Ok. All right. So as far as you know, and I'm just thinking in terms of, uh you have the student who is still connected to the school, but sort of physically not on campus.

00:52:04 - 00:52:08

There are some issues that may be surrounding safety, security, mental health.

00:52:08 - 00:52:24

And as we think about him possibly transitioning back to the physical building, um but that didn't happen, then we bring him into sort of a, a graduation ceremony is there.

00:52:24 - 00:52:34

And I can't imagine he's probably the only one who came from homebound and was allowed, you know, was, was eligible to graduate.

00:52:34 - 00:52:36

I can't imagine that he was the only one.

00:52:36 - 00:52:45

There is no process that uh rps would have in place to see just in terms of bringing him back in a physical environment.

00:52:45 - 00:52:49

Whether or not that's a good safe readiness.

00:52:49 - 00:52:60

If there are any readiness issues related to someone who's been physically separated from your buildings for a while, is there any process that would look at that with students like that?

00:52:60 - 00:53:04

So one has been developed after the fact.

00:53:04 - 00:53:09

But prior to no, there was nothing in place that would do that.

00:53:09 - 00:53:22

The school principal with the site based graduation committee would have cleared that student making sure that he had all of the necessary verified credits and standard credits.

00:53:22 - 00:53:32

And if there were any other things that needed to be considered, um because one of the options and we have done this before is if a student is truly on home bound.

00:53:32 - 00:53:46

So say, for instance, there's a student who may be pregnant and can't come because you just had a baby or there's a student who had an operation, we have actually went to the home um to award them just as you know, uh good.

00:53:46 - 00:53:49

They, they worked very, very hard, they finished.

00:53:49 - 00:53:53

Um And then there's some who we've just mailed, you know, after speaking with the family.

00:53:53 - 00:53:56

They just said no, we're not gonna be participating in graduation.

00:53:56 - 00:54:00

You can just mail it to us. And so that new process that's in place.

00:54:00 - 00:54:27

Does that also does, do you also vet any safety concerns that might be like, and I, and I'll just say like on the day of, on the day of the ceremony, um, on the day of the ceremony, I believe at 3 30 that afternoon, I don't know where they were, but mom sent an email to Miss Portee saying he's not in the mental space to come in, come in there right now.

00:54:27 - 00:54:33

So he'll come in, he'll, he'll come in at 3 30 because he's just not able to come in right now.

00:54:33 - 00:54:38

Um And I, I did, I could not tell from the context of that where he was supposed to come in.

00:54:38 - 00:54:46

I don't know if it was a rehearsal or coming in to pick up a cap and gown or picking up whatever just my thought would be.

00:54:46 - 00:54:59

Does this new process take into consideration whether, you know, sort of a vetting or a clearance to make sure that they're ready to be amongst their peers, sort of in a, in a broader setting like that?

00:54:59 - 00:55:04

Yeah, it does talk about clearance but not to that granular detail.

00:55:04 - 00:55:22

And do we have, and I know this is, we won't be talking about post June 6th, but it would be helpful to know um what that new is it does that policy been reduced to writing is or is that a, a process that's been been reduced to writing?

00:55:22 - 00:55:28

So it's a procedure and yes, it is, it is in writing, it was developed by Solomon Jefferson.

00:55:28 - 00:55:34

Ok. And is that a part of the documents that you provided you after the fact?

00:55:34 - 00:55:54

Yeah. And again, I would only like to see that just to the extent that if, if, if we, we're not making recommendations about policy and procedure, but it would just kind of help inform kind of any, any um missing links and I'm looking at, oh, just so happens.

00:55:54 - 00:56:02

I happen to have just flipped open the binder and it says, please note that homebound instruction has been extended to 69 23.

00:56:02 - 00:56:13

So there, that question is answered. II I just flipped the binder open to get uh Miss Poe's name and open up to that page so we can cross that question off Cullen.

00:56:13 - 00:56:18

I'm gonna make some notes. I don't know if you had any questions that you wanted to ask at this point.

00:56:18 - 00:56:27

Sorry, I was trying to put the mute button.

00:56:27 - 00:56:31

Uh No, I don't have any questions. This was very helpful.

00:56:31 - 00:56:38

Uh Thank you very much. I've been taking notes while we talked, I've got a couple of follow up document things.

00:56:38 - 00:56:40

I wanna talk to the team here about.

00:56:40 - 00:56:45

Uh So we may not have some follow up questions for you.

00:56:45 - 00:56:48

But for now I think I'm, I'm good and this is very helpful.

00:56:48 - 00:57:00

OK? And as uh just to clarify with you guys, I'm going to send as a follow up the social media um post from channel six and then the new homebound artifact.

00:57:00 - 00:57:04

Were there any other things that I could get you in?

00:57:04 - 00:57:37

The immediate? Let me just see. I think that those were the only asks that we had at this point again, as Cullen said, after we talk internally and, and review our notes, we might just send an email um M Kimberly there might send you an email just for some follow up documents that we might need.

00:57:37 - 00:57:49

Um I will tell you, Kimberly, do we have anyone else other than uh Mister Jefferson, Mr Beasley, who's we have at three, anyone else responding?

00:57:49 - 00:57:58

Nobody else has responded. Um I will note that we have not sent a request to um Miss Porte.

00:57:58 - 00:58:04

We did, I thought we did under Miss Pollard because that was one of the initial ones.

00:58:04 - 00:58:07

I said no, I don't have her highlighted, ok.

00:58:07 - 00:58:14

If we, if we can do that ASAP when we get off because I wanted, I was happy to have Miss Parks first.

00:58:14 - 00:58:18

I was hoping to get Mister Jefferson as well.

00:58:18 - 00:58:37

So if you have any ability to sort of help us with the push because other than uh your interview, um Mister Beasley's interview and um, Doctor Mohammed Harris's uh interview, we don't have anyone else who's responded to our requests um to, to chat.

00:58:37 - 00:58:49

Ok. So I can reach out to port t she is aware because she actually responded to the email that I sent that says S Anderson will be reaching out.

00:58:49 - 00:58:53

Um, any of the car and safety officers that were contacted.

00:58:53 - 00:59:03

Were any of them contacted? I had not started with the individual care and safety officers because I wanted to, to get the principal first, the chiefs and then kind of kind of go down through that.

00:59:03 - 00:59:18

But Kimberly, if you can send Miss Parks, the list of a list of those that we sent the email too so that she'll know who we've reached out to and then we'll start our, our next list, which at the top of this should be Miss Portee.

00:59:18 - 00:59:23

Does she need, do you need the um, board members that we emailed?

00:59:23 - 00:59:36

Well, we emailed all the board members. So, um, I do have one quick question regarding the mou si have the mou for the Richmond Police Department in the public schools.

00:59:36 - 00:59:49

Were there any other mo us, Pam and Colin that we needed right away or no, as long as we have that Altria to p Richmond public schools contract.

00:59:49 - 00:59:56

And I think I did see those. I'm, yeah, that anything that describes RM C's role.

00:59:56 - 01:00:01

Um So far a little bit in the contract.

01:00:01 - 01:00:08

Ok, good. In so far as the school board members are concerned, they've all now been notified.

01:00:08 - 01:00:25

Uh I don't think it's our expectation that many of them will have kind of firsthand knowledge of any of these particulars we wanted to be sure as superintendent cameras had suggested and requested that they each be given the opportunity to share their thoughts and, and perspective.

01:00:25 - 01:00:41

But uh I know uh Vice Chair Lucas, uh and, and there's uh Mohammed Harris have, have responded that they either do not or do wish to speak to us if we haven't heard from others.

01:00:41 - 01:00:43

I don't, I don't think it's urgent to push on with them.

01:00:43 - 01:00:50

Yeah, and we're, we're not certainly not gonna chase um any school board members to, to get them to respond.

01:00:50 - 01:01:01

But as Colin said, we wanted to not, we didn't want this to close out with having asked them to uh provide input if they thought they had some.

01:01:01 - 01:01:14

So, yeah, and we did just for your information, we did send a letter to the parent um just advising of what's going on and, and offering her the opportunity to have input or not.

01:01:14 - 01:01:31

Um So that that has been extended and we tried to do that as sensitively as we could and what you will notice um for the Altria contract, they do have a breakdown as far as the police supervisor officer, fire marshall, the floor manager.

01:01:31 - 01:01:40

So I don't know if you want to talk to any of those people, but the Altria group would have that um the contacts for those folks Ok.

01:01:40 - 01:01:50

And I, I think we'll probably need to since I know that now know that they were the principal in charge of security, we'll probably bump them up in terms of priority.

01:01:50 - 01:01:52

Is there a point of contact in that?

01:01:52 - 01:01:57

Oh, you did? There was a, in that list, there was a point of contact for Altria.

01:01:57 - 01:02:00

I believe it was a, a woman. I think I know her.

01:02:00 - 01:02:14

I think I know her. Yeah, I think I, I know her just because I've been to a lot of events there and Audrey booth, Audrey booth that is her and the actual R MC person John knows him personally.

01:02:14 - 01:02:17

He says, well, they'll just have to request to speak to me.

01:02:17 - 01:02:21

Let everything go through Altria. So he knows that you guys may want to speak with them.

01:02:21 - 01:02:30

Yeah. Ok. All right. Well, I thank you very much for your time, Miss Parks again.

01:02:30 - 01:02:49

We'll be in communication. Kimberly will send you the list of um our sort of initial targets for interviews and if any assistance you could have with getting those folks to respond, we, we did get a uh interesting response from the principal, the former principal who is now a VDOE.

01:02:49 - 01:02:59

Um We sent him an email to his uh VDE address and he pushed back really hard and said, do not email me here regarding this and provided his gmail.

01:02:59 - 01:03:05

Um So do you anticipate that he might be reluctant to be involved?

01:03:05 - 01:03:15

Um I don't think that he's going to be, um, you know, wanting to talk a lot because he really wasn't in a good headspace.

01:03:15 - 01:03:18

Um, which is one of the reasons why he left.

01:03:18 - 01:03:25

So, um I'm not sure, maybe because time has passed, there'll be some changes.

01:03:25 - 01:03:26

Oh, I do need to share this with you.

01:03:26 - 01:03:37

Um Solomon. I don't know where he is on the interview list, but you may have to get him later in the week we received an email late last night that he was in the hospital.

01:03:37 - 01:03:42

It came from my brother. And so right now he doesn't want any visitors or anything.

01:03:42 - 01:04:07

Um So I don't know status on that, but most of the information that was in that binder was collected um fro from Candace Vinnie Chapman, so she can fill in a lot of the pieces um because she kind of led all of the graduation organization in that work and then if there's any other documents um that I need to get maybe things that he has to submit.

01:04:07 - 01:04:15

Um I will work with his admin office associate to get them from because he has a folder that she pulled some things from for me.

01:04:15 - 01:04:23

Ok. Very good. I'm just gonna make a note she can answer for Mr a lot of Mr Jefferson's details at least initially.

01:04:23 - 01:04:29

Well, then we will, we will not anticipate um speaking to him too soon.

01:04:29 - 01:04:35

Yeah, and I will keep you posted as far as if he's still out or not, but this just came in late last night.

01:04:35 - 01:04:45

So I don't know where he is, but she could speak to a lot of high level things, maybe not on the administrative side, but just processes and generally what's in place.

01:04:45 - 01:04:48

Candace, Vinnie Chapman can speak to that. All right.

01:04:48 - 01:04:53

Very good. All right. Um Anything else Cullen from in, uh, for me?

01:04:53 - 01:04:57

Thank you all very much. Thank you. Thank you, Miss Parks.

01:04:57 - 01:04:59

We'll be in touch. Bye bye bye.

Interview conducted via Zoom

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00:00:00 - 00:00:04

Uh, if you need me, just if you need me, just let me know.

00:00:04 - 00:00:06

All right, thank you. Can I meet you, Miss Smith?

00:00:06 - 00:00:12

I'm here. All right. So good afternoon now, MS Smith.

00:00:12 - 00:00:18

I have the, what my list says for you is teachers graduation committee.

00:00:18 - 00:00:25

And so really your only role with this is, are you a teacher at Huguenot high school?

00:00:25 - 00:00:28

No, I'm a teacher at George Webb. Well, Richmond High School for the Arts.

00:00:28 - 00:00:44

Ok. And so how does that work with George W and uh the high school for the arts?

00:00:44 - 00:00:48

What is you make? How does it work to be?

00:00:48 - 00:00:50

Is that, is that like a specialty center?

00:00:50 - 00:00:55

I was just curious because I, um, well, yes, we are gonna be a specialty center.

00:00:55 - 00:01:06

Um George Wolf has always had all the arts of the arts behind um George W but the name changed this school year to Richmond High School for the Arts.

00:01:06 - 00:01:10

So we're gonna add more programs. Oh, ok.

00:01:10 - 00:01:13

And will the name George with just go away or just as it?

00:01:13 - 00:01:18

Well, George W has gone away. We are now in Richmond High School for the Arts.

00:01:18 - 00:01:22

Ok. We're still bulldogs, but our name has changed.

00:01:22 - 00:01:25

Hm. Good to know. I didn't. Right.

00:01:25 - 00:01:30

Change. Things have changed. Yes. All right.

00:01:30 - 00:01:33

And so what do you teach there? I am an exceptional teacher.

00:01:33 - 00:01:36

I am the, um, the department head.

00:01:36 - 00:01:46

I am in the science department, one of those smart stem people.

00:01:46 - 00:01:57

But unlike us, liberal arts folks that come on to the legal side, we, we, and we know where the brains are.

00:01:57 - 00:02:13

But, um, all right. And so as in your role, so they create, I guess for all the graduations, is there a teacher's committee that you all, all the graduations or would you work on one just specifically for you?

00:02:13 - 00:02:20

Well, it's called, um, graduation coordinator. So each high school has an graduation coordinator.

00:02:20 - 00:02:32

So there are a total of eight and I am considered the lead, um, graduation coordinator and I just relate messages back to the other graduation coordinators.

00:02:32 - 00:02:41

All right. And does that mean when you say you communicated back?

00:02:41 - 00:03:02

Is that like from the central office, if there's a, um, we have a meeting, um, we probably meet once a month with, um, Candice and her team and then I get the information from that meeting and take back to the other graduation coordinators.

00:03:02 - 00:03:05

So we all can be on the same page.

00:03:05 - 00:03:27

Ok. Ok. And were you s you served in that role then?

00:03:27 - 00:03:33

For the 22 23 school year? Yes. Do you have that same role this year?

00:03:33 - 00:03:51

Yes. And were you present then for the, for the school, for the graduation on the sixth?

00:03:51 - 00:04:04

For he gonna? No, ma'am. All right.

00:04:04 - 00:04:08

So tell me as, as it relates to your role as a graduation coordinator.

00:04:08 - 00:04:15

Um You know, you're sort of the, the like all eight of you can't go downtown for these meetings.

00:04:15 - 00:04:21

So you, you're the person you or get on Zoom or whatever, you can all disperse it.

00:04:21 - 00:04:24

Everybody gets on the same page, everybody has the same information.

00:04:24 - 00:04:30

And then if there's information from different, I would imagine that that does that communication loop go both ways.

00:04:30 - 00:04:33

Like you bring it, bring it back down.

00:04:33 - 00:04:36

And if they have information that needs to go up, that comes through you as well.

00:04:36 - 00:04:45

Usually I um, meet with Candice and her team um, on the same day I meet with the graduation coordinators.

00:04:45 - 00:04:58

So I just take the information back to them and then I'll hold on to information or I'll um, just communicate the information if it's something of urgent back to the, to the team.

00:04:58 - 00:05:10

All right. And so when you said you meet with them the same day, so then you would meet with the coordinators once a month, just like you meet with.

00:05:10 - 00:05:23

So just give me an example of what kind of information do you all discuss at in, in the, in the bigger group?

00:05:23 - 00:05:34

Say with Candace's central office team. Ok. Well, I am basically there, like I said, just to take information back to the graduation coordinators.

00:05:34 - 00:05:51

Um, we talk about, um, diplomas, diploma covers, um, the order of service, um, tickets, um, student information as far as, um, what I need to give back.

00:05:51 - 00:05:54

Um, well, cap and information put it that way.

00:05:54 - 00:05:60

So, um, you're not talking about academics there you're just talking about.

00:05:60 - 00:06:04

No, ma'am. Mm. Mm. No, we're, don't talk about academics at all.

00:06:04 - 00:06:09

Talk about, stay set up because that's another one of, um, our duties.

00:06:09 - 00:06:17

Do you all, do you all do site selection?

00:06:17 - 00:06:29

Um, as far as any venue? Um, we talk about it but that's, um, that's a decision that's made on the upper hand.

00:06:29 - 00:06:36

Well, upper level, do you know if that would be, that's been made at Candace's level or above her even?

00:06:36 - 00:06:40

Um, I would say that's probably above Candice.

00:06:40 - 00:06:45

Ok. And so do you all have any input, like you say?

00:06:45 - 00:06:50

Ok, well, this is what we think you can take it to them but they'll, they're gonna do what they're gonna decide what they're gonna decide.

00:06:50 - 00:07:00

Not. I know. Ok. All right. So that was, that was a pretty good list there you have.

00:07:00 - 00:07:07

Is there anything but it's definitely nothing academic related or?

00:07:07 - 00:07:10

No? Mm mm. No, I have a list, like I said, I was going off my list.

00:07:10 - 00:07:16

But what we do, like I say, diplomas, diploma cover the programs, we do tickets.

00:07:16 - 00:07:27

Um, we do the stage set up, make sure the stage is set up correctly with, um, dignitaries and where they supposed to say we do the labels, make sure the flowers are set up.

00:07:27 - 00:07:33

Um, make sure we have the, um, interpreters for graduation.

00:07:33 - 00:07:49

So, would it be, would it be safe to say that you do the things that just kind of make sure everything looks good and is consistent from one ceremony to another?

00:07:49 - 00:08:13

Yes, ma'am. No. But that's a lot of work that people probably can't even think about every, everybody thinks it's an easy job, but it's a lot, it's not, it's, it's, it's a lot I can imagine.

00:08:13 - 00:08:14

And you signed up for it again this year.

00:08:14 - 00:08:21

I've been doing this since 20 10. God bless you.

00:08:21 - 00:08:29

All right. So, um, ok, so we've got the menus, no input into sight and no academics.

00:08:29 - 00:08:43

And then, so when you, so when you're, you discuss that sort of on the, when you're in the bigger Candace meeting and that's what your coordinators you all talk about going up.

00:08:43 - 00:08:46

And that is, is that pretty much the range of what you all do?

00:08:46 - 00:08:49

Yep. That's, that's the range of what we do.

00:08:49 - 00:08:55

Make sure our diplomas are ordered. We have our covers, make sure a stage is set up.

00:08:55 - 00:09:05

That's what we talk about and make sure the, um, the program because everyone has to have the same format as far as the program.

00:09:05 - 00:09:13

So when it gets close to graduation, that's the main part making sure we have everything on the format is straightforward.

00:09:13 - 00:09:22

The commencement program. Ok. And, and I'm, I think I know the answer to this but I want to be real clear.

00:09:22 - 00:09:30

There's no discussion on your end. You don't discuss security and how, who's doing security and how it gets arranged, who's gonna be, where do you all discuss it?

00:09:30 - 00:09:35

All? Who volunteers, um, in assignment? No.

00:09:35 - 00:09:55

Ok. Well, I, I think your role is pretty clear but I mean, maybe there's something that, you know, that, um, you, that, I don't know, to ask that, maybe I should.

00:09:55 - 00:09:57

Is there anything you can think of that?

00:09:57 - 00:10:04

Um, on that nature? No, I gave you everything that we do.

00:10:04 - 00:10:10

So, and you're not there that day? You have no, ma'am.

00:10:10 - 00:10:12

You don't, did you know the student at all?

00:10:12 - 00:10:15

No, ma'am. No. No, I wasn't there.

00:10:15 - 00:10:19

Well, I was there at the 10 o'clock but I wasn't there at the four o'clock.

00:10:19 - 00:10:27

Now, let me ask you this. Um, so the graduation was at four o'clock.

00:10:27 - 00:10:30

Would your committee be at the, the place that would talk about?

00:10:30 - 00:10:36

This is the time that the students need to be there in order to do, get lined up in order or whatever.

00:10:36 - 00:10:40

And so we give the students the three o'clock to 3 30 window to get there.

00:10:40 - 00:10:42

Is that something that you all would do?

00:10:42 - 00:10:50

And do you recall what that was in terms of, uh, what the planning was around what time students should be there.

00:10:50 - 00:11:06

And, uh, usually for, um, a, well, usually for any graduation, we try to ask the students to get their album before, unless, um, the venue tells us they're gonna let kids in at a different time.

00:11:06 - 00:11:11

Ok. And do you recall if that was what, what it was for Huguenot one hour before?

00:11:11 - 00:11:17

I'm not quite sure if that's the time that they were told, um, to be there.

00:11:17 - 00:11:24

But, uh, it's u, it's usually an hour before, um, the graduation coordinators they do that themselves.

00:11:24 - 00:11:31

Um, either it's a hour before 45 minutes, um, before whatever they are comfortable with.

00:11:31 - 00:11:40

So the graduation communi coordinator would be the one that would communicate to their school.

00:11:40 - 00:11:43

What time we're supposed to show up? Yes, ma'am.

00:11:43 - 00:11:52

Do you recall who the graduation coordinator was for Huguenot that year last year?

00:11:52 - 00:12:07

Um, usually, uh, Lisa Harrison. Mm.

00:12:07 - 00:12:25

And is there in your, your planning? Is there a time by which, like you say, ok, if we want you, if it starts at four, this is the time by which, you know, you're here at 3 50 you're out of luck or 3 55 or is that not something that you do?

00:12:25 - 00:12:28

No, no, it's not left to people on the ground.

00:12:28 - 00:12:32

That case by case. Yes, it's case by case.

00:12:32 - 00:12:39

And, uh, usually if a student shows up, they will march but they, they will participate.

00:12:39 - 00:12:46

But again, that's left up to the graduation coordinator.

00:12:46 - 00:13:05

Ok. All right. Well, is there anything else you can think of that related to your duties, um, as the teacher graduation coordinator?

00:13:05 - 00:13:11

No, ma'am. Ok. Well, um, your, yours is very straightforward.

00:13:11 - 00:13:18

Um, if anything occurs to you, if you have any questions going forward, please feel free.

00:13:18 - 00:13:20

My email is attached to the Zoom invite.

00:13:20 - 00:13:24

So feel free to reach out to me directly via email.

00:13:24 - 00:13:28

You can just ask me to call you or you can just send me any information if you think of anything.

00:13:28 - 00:13:31

Um and I'll be happy to, to get back to you.

00:13:31 - 00:13:34

Ok. Thank you. All right. Well, thank you, ma'am.

00:13:34 - 00:13:37

You have a great afternoon. Thank you. You too.

00:13:37 - 00:13:38

All right, bye bye bye.

Interview conducted via Zoom

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00:00:00 - 00:00:05

All right. Well, we are recording now.

00:00:05 - 00:00:08

So Jessica, you are free to, to jump off.

00:00:08 - 00:00:14

Ok. All right. Thank you very much, Miss Harrison.

00:00:14 - 00:00:25

So, um, just to start, could you please tell me what your um assign what your assignment is at within RPS.

00:00:25 - 00:00:35

I'm a um high school counselor at Huguenot High School and I'm the um department chairperson or lead school counselor at Huguenot high school.

00:00:35 - 00:00:45

You said department lead. Yes. And how many other high counselors do they have at?

00:00:45 - 00:00:48

Huon High school? Um There are five other counselors.

00:00:48 - 00:00:59

So we have a total of six. And do you have the name?

00:00:59 - 00:01:01

I guess before we start? Can I go on?

00:01:01 - 00:01:06

I guess I, I've heard of the investigation, I guess.

00:01:06 - 00:01:10

What is the goal of this investigation or this inquiry?

00:01:10 - 00:01:18

Well, let me read to you very specifically what are charges from um Richmond public schools?

00:01:18 - 00:01:32

And we are, we are duty bound to stay within the parameters of what the um school board has ask us.

00:01:32 - 00:01:46

And I'm just let me find this. That's an ex ex excellent question you're the first to ask that.

00:01:46 - 00:02:28

So. Mm mm mm mm. Sorry. It's just at the beginning of my documents and we have many, many documents now go back to, all right.

00:02:28 - 00:02:36

So the language of the motion and as I said, we're duty bound to stay within the um charge and the authorization of the school board.

00:02:36 - 00:02:49

And it says one, they would like us to report all findings to the school board that include graduation day operations from set up to break down and to include process and procedures for entrance of all students and guests.

00:02:49 - 00:02:53

That's one to report to the school board.

00:02:53 - 00:03:14

Any findings that include written statements from RPS division staff and hhh HHS staff involved with the June 6th graduations, preparations of all graduations on June 6th and then to include in the third party review, the breakdown of the homebound process and procedures that directly impact grading.

00:03:14 - 00:03:21

Those are the three things we have been tasked with investigating and reporting on.

00:03:21 - 00:03:28

Ok. Thank you. You're welcome. All right.

00:03:28 - 00:03:44

So as um a high school, the high school counselor and the department lead for counseling at a at um and we're, I'm just gonna say HHS or you can, were you in that role for the 2223 school year?

00:03:44 - 00:04:00

Yes. And, and, and is my name gonna be in the report or am I gonna be an anonymous or is my name gonna actually be in the report?

00:04:00 - 00:04:06

Well, we have not um started writing, we, we have an outline of the report.

00:04:06 - 00:04:27

We have not started writing it, but our intention would be, um, unless, you know, the client asks for something different is to, for the public to the extent any part of the report is public, we would, we would try to identify staff by, um, some anonymous moniker like staff member, number seven, staff number, num number.

00:04:27 - 00:04:43

And, and then I can, I can tell you that that would be our intention but as things progress or as we talk about um the review of it, you know, the obviously, if the client wants to know who the unidentified staff members are, we'd have to share with them.

00:04:43 - 00:04:49

But because you know that they are sort of the governing body for the for the division.

00:04:49 - 00:04:53

Um but in terms of being made open to the public, that's another thing.

00:04:53 - 00:04:60

We would, we would definitely advise the client not to release staff names and that kind of thing to the public.

00:04:60 - 00:05:14

Yeah, I, I'm just a little um leery of retribution by the school board, understood or any body that works in central administration.

00:05:14 - 00:05:19

Understood. I understand your concerns and you know, to the extent possible.

00:05:19 - 00:05:23

Again, we are gathering information, we're writing a third party review.

00:05:23 - 00:05:35

We, you know, we are guided by the request of the client and to the extent the client is your employer, you know, they, they are going to be entitled to know whatever we know about these.

00:05:35 - 00:05:52

And also is there a way that if say if somebody wanted to sue the district and they get this report, I could be held liable for any, you know, anything that happened on that day, June 6th as well.

00:05:52 - 00:06:01

Well, here, here is what I can tell you our goal would be and sort of what the legal, the legal sort of framework of that is.

00:06:01 - 00:06:20

We are trying to keep all aspects of this third party review, um, protected by attorney client privilege if it is protected by attorney client privilege, that means we as the attorneys provide it to our clients as and the client is Richmond, the Richmond school board.

00:06:20 - 00:06:26

And between the two of us, we are the only parties that can access it.

00:06:26 - 00:06:53

It otherwise is to be kept private. However, if there is a civil suit that came later, um, again, we would, the school board would still assert attorney client privilege over the report and any contents of the report and it would be up to whatever the judge or the, you know, judge overseeing that civil suit decides about the status of the attorney client privilege.

00:06:53 - 00:06:57

So I, I can't say that it's a attorney client privilege has never been pierced.

00:06:57 - 00:07:10

It has. But, you know, we work really hard to kind of make sure we keep it purely confined to privileged information so that we can protect our attorney client.

00:07:10 - 00:07:21

And I guess I'm also worried about the district and in a school board meeting somebody divulging information or discussing items in this document.

00:07:21 - 00:07:25

And it should not really be discussed in a public forum like that.

00:07:25 - 00:07:37

And that's just another, you know, um concern I have um when you get in a meeting and you're talking and you bring up things that are in this document that, you know.

00:07:37 - 00:07:50

Well, I can tell you, our, our law firm does represent a number of not only school boards but other public bodies like a board of supervisors and city councils.

00:07:50 - 00:08:13

And it is one thing we consistently advise all of our public bodies is if we provide a report to you that has attorney client privilege, you should not be publicly speaking about the contents of that report because you do water down the protections and the privilege of that report.

00:08:13 - 00:08:18

So that would, we would not deviate from that advice to this public body.

00:08:18 - 00:08:33

Um Nor, you know, that's just a standard bit of um legal advice that I would, I would hope that all attorneys who represent public bodies give to their public bodies when, when they're, they talk about attorney client privileged information.

00:08:33 - 00:08:36

But ok, thank you for um, for explaining.

00:08:36 - 00:08:41

00, no, you're, you're quite welcome. And I'm, you know, that's what this conversation is.

00:08:41 - 00:08:48

This is not just me showing up and asking you questions, you know, I need you to, you know, have a chance to ask those questions as well.

00:08:48 - 00:08:53

So I appreciate all of the questions. All right.

00:08:53 - 00:08:59

So do you, do you have the, the could you and I don't know if right off the top of your head, you have them.

00:08:59 - 00:09:01

But do you have the names of the other five counselors?

00:09:01 - 00:09:04

At? HHS. At least those that would have been there for 22.

00:09:04 - 00:09:17

23. Um Yes. Um, Zamora Scott. Mhm.

00:09:17 - 00:09:52

Create Christmas. Monique Harris Andrea Reed. And that's Reed and Kirsten Buis K Irs Tenbuist.

00:09:52 - 00:10:08

Thank you. So, as the department lead for counseling, how does your role, how is your role different from the five other counselors that you just detail.

00:10:08 - 00:10:13

Um, four of them are grade level specific.

00:10:13 - 00:10:20

So one, their caseload is primarily ninth grade, 10th grade, 11th grade, 12th grade.

00:10:20 - 00:10:30

My caseload is I have all the students that um have current IEPs in 504.

00:10:30 - 00:10:43

So my caseload is all exceptional and, and um anybody that has a 504 plan and they're supervising the department.

00:10:43 - 00:10:49

MS Buist her caseload. She deals with all the um English language learners nine through 12.

00:10:49 - 00:11:03

All right. So you and Miss Beest had breakout roles and the other four just have grade level specific roles for counseling.

00:11:03 - 00:11:08

Yes, primarily. Yes, we do have other functions as well.

00:11:08 - 00:11:11

But those, that's how our caseload is broken down.

00:11:11 - 00:11:25

Ok. And um and just in reviewing some documents, I haven't seen a designation, but I just want to confirm as, as far as you know, um the student in question here.

00:11:25 - 00:11:29

Um Mr Jackson, he did not have a 504 or any special education service.

00:11:29 - 00:11:51

Right. All right. And do you, so when you say you're the department lead, does that put you in a supervision role or just an administrative role, kind of alongside your colleagues?

00:11:51 - 00:11:60

Uh, a little of both administrative and supervisor as well, depending upon the situation and the need.

00:11:60 - 00:12:07

And when in what situations, when would you act as a supervisor?

00:12:07 - 00:12:16

Um You mean as far as supervising the other five of the department?

00:12:16 - 00:12:32

Yes, like, you know, uh when you are, say, I in terms of like their decisions that they make day to day related to the, the counseling of their students, do you supervise that individual counseling?

00:12:32 - 00:12:36

Do you supervise certain functions? Like not necessarily?

00:12:36 - 00:12:40

Um And really, it's more on a project management base.

00:12:40 - 00:12:53

Uh You know, I'm aware of, you know, the, what they're doing, um what are major projects just supervising on, you know, supervising what they do on major projects.

00:12:53 - 00:12:58

Um you know, they might come to me for guidance on some things in the department.

00:12:58 - 00:13:39

Um But I'm not managing their caseloads with them or so when that makes sense to me, um if, if uh one of the folks under your purview or, or one of your five colleagues had to make a decision about a student, do they need to come to you or through you to approve decisions or does that not happen.

00:13:39 - 00:13:46

No, they didn't need to um the way we function, they did not need to come to me to make a decisions.

00:13:46 - 00:13:52

Oftentimes they would confer with me, but they didn't need to come to me to make a decision.

00:13:52 - 00:14:07

And if they, if there was a decision point, that one of your um colleagues needed to make, that needed some sort of approval or authorization, who would that go to?

00:14:07 - 00:14:14

Like just in terms of like, help me understand because I, I think I have a general sense of how building.

00:14:14 - 00:14:21

So we are. So our principal actually um supervised the counseling department.

00:14:21 - 00:14:40

So our building principal at the, you know, he was our supervisory lead, I guess over me, over all the counselors and back back in 2223 that would have been Mr Gilstrap.

00:14:40 - 00:14:54

Yes, Robert Gilstrap. Is that a, is that one of those functions that always rests with Mr Gilstrap or did could he or did he assign a designee to oversee counseling from time to time?

00:14:54 - 00:14:59

Um Sometimes he would, we also had grade level administrators.

00:14:59 - 00:15:11

So sometimes it was that maybe that grade level um designee who if we needed their input in a decision or something, it could have been a that person as well.

00:15:11 - 00:15:17

And like, so maybe you had an assistant principal who had ninth and 10th grade.

00:15:17 - 00:15:27

And if a decision from your ninth and 10th grade counselor needed kind of some feedback from an administrator, they might go to the designated A P for ninth and 10th.

00:15:27 - 00:15:29

Is that kind of what you're saying? Yes.

00:15:29 - 00:15:45

OK. And just give me a sense if you can.

00:15:45 - 00:15:57

Um because I know, you know, you'll have a structure on paper but sometimes day to day things or the, or do follow that structure.

00:15:57 - 00:16:05

But, you know, it might go a little differently was the culture in the 2223 that, that structure was always to be followed.

00:16:05 - 00:16:13

Like if there was a decision to be made that your counseling department would go to the principal or was it something different?

00:16:13 - 00:16:16

Yes, we had a very good relationship with Mr Gill's rep.

00:16:16 - 00:16:32

So if we needed to uh run something by him or get his opinion, um we would mm.

00:16:32 - 00:16:37

All right, just go to end or grade level principle as well?

00:16:37 - 00:16:49

Ok. Do you remember the names of those grade level A PS that were, that would have been there during 2223?

00:16:49 - 00:16:56

Oh, let me look at the phone and try to refresh my memory from last year.

00:16:56 - 00:17:13

Um ok, so last year our um ninth grade administrator was Mike Massa Ma Ss A.

00:17:13 - 00:17:27

Mhm. Our 10th grade administrator was Doctor Sheila Hans Hine Ss who has since retired.

00:17:27 - 00:17:54

Mhm. Um Our 11th grade administrator um we actually had, um we actually had 21 of our administrators got a promotion in the fall.

00:17:54 - 00:17:56

Um So at the end of the year.

00:17:56 - 00:18:06

It was Melissa. We w IC he, mhm.

00:18:06 - 00:18:30

Um, our, our senior administrator we actually had, um, so, um, one of our other A PS got a promotion and he left, um, that was Dana Halls and then Kevin Monroe came in the spring.

00:18:30 - 00:18:43

So the beginning of the year you started out with your 12th grade administrator was Dana Hall.

00:18:43 - 00:18:47

She was promoted. It, it's a, it's a male Dana Hall.

00:18:47 - 00:18:51

Mr Dana Hall. And I, I can't remember when he left.

00:18:51 - 00:19:01

Um, mm, it might have been, this might have been January, maybe January February.

00:19:01 - 00:19:07

Ok. All right. I take that back too.

00:19:07 - 00:19:11

We did have, um, we had another administrator too.

00:19:11 - 00:19:24

Um, Kevin S who, he got a promotion and moved to another, uh, he, he got another position too.

00:19:24 - 00:19:31

So, and you're spelling that owes, um S OL Ds Kevin S?

00:19:31 - 00:19:39

Oh, ok. Yeah, promote it. Ok.

00:19:39 - 00:19:42

So we actually had two promotions from that position.

00:19:42 - 00:19:57

Um All right. So the end of the year you, you would have had Kevin Monroe in place and he got there um, late in the spring.

00:19:57 - 00:20:11

I can't remember exactly what month. Mhm. Did you have been any, any direct engagement with the student?

00:20:11 - 00:20:21

Mr Jackson? Um, I know that he came in for um sol testing.

00:20:21 - 00:20:42

Was that in February? I'm not sure uh when he came in for sol testing and you came in, you mean into the HHS building into the building?

00:20:42 - 00:20:48

Yes, for testing? At the time, um, home students had to come into the building for testing.

00:20:48 - 00:20:53

So his counselor, Miss Harris, um, was not available in the morning.

00:20:53 - 00:21:01

So I, you know, I met him in the front office, walked him into the area where he was gonna be testing, stay with him.

00:21:01 - 00:21:07

Um, you know, for a few minutes during testing and then Miss Harris met him.

00:21:07 - 00:21:15

Ok. So you would, have, you said you were the person who actually greeted, greeted him at the front and got him to the test location?

00:21:15 - 00:21:31

Yes. And as far as you know, was, was that one time that he had to come in or um into the building protesting?

00:21:31 - 00:21:41

I think he had to come in more than one time, but I only had one interaction with him um during testing.

00:21:41 - 00:21:48

So you got him into, to the building into the test site and then handed him off to Miss Harris, right?

00:21:48 - 00:21:55

And yes, and he actually was testing um in a conference room.

00:21:55 - 00:22:07

And so I just sat, you know, with him while he was testing, read his directions to him through the sol testing manual, got him started on the testing, stayed with him a few minutes.

00:22:07 - 00:22:17

And then Miss Harris took over, was anyone else present for that other students?

00:22:17 - 00:22:20

You mean all the students or just him?

00:22:20 - 00:22:23

Uh were any other students present with him for testing?

00:22:23 - 00:22:41

No. All right. And so that was your only sort of direct interaction with the student during 2223 school year.

00:22:41 - 00:22:46

Correct. Yes. Except for graduation. Ok. All right.

00:22:46 - 00:22:52

We'll, we'll double back to, to that unfortunately.

00:22:52 - 00:23:06

Um, so during the course of 2223 while the student were you, you obviously because you, you proctored him, I guess the beginning of prompting him for the sol test.

00:23:06 - 00:23:21

Did, did you have any other sort of non direct contact with him just with the file or with the parent or email, communications, um review of homebound certifications or anything like any other sort of contact with the student?

00:23:21 - 00:23:24

No, I just knew that he was a homebound student.

00:23:24 - 00:23:29

We get a listing of homebound students. So I knew he was receiving, you know, homebound.

00:23:29 - 00:23:43

Um I know Miss Harris had, you know, discussed that he was a homebound student um before, but I didn't know, you know, a lot about, you know, this student on her case load?

00:23:43 - 00:23:58

Ok. And would you, was there a process or um was there like your, your colleagues, did you all ever get together or have like those sort of meetings to say?

00:23:58 - 00:24:04

Ok, let's get together and discuss, you know, our caseload and issues with the caseload.

00:24:04 - 00:24:07

Here's the homebound list. What's going on with this kid or what's going on with that?

00:24:07 - 00:24:10

Did you ever have those kind of or not the homebound?

00:24:10 - 00:24:17

No. Um sometimes homebound information, you know, can be personal in the interest of why a student is on homebound.

00:24:17 - 00:24:26

So we wouldn't necessarily, you know, um discuss that.

00:24:26 - 00:24:34

Um You know, I know his mother wanted him and, and having a conversation with Miss Harris.

00:24:34 - 00:24:39

I know that his mother wanted him to have homebound services for some reason.

00:24:39 - 00:24:56

Um I never saw any of his homebound documentation or what, what documentation the mother provided to our Richmond public schools for him to get homebound as counselors.

00:24:56 - 00:25:03

If we get that information, if it comes to us, we send it directly to homebound services.

00:25:03 - 00:25:11

Mhm. Um But they did last year have an um online link.

00:25:11 - 00:25:19

So sometimes we wouldn't know what the you know, they could send it directly to the homebound coordinator.

00:25:19 - 00:25:33

Ok. And, and just as I'm listening to you, is it and I just wanna be real clear on this, you just in terms of did you all try to kind of silo that kind of personal information to need to know basis?

00:25:33 - 00:25:43

Basically if you're providing some service or you, you need, you need the the information you would then have be privy to it or you know, as counselors.

00:25:43 - 00:25:46

Could you all, did you all discuss caseloads?

00:25:46 - 00:25:50

That kind of thing? I mean, we discuss case loads.

00:25:50 - 00:26:05

Um We try not to discuss a student's medical or um history or conditions amongst each other just professionally.

00:26:05 - 00:26:23

Um even as a group, um you know, maybe if it's uh you know, need to know reason, but typically we don't discuss who we have on homebound and why sometimes we, you know.

00:26:23 - 00:26:37

Right. Certainly I get it. And that comes, that's sort of informed by your background as medical providers, as well as all the restrictions and rules around privacy for educational records.

00:26:37 - 00:27:02

Yeah. And like I said, we're not medical providers but just best practices not to share a student's information, you know, just, and what, and, you know, with colleagues, you know, um, just to keep that information private, understood.

00:27:02 - 00:27:13

All right. So as they go, goes through the year, did you have any conversations at any point with um Mr Jackson's direct counselor?

00:27:13 - 00:27:20

That would be Miss Harris about decision making on anything related to the student.

00:27:20 - 00:27:54

I know um that she, I know that she and I'll just say this is um was corresponding via email and phone call with his mother throughout the year about homebound about different activities, um different things that were going on related to the student.

00:27:54 - 00:28:19

Um Is there um a is there a, so you go through the year and you all have your, your caseloads and students?

00:28:19 - 00:28:24

Is there a meeting or anything that usually takes place when you get to the end of the year?

00:28:24 - 00:28:57

Particularly for those? I guess that would be specifically with the, let's see with you, Miss Buist who would have had, you would have had 12th graders due to special education in 504 M BEIS would have 12th graders related to English language learners and Miss Harris would have had him just by the grade level designation.

00:28:57 - 00:29:21

Correct. Was there a point? So, with the three counselors, that was there ever a point when, as you approach graduation, you all would meet with the principal or amongst yourselves to talk

about, you know, who on your case load is approaching graduation and how you sort of deal with those grad graduation requirements with that kind of discussion?

00:29:21 - 00:29:34

Sure. We, um, and I don't have the dates but we will meet periodically to, you know, who needs, um, an industry certification, which is one graduation requirement.

00:29:34 - 00:30:12

Um, as far as SOLs, you know, what per, you know, this person needs this sol um, at the end, you know, who doesn't have the requirements and therefore, you know, um, you need to get your list of students that, you know, need to be retained for summer school and that type of thing and, and I know I'm just taking the, the general to the more specific.

00:30:12 - 00:30:18

So you all would meet occasionally regarding these graduation requirements for 12th graders.

00:30:18 - 00:30:26

Did you have such a, a meeting related to the 12th graders during the 2223 end of the wrap up at the school year?

00:30:26 - 00:30:47

Um Yes. And we just, you know, and not that they were any formal meetings, but we would say, hey, let's meet this afternoon, you know, we've got a, you know, where is your caseload?

00:30:47 - 00:30:50

Um, who needs what in your case load.

00:30:50 - 00:31:04

And so do you, how do you recall how many of those meetings you would have had?

00:31:04 - 00:31:20

Just about the graduates approaching? Well, we actually, um, had what was called an SPP meeting where we would try to meet weekly, um, with our graduation coach to talk about seniors that we were concerned with.

00:31:20 - 00:31:41

And so during that meeting, you know, we could bring up attendance, we could bring up, you know, um any issues related to somebody, you know, and what do you and that spp meeting, what does that stand for?

00:31:41 - 00:31:56

You would have to, uh, you know, let me, let me, uh if I can try to walk down with you, I'm sorry, can you say that again?

00:31:56 - 00:31:58

I, you were kind of muffled. I couldn't hear you.

00:31:58 - 00:32:10

Ok. Um No, I was trying to find the acronym.

00:32:10 - 00:32:20

Um I know it was student performance. Um and it was kind of a meeting just so we would, you know, not lose any seniors.

00:32:20 - 00:32:30

Um, you know, we, but taught some performance and pathways and who were the participants in those meetings?

00:32:30 - 00:32:38

Um It would be um your counselors, your graduation coach.

00:32:38 - 00:33:10

Um Sometimes it was somebody from the um district who was part of the meeting, maybe one of the social workers and depending upon the week and you know, who was available for the meeting.

00:33:10 - 00:33:15

So you had those meetings weekly, would you say you had those throughout the school year or?

00:33:15 - 00:33:19

Did you start having them sort of as you got closer to that June graduation date?

00:33:19 - 00:33:21

Oh, no, we had them throughout the year.

00:33:21 - 00:33:29

And did you all maintain a calendar of when those meetings took place?

00:33:29 - 00:33:35

We did, do you have a calendar with those dates or who, who would be the keeper?

00:33:35 - 00:33:37

Like who organized the meeting, set those up?

00:33:37 - 00:33:43

And who would be your graduation coach? And who was your graduation coach at HHS?

00:33:43 - 00:34:00

Um Last year it was um Lyons Lyons and I'll spell out the name for you San Chezconch.

00:34:00 - 00:34:11

A Sanchez Concha. Ok. Is a Mr Sanchez Concha is still there in that role?

00:34:11 - 00:34:16

He not in that role, he is still um in the building, but now he's an assistant principal.

00:34:16 - 00:34:33

So in looking at my calendar, we actually um started having those meetings in September and was it every week?

00:34:33 - 00:34:53

Um as I recall, pretty much, it was every week, some, not every week, sometimes they had to be canceled because of events in the building or, you know, um something else going on or pretty much they were weekly and were they in person or remote?

00:34:53 - 00:34:59

Um Both, you could either there was always a virtual link if you couldn't make it in person.

00:34:59 - 00:35:11

So in those meetings, would you all discuss specific students and challenges and sort of resources or?

00:35:11 - 00:35:24

Yes, OK. You know, if you wanted to bring up specific student and challenges that was, you know, a format for you to do so.

00:35:24 - 00:35:44

And in that meeting, do you recall discussions, any discussions specifically related to Shawn Jackson?

00:35:44 - 00:35:50

I do not recall, but that's just he wasn't on my caseload.

00:35:50 - 00:35:55

So, you know, I don't recall. There might have been discussion.

00:35:55 - 00:36:00

Um and I will say to, yeah, I, I don't recall.

00:36:00 - 00:36:12

Ok. And so the coordinator of those meetings was Mr Sanchez Concha.

00:36:12 - 00:36:21

So he would, would he, he or from his office be the, the one that would send that since they were virtual and in person sort of send out the meeting invites?

00:36:21 - 00:36:51

Yes. Hm. All right. Um Is there anything else about sort of that the process for, for HHS as it relates to graduation preparations for students in the counseling space?

00:36:51 - 00:36:58

Um That I, that you haven't told me about or any processes that take place that just, I wouldn't know to ask about.

00:36:58 - 00:37:05

Um, well, what part of the process are you referring to?

00:37:05 - 00:37:08

I mean, there's a lot that goes into graduation.

00:37:08 - 00:37:13

Are you talking about academic readiness or are you talking about the event itself or?

00:37:13 - 00:37:16

Yeah, let's, let's see, let's pivot to academic readiness.

00:37:16 - 00:37:24

That, that's thank you. That's exactly what I mean, because there are multiple prongs to, you know, getting to that to that day?

00:37:24 - 00:37:29

Right. Yeah. Was it the counseling office?

00:37:29 - 00:37:47

Was it your responsibility as counselors to be engaged with, with the student in making sure that the student has earned the necessary standard credits verified credits and other necessary requirements for graduation.

00:37:47 - 00:37:52

Yes. Is that, that, that, that students counselor?

00:37:52 - 00:38:28

Yes. And once the students counselor sort of works through that process with the student and they're kind of saying you need this, you need that once that sort of package is wrapped up in a bow and a student has everything because I'm just thinking about when my daughter graduated, you know, her counselor, you know, had those last meetings and say, ok, Maya, you've got Xy and Z done, you've got this, this, this and done, you're, you're ready, you're gonna graduate.

00:38:28 - 00:38:39

Is there a process where the counselor then has to sort of wrap it up and submit it to somebody to say this student on my roster is ready for graduation, right?

00:38:39 - 00:38:48

So we submit a, um, a list of students who are retained, who cannot participate in graduation because they have not met the requirements.

00:38:48 - 00:38:56

And that's what you all call it, your students who are retained.

00:38:56 - 00:39:18

Yes, we use the word retain instead of failed or, and so if a student is not on the list of retained, then the presumption is that everyone else that if you're not on that list, you are graduating?

00:39:18 - 00:39:29

Yes. And, but when is that list, when does that list need to be finalized in order for a person to graduate?

00:39:29 - 00:39:44

Um, well, it depends upon when the school year ends and when graduation, um, I have to look back through my calendar to see, um, you know, the last day for SOLs were.

00:39:44 - 00:39:51

And so, um, if, if you need that date, I can get it for you.

00:39:51 - 00:39:54

Yes, that would be, that would be helpful.

00:39:54 - 00:40:16

Very, very helpful. Um, and while you're looking for that date, let me ask, who is that list go, who does that list go to?

00:40:16 - 00:40:36

Um, we give it to the principal, we also give it to somebody, we call our um P OP Student Information Center so she can tag them as in the system as being retained in the system.

00:40:36 - 00:40:60

Um Oh, um, so I'm just looking at an email I sent out.

00:40:60 - 00:41:15

So the um, last day for seniors was um, Thursday, June the first and so they needed to send out a senior failure list.

00:41:15 - 00:41:18

We give all teachers a senior fail list.

00:41:18 - 00:41:34

Um And so they needed to have um, all grades posted, needed to be posted um, and appear on the child's transcript.

00:41:34 - 00:41:48

Um, by actually May the 30th at 4 p.m. Yeah, and I'm sorry if you can, we have announcements on.

00:41:48 - 00:41:52

So, you know, no problem. Hear me and the announcements going on.

00:41:52 - 00:41:60

No problem for the and for your grade level.

00:41:60 - 00:42:05

Now I say the level, please pick up the application and post it comes.

00:42:05 - 00:42:22

No, again, I plan, if you're interested in competing for your plan level, please present, please pick up the application and you tell them to do it and they, and what we do on Monday.

00:42:22 - 00:42:27

This is your morning and now that we continue to have a delivery service.

00:42:27 - 00:42:34

All right. So the grades needed to be posted to the transcript by May 30th at four.

00:42:34 - 00:42:41

And then that report, the retained, uh, retained list needed to be sent to the principal by June 1st.

00:42:41 - 00:43:00

Yeah. And so we would look through each student's transcript to make sure that the, um, teacher's failure list was accurate with what was in the system on the transcript that we could see, you know, the student pass the class to make sure, you know what the teacher said was correct or what was in the system?

00:43:00 - 00:43:14

Is there any exception made to that, um, posting date and that retention list getting to the principal by June 1st?

00:43:14 - 00:43:36

Um, maybe if, say a student needed, well, just for grades, pretty much say, if somebody, if something didn't post, say we would go back to that teacher, which would have been the next day.

00:43:36 - 00:43:39

Say, hey, your gr I can't see your grades in the system.

00:43:39 - 00:43:46

You know, you didn't turn in a, you didn't put this name on the failure list, but your grade isn't posted in the system.

00:43:46 - 00:43:56

What's going on with this child's grade? So, or that would really be the exception is allowable if it's on the school sides.

00:43:56 - 00:44:05

But like, like if AAA teacher didn't do what they're supposed to do or there's some kind of posting error or something that's really the only exception to those timelines.

00:44:05 - 00:44:12

Well, and this is well ahead of, typically, this is well ahead of the actual graduation ceremony kind of thing.

00:44:12 - 00:44:24

So you're doing this so that you can have some leeway time to say, hey, you know, you know, miss so and so we need your grade and for the student, you didn't post it kind of thing.

00:44:24 - 00:44:31

Ok. But it's assuming the grades are properly posted by the teachers, everything is in there.

00:44:31 - 00:44:58

That needs to be if a student is, is on the retention list, is there any way to get off that retention list after, after that June 1st date, um, typically it would depend upon say if the child needed a, um, say the person might have passed the cla passed all the classes, but they needed a, um, a standards of learning test.

00:44:58 - 00:45:28

So that test may be, we'll say we'll let that child test, you know, the next day and if they pass that test or get what they need that way, you know, um, then that would take them off the list or, you know, so there might be a cause seniors as seniors or term graduates, they would get an another opportunity at testing.

00:45:28 - 00:45:40

And so, um, if they were allowed to test again, if that student wanted to test again, then that could get them off of the retain list between June 1st and the graduation date.

00:45:40 - 00:45:50

Yeah. Ok. So as to the best of your knowledge was Shawn Jackson on the retention list at any point.

00:45:50 - 00:46:10

No. And had you ever, had you been at all involved with his transcript review to see if he should have or should not have been on the retention list?

00:46:10 - 00:46:15

Um, I know that he had all of his classes that he needed.

00:46:15 - 00:46:30

Um, there's a new graduation requirement called the CCCCR I, um, which is like a, it's a college, civic college and career readiness index.

00:46:30 - 00:46:35

Um And it was new last year C CCR I, you said uh huh.

00:46:35 - 00:46:41

Ok. And so we had some students that was um doing a um work based learning.

00:46:41 - 00:46:54

And so even though he was homebound and doing um things virtually, he was part of that um work based learning opportunity.

00:46:54 - 00:47:11

So he was doing the work based learning for his CCCCR I certification or requirement.

00:47:11 - 00:47:21

Yes. And to the best of your knowledge by the time that, that uh June 1st list went in, he had done that portion.

00:47:21 - 00:48:01

Yes. Yes. In your, in your um trying to make sure I get this word right in your SPP meetings since counselors and social workers and things were there, was there ever a discussion about other than academic readiness, other read readiness for graduation or particularly for students who were separated, physically separated from the school and homebound or home based learning?

00:48:01 - 00:48:05

Uh I'm sorry, what was your question? Was there?

00:48:05 - 00:48:15

Did those SPP meetings that ever include discussions about say homebound or home based students and their other readiness for graduation.

00:48:15 - 00:48:22

Because if, obviously, if they're on homebound, there's some medical, um, something going on.

00:48:22 - 00:48:26

Not so much necessarily why they were homebound.

00:48:26 - 00:48:45

Um, but it, they could have been part of the topic, but we, you know, did you ever have such a discussion that, that you recall as it related to Shawn Jackson and his, I don't recall, I don't recall.

00:48:45 - 00:49:12

And as a, as a counselor, when a student is on homebound, I'm just asking you generally about policy and procedure.

00:49:12 - 00:49:17

Sometimes you have policy and procedure and sometimes you have the way things actually get done.

00:49:17 - 00:49:28

Correct. Do you have, do you have any awareness of how HHS dealt with, um, homebound students coming into the building?

00:49:28 - 00:49:34

Whether it's for SOLs, whether it's for activities, whether for whatever reason when they're on homebound.

00:49:34 - 00:49:42

Do you, do you have any knowledge or awareness of how Huguenot high school handled that in 2223?

00:49:42 - 00:49:52

So I had a home bound student who, um, she was receiving services um, last year.

00:49:52 - 00:50:33

And so we were told that, you know, they were coming into the building to take their SOLs and we had to, um, it was the school's responsibility to set up that arrangement for them to come into the building to, you know, take a test sol test or, um, you know, whatever act the activity was.

00:50:33 - 00:51:04

And I'm just thinking of this one person, you know, who came in for um sol test um while she was receiving homebound services, was there any um in interaction between, in that, in that process, any interaction between the counselors or the principal as far as, you know, and the homebound uh of the office downtown and central office that, you know, receive certifications.

00:51:04 - 00:51:09

You said no, you mean as far as them coming into the building to take?

00:51:09 - 00:51:28

Yes or no, it was no. I mean, um we would tell there was a spreadsheet and we would just have to um designate what SOLs that student, you know, would need for the school year.

00:51:28 - 00:51:40

But it was up to the school to um to test those students or whatever the case may be.

00:51:40 - 00:51:45

I know they do it a little different than other districts.

00:51:45 - 00:52:01

But so I had a young lady who she had homebound for some medical reasons.

00:52:01 - 00:52:09

Um And so when she did come in, this was a new student to me.

00:52:09 - 00:52:33

So she wasn't familiar with the building. So I met her in the office and I brought her up, you know, um to where she was testing and um she tested with her proctor and after the test, I took her around so she could meet some of her teachers, you know, from here in the building because um the teachers in the building are still the teachers of record.

00:52:33 - 00:52:41

Um and then, um she stayed with those teachers for a few minutes.

00:52:41 - 00:52:54

Um And then she left and how much information does the school based counselor have about the, the details of anyone's medical certification.

00:52:54 - 00:53:01

It depends upon what the um physician or the treating doctor puts on the documentation.

00:53:01 - 00:53:06

And if we see it. So last school year they had a Google form.

00:53:06 - 00:53:21

And so the process went from, we sent the parent the link um and then it was up to them to send it to the homebound coordinator.

00:53:21 - 00:53:25

Um I think this year is going back to a paper copy.

00:53:25 - 00:53:33

Um So sometimes we see that paper copy, sometimes the parent will just send it to the homebound coordinator.

00:53:33 - 00:53:40

So assuming it goes to the homebound coordinator, if it goes to the homebound coordinator, would it make its way to you?

00:53:40 - 00:53:52

So that you as the counselor would have detailed information about, say this student's medical certification says, you know, that, you know, maybe they are claustrophobic.

00:53:52 - 00:53:58

So if you are taking them for a test, don't take them into a small enclosed space, something to that effect.

00:53:58 - 00:54:06

I'm just making that up. Um If we never saw the form, will we have gotten that information?

00:54:06 - 00:54:11

Is that what you're asking if we never saw the form?

00:54:11 - 00:54:21

I can't say because I can't recall a situation like that last year.

00:54:21 - 00:54:25

So I cannot say whether you know, that would have been the case or not?

00:54:25 - 00:54:44

Ok. So if you never saw the form, obviously, you wouldn't, there was not some other internal process that would get that information to you or form, you know, like somebody, unless the form say, um, you know, she's receiving and there's a difference between homebound home base.

00:54:44 - 00:54:51

One of them is a medical, one of them is not, um why a student might be on homebound services.

00:54:51 - 00:55:22

So it's kind of situational. Um, you know, we, you know, if we could, if we saw the form, um if it was returned to us and then, you know, we forward it to the homebound office, then of course, we're gonna read what's on the form and see what the medical, you know, or um psychological, you know, condition of, you know, is.

00:55:22 - 00:55:46

Um, so there would, there would, it, it was, it was not unusual then for your, your team, the counselor team to not have the specific details of a home of and, and, and just, and I will say from homebound, just focus on home.

00:55:46 - 00:55:59

Usually we would know because we would have probably talked to a parent and they would say, hey, I want my, my child is pregnant or my child has, um, needs spinal surgery.

00:55:59 - 00:56:08

Um, you know, can you direct me to the form or they just had surgery or they broke their leg and I think they, you know, they need homebound services.

00:56:08 - 00:56:13

So we, you know, typically we are involved in that conversation or that process.

00:56:13 - 00:56:34

So would it be safe to say that you are, you relied on more on what was told to you then sort of knowing to expect, you know, some document that detailed, I kind of like you you you work on the IEP and 504 side.

00:56:34 - 00:56:42

But these are the these are the things that, that are need to be in place for the students, let's say homebound accommodations, right?

00:56:42 - 00:56:45

This student needs to not be with this student.

00:56:45 - 00:56:49

This student needs to not take a test in a closed environment.

00:56:49 - 00:56:53

This student is on homebound because allergic to whatever.

00:56:53 - 00:57:16

So it can't be in the building because there's mold and it, and also it depends to um if there was a paper form that we could, that was, that came back to the counselor back to the building and then we had to send it off to homebound or whether the process was just the parent and the homebound coordinator.

00:57:16 - 00:57:23

So sometimes a parent would say, you know, I don't have access to a Google form.

00:57:23 - 00:57:27

I don't have a computer. Can I come and get the a hard copy of a form?

00:57:27 - 00:57:34

And then typically they was, you know, a lot of them would bring the hard copy back to us and then we will forward it to.

00:57:34 - 00:57:53

Um but there were occasions where it was just the um the I would say a digital or electronic version going out to the family and the family getting that position to, you know, to do it.

00:57:53 - 00:57:55

Um, like I said, I can give you another example.

00:57:55 - 00:57:58

I had a young man who had to have spinal surgery.

00:57:58 - 00:58:03

I knew that he was having spinal surgery, um, and needed homebound.

00:58:03 - 00:58:09

Um, but the family was able to do the form electronically and it went right to the homebound coordinator.

00:58:09 - 00:58:24

So then after he was assigned a homebound teacher, she sent us an email saying, you know, this child has been assigned homebound for however many weeks, this is his homebound teacher so that we would still be in the loop.

00:58:24 - 00:58:35

But sometimes I would just say last school year when it was done digitally, I guess, and you could still get a paper copy of it.

00:58:35 - 00:58:44

You know, you might not have seen the what the doctors put on there, you know, if you didn't already know.

00:58:44 - 00:58:50

Ok. But, but usually as counselors, we, we've spoken to the parent.

00:58:50 - 00:59:00

So we know, you know, the reason why the family is requesting, you know, homebound instruction for the child.

00:59:00 - 00:59:12

Ok. And, and I, I just, I just wanna be real certain about understanding this was that a process?

00:59:12 - 00:59:40

I mean, w as you as the counselors, I guess there could be occasion depending on, you know, a parent sort of ability or interest or desire to sh to share with the counselor details, but maybe be more sort of willing to share those details in the certification process that goes to the homebound coordinator downtown.

00:59:40 - 00:59:55

But then a sort of on the ground with the people they have to see and talk to, maybe kinda, uh, I'll tell you what you need to know, but I may, may not want you for lack of a better word all in my kids' business.

00:59:55 - 01:00:01

Right. Well, sure, we get that every day, you know, for whatever reason.

01:00:01 - 01:00:20

Yeah. Yeah. So, so that's what I'm seeing in terms of like, so if you were, if, if you were not a part of the natural process of documentation that went to the homebound coordinator, making it to the counselors for their review and knowledge.

01:00:20 - 01:00:24

So that maybe, you know, just like with the IEP process, right?

01:00:24 - 01:00:46

It the IEP team and the case manager will create an IEP but the teachers that are not in those IEP meetings, the only way they know what accommodations and services needed to be provided in the classroom is because they have to review the IEP in order to implement sort of the services that are in the IP.

01:00:46 - 01:01:22

So I'm just thinking of a process where you got sort of your downtown who has the certification has the medical information that requires that they require to get the certification that they're perhaps I'm, I'm, I'm looking for some way to kind of see you counselors and the people who have to implement that certification on the ground where there should be some natural process of you knowing everything that you need to know in order to implement that homebound, of course.

01:01:22 - 01:01:29

So it used to be, of course. And I guess for the good for bad that there was everything was paper.

01:01:29 - 01:01:49

So typically, um, even though it was online and I think maybe it was even on the website, um, everything came back to the school and we were forwarded to the homebound office.

01:01:49 - 01:01:56

Um, but for neither here nor there, they got rid of the person who was doing it.

01:01:56 - 01:01:60

They let go of the position. Um, he was ripped.

01:01:60 - 01:02:12

And so, um, you know, they got somebody new and, you know, so, so is that just that Huguenot or is that that position was eliminated across all the school?

01:02:12 - 01:02:14

Oh, no, this was a district position.

01:02:14 - 01:02:18

Oh, ok. But I say homebound coordinator, this is a district position.

01:02:18 - 01:02:28

Ok. So, and I just wanna make sure I understood what you just said when there was paper, everything came to the school.

01:02:28 - 01:02:36

Te technically everything came back to the school and we would, um, fax it or email it to the homebound coordinator.

01:02:36 - 01:02:48

Um, gotcha. And then when did that change?

01:02:48 - 01:02:51

When, when did that stop being the process?

01:02:51 - 01:03:10

Was it because of COVID? And, you know, people did paper dealt with paperless or I think so, but that person, that position was, um, I use the term rift reduction in force.

01:03:10 - 01:03:20

Um, I guess that's the correct app, you know, but that position was basically eliminated and I don't know.

01:03:20 - 01:03:30

If it was the person or the position but or if it was recycled or, you know, and somebody else got it for the last school, you know, after that person left.

01:03:30 - 01:03:36

So uh and all right, I just wanna, I wanna really, this is important details.

01:03:36 - 01:03:42

So I wanna make uh if I'm asking it a couple of times, be patient with me because I wanna really understand.

01:03:42 - 01:03:44

So thank you for being patient with me.

01:03:44 - 01:04:05

It's a lot to, you know, it's a um, it's a, I would say it can be a fluid process because you're dealing with families and Children.

01:04:05 - 01:04:33

And um, you know, there are extreme cases where a child can, you know, be undergoing cancer treatment, you know, so sometimes it's highly sensitive, you know, and um, and yeah, so this homebound coordinator under the old system, uh the paperwork will come to the school for the certification, right?

01:04:33 - 01:04:46

They're, they're requesting homebound certification. You all would receive that package it up and, and put it in the hands of what was then called a homebound coordinator who was downtown.

01:04:46 - 01:04:51

Yeah, and, and tip and sometimes his information was at the bottom of it.

01:04:51 - 01:05:02

So sometimes there were some um physicians who they would send it from their offices to the, you know, to the homebound office as well.

01:05:02 - 01:05:10

So if it didn't, you know, so it might go both places, it might come to you physically with the parents to the school.

01:05:10 - 01:05:32

But it might have also been sort of mailed or electronically from the doctor's office there as well and sometimes even parents will fax it to us and then we would get it to this, you know, person who, um, was the homebound coordinator or actually, uh, I think it was, um, that wasn't the title of it.

01:05:32 - 01:06:02

Um, um, um, I'm just trying to think of, I'm just trying to look through a email just to see what, what was the, um, what was the title?

01:06:02 - 01:06:16

But it was Student Support Services. Oh, actually, yeah, it was the Office of Ash.

01:06:16 - 01:06:21

Ok. So this person was over the office of pupil placement services.

01:06:21 - 01:06:35

And so one of his functions was homebound, home base, um, enrollment, people, placement service.

01:06:35 - 01:06:41

So a, a staff person and people placement services.

01:06:41 - 01:06:44

Yeah, it was called the Office of Pupil Placement Services.

01:06:44 - 01:06:55

Does that office exist anymore? Um, now they're called, um, let me see, I've got, I don't think that's what they're called now.

01:06:55 - 01:07:07

Um, it might be student support services now.

01:07:07 - 01:07:23

Ok. I, I, so the process as you understand it now, but when, when was the last time, you know, knew the old process to, to exist.

01:07:23 - 01:08:02

Um, and I'm just trying to go through, um, um, the old process, um, existed during the 2122 school year.

01:08:02 - 01:08:09

Ok. That was the last that you knew it existed.

01:08:09 - 01:08:18

Yes. Now somebody did take over. Um, and I'm gonna say maybe April of 2022.

01:08:18 - 01:08:29

Um, and so there was another person who took over the homebound process.

01:08:29 - 01:08:36

Ok. And do you know who that person is?

01:08:36 - 01:08:46

Yeah, it was, um, Laura Laur, a Falcon fa Ulcon, but she's no longer with the district.

01:08:46 - 01:08:58

Ok. But she took over from the other gentleman and that would have been, you said in spring of 22.

01:08:58 - 01:09:09

Um, yes. Ok. That he, that gentleman had been doing it for quite a while prior to him leaving.

01:09:09 - 01:09:16

And do you remember that gentleman's name? Yes, it's Harry Morgan.

01:09:16 - 01:09:44

Ok. All right. All right. And so as, um, as far as you understand it, what is the process now or what was the process that was in place for 2223 for this?

01:09:44 - 01:09:54

So before you had the paper system with Mr Morgan, parents came to the school paperwork was generated, maybe a copy went downtown.

01:09:54 - 01:10:05

But if it didn't, even if it did you, all the the school based team was the one responsible for making sure the paperwork for certification got to the homebound office through Mr Morgan.

01:10:05 - 01:10:10

Yeah. So what is the process now? Ok.

01:10:10 - 01:10:32

So the process now? Mhm. Um Hang on because I have it saved and you, when you say you had it saved, is there a document of the process?

01:10:32 - 01:10:47

Yeah, there's a document. Um, when we are off this call, could you forward that to me?

01:10:47 - 01:10:51

And I believe my email should be attached to the Zoom link.

01:10:51 - 01:11:16

Sure. Um, yeah. Yes. So, um, a document went out on Friday, August 18th.

01:11:16 - 01:11:23

Um, and she's sending it out, I guess to different school teams.

01:11:23 - 01:11:31

8 August 1822. Uh, no, this year 23 for the 2324 school year.

01:11:31 - 01:11:46

Ok. All right. All right. Um, just sharing, um, the home instruction handbook and I think they also had this handbook last year too as well.

01:11:46 - 01:11:58

And there is a page, let me see that if this, yeah, I'll, I'll just send you the email.

01:11:58 - 01:12:13

Ok, that'd be great. So, ok, so I just wanna be clear because what you, what you told me is that the old system was in place through 21 through the 21 slash 22 school year.

01:12:13 - 01:12:21

Yeah. And then this August 1823 new home instruction handbook kind of has a little bit of a different process.

01:12:21 - 01:12:33

But what process were you using in terms of homebound instruction certifications and all of that during the 2223.

01:12:33 - 01:12:37

So, we've got the 2021 22 which was old system under Mr Morgan.

01:12:37 - 01:12:41

We, we know what we have for 2324.

01:12:41 - 01:13:09

What was the 22 slash 23 process? It actually seems like it's kind of similar to, um, um, I'm just reading it over an email.

01:13:09 - 01:13:14

It's kind of similar to what it was this year.

01:13:14 - 01:13:22

Um, uh, well, I'm just reading over something now.

01:13:22 - 01:13:26

I mean, do you want me to spare this email to you?

01:13:26 - 01:13:32

I mean, or read it to you? Yes, you can read it to me and then then let's decide if if you can.

01:13:32 - 01:13:38

So it says um good afternoon secondary school leaders, please make a note of this important change.

01:13:38 - 01:13:43

All homebound request should be reported to R VA Doctor Robinson Carney.

01:13:43 - 01:13:48

So that was like the virtual school and her team should review all homebound requests.

01:13:48 - 01:13:52

This work stream has shifted from Laura Falcone.

01:13:52 - 01:13:57

So it was no longer Laura Falcone and it was shifted to Doctor Robinson Carney.

01:13:57 - 01:14:10

Um And so I my response was so homebound request did not go to Miss Pillar and it was like she said, no, they should, should get, they should continue to go to Miss Pillar.

01:14:10 - 01:14:18

So even back then I was questioning the process to.

01:14:18 - 01:14:23

So, um and what was the date on this communication?

01:14:23 - 01:14:43

Um That was October 1120 22. Could you please send that whole communication string to me because you want me to do you want me to send it DC C or um if you could just forward it?

01:14:43 - 01:14:57

Oh, if you just forward that whole chain to me because that really kind of clear, more clearly than anything I've understood before, lays out kind of the timeline for when they were moving from one process to another.

01:14:57 - 01:15:03

And uh what's your email or I can write it down or um no it's, that's fine.

01:15:03 - 01:15:08

Like my name P as in Pam, O Berry, but no apostrophe in there.

01:15:08 - 01:15:13

So just Popob. Er, Ry. Yes, I got it.

01:15:13 - 01:15:18

That fans Anderson dot com. That's correct. Yes, it should be, that should be coming to you now.

01:15:18 - 01:15:21

Ok. That, that's great. That's very helpful.

01:15:21 - 01:15:34

All right. Is there anything else that you can tell me about, sort of that homebound process or any of the things we talked about before, before we shift kind of to the graduation?

01:15:34 - 01:15:56

No, I think the, that doctor Connie Robinson, she actually was the virtual academy um principal and I think during the 2022 23 school year, um, homebound was moving under virtual because the students were doing it virtually at home.

01:15:56 - 01:15:59

The homebound instructors were not going out to the house.

01:15:59 - 01:16:01

So I think that's why they moved it that way.

01:16:01 - 01:16:33

Got you. Um So, um, actually on the 29th, um, there's, I can send you someone sent me a one pa it says attached, you'll find a one pager about homebound services, please review and let me know if you have any questions.

01:16:33 - 01:16:41

Um, some of you asked about the process for students returning so I can forward that to you if you need me to.

01:16:41 - 01:16:48

And what's the date on that one? Um That is um August 29 2022.

01:16:48 - 01:16:50

Yes, please. If you could send that.

01:16:50 - 01:17:09

Ok. All right. That is very helpful and you should have that and I'll send that other email to the one about the, this school year and the policies and procedures.

01:17:09 - 01:17:13

Ok, thank you. All right, let's pivot a little.

01:17:13 - 01:17:16

Do you need a break or are you ok with pushing through?

01:17:16 - 01:17:30

Um, I'm ok. Just give me one bye minute before I forget and I will send that, um, email to you.

01:17:30 - 01:17:40

I know you're, if you're anything like me, the minute I stop this process, five other things pop up and then I forget to go back and do what I was supposed to do with this thing.

01:17:40 - 01:17:45

Um All right, I'm gonna send this August 18th.

01:17:45 - 01:17:50

Um I'm gonna forward that to you now.

01:17:50 - 01:17:57

Thank you. Ok. You should have that as well.

01:17:57 - 01:18:03

Oops, it's saying second drop. Ok, you should have it.

01:18:03 - 01:18:10

I don't know if anything is. Hm I received the word two attachments coming with that.

01:18:10 - 01:18:14

So. Ok. Yeah, I did receive your first, your first email.

01:18:14 - 01:20:03

Yeah, I'm sorry? Ok. You ready? Yes.

01:20:03 - 01:20:08

Ok. I was just. All right. So we're gonna pivot a little bit to graduation.

01:20:08 - 01:20:13

All right. Were you present on June 6th?

01:20:13 - 01:20:33

Yes. All right. So I know that that was a very sort of traumatic set of events and so as we walk through this, um if you need a break or something, you know, just tell me what you need as we walk through this.

01:20:33 - 01:20:37

All right. All right. So you were present.

01:20:37 - 01:20:42

Did, did you, did you enter through the main entry or were you on the Dais?

01:20:42 - 01:20:52

Um, so there was a, um, everyone who was participating, all staff and students.

01:20:52 - 01:20:56

We had a specific door. Uh, we had to enter through.

01:20:56 - 01:21:01

Was that the, the entrance to the left by the loading dock?

01:21:01 - 01:21:19

Yes. And did you enter? So when you came through that door, I know that there was one, as I understand it, there was one you could go left if you were going upstairs to be on the dais and then if you were students.

01:21:19 - 01:21:42

No, I, I went, I went through the door and went downstairs where the Huguenot staff and students because I got there, I don't know, um, you know, maybe an hour and a half early out, you know, before the graduation was to start and to your knowledge, what time was the graduation supposed to start?

01:21:42 - 01:22:09

Um, that's funny you say that because that is all a, um, that is all a, um, um, a blur to me now, um, hang on, let me, um, let me get my program for you so I can.

01:22:09 - 01:22:13

All right. It was four o'clock. Hang on just one moment.

01:22:13 - 01:22:40

Certainly. And actually I should have it in my email.

01:22:40 - 01:23:53

Um, our internet is moving kind of slow.

01:23:53 - 01:23:57

Um, it was, um, I was at four o'clock, um, ceremony.

01:23:57 - 01:24:04

Ok. And was there a time that you were supposed to report, like everybody who was coming in that needed to be seated.

01:24:04 - 01:24:20

Yes. What time is that um for students or for um audience participants if you, if you know both or whatev whatever you know.

01:24:20 - 01:25:30

Yeah. Ok. Let me go back and look at um mm I have a document this loading.

01:25:30 - 01:25:59

Um Yeah, so graduation was at four students were I had to had to arrive by three o'clock and that that just and it just broke out students and did it break out what time staff was to be there?

01:25:59 - 01:26:10

Um, typically, so some, uh, rode on their own and then we had a bus of staff members that came, um, from school.

01:26:10 - 01:26:17

So, but, um, I think they got there maybe at, because we actually closed school early.

01:26:17 - 01:26:20

I think we were on a two hour early.

01:26:20 - 01:26:41

Um, we had an early release. So, um, but those staff members got there, you know, well, before four o'clock, did you come on the bus or you came on your own?

01:26:41 - 01:26:44

No, I came on my own and I parked in the, um, parking deck.

01:26:44 - 01:26:49

All right. So you got there an hour and a half early.

01:26:49 - 01:26:54

You went in that sort of the entry off the loading dock.

01:26:54 - 01:27:03

I think the, as they called them, the VIP S meaning school boards elected mayor went sort of up to the desk to the, to the left.

01:27:03 - 01:27:15

When you came through that door, you would, you and other staff and other attendee, uh, or students, not attendees, students would have gone down to the right once you went through that door, I went down first.

01:27:15 - 01:27:27

But during that, you know, hour and a half hour, 15 minutes, I did have to go up to the stage, the stage because I, we had to make sure that the um, the seats were right.

01:27:27 - 01:27:31

And um, you know, the names were put on the seats.

01:27:31 - 01:27:35

I called, the names was one of the people that called the names for graduation.

01:27:35 - 01:27:38

So I just wanted to make sure the microphone was correct.

01:27:38 - 01:27:45

And you know, the stage was presentable for the service.

01:27:45 - 01:27:58

And when you access the stage before the ceremony, did you have to go back out to the entry and then go up to the DAO or could you from the floor just walk up to the stage when you say from the floor?

01:27:58 - 01:28:01

What do you mean or from wherever you all were staged before?

01:28:01 - 01:28:06

Like did you or did you have to go back up like where they saw the VIP s where the elected?

01:28:06 - 01:28:09

I, I wasn't anywhere near them. OK.

01:28:09 - 01:28:17

They were in a room, they were in a um room, one floor, I think above the where the stage is.

01:28:17 - 01:28:21

OK. So, no, I didn't, no, I didn't see them.

01:28:21 - 01:28:30

OK. So you went up while you were there while you were waiting for ceremonies to start, do a sound check and organizational things.

01:28:30 - 01:28:45

Yeah, when you went in, pull it back a little bit, when you went into the doors, was anyone sort of at the outer entrance, um, in a security role?

01:28:45 - 01:29:13

Um, they were right there at the door when you say they, uh, I think maybe it was the, um, R MC, I don't know, whatever, whoever they were contracting and I wanna say maybe it was a, a Richmond public schools security person, but there were at least two or three people at the door when I came through and is that from the outside going into the building?

01:29:13 - 01:29:25

No, I think they were right at the threshold of that, you know, that door, that outside door to get into the Altria.

01:29:25 - 01:29:33

Ok. And you said you, there were R MC and rps or whoever?

01:29:33 - 01:29:37

And, yeah, but you definitely saw rps.

01:29:37 - 01:29:41

Stay there. Yes, I'm pretty sure I did.

01:29:41 - 01:29:54

Yeah. Were you wanted? Yes, I believe I had the, you know, um, I had my, um, gown and my cap in my hand.

01:29:54 - 01:30:10

Um, and so I think I had to outstretch my arms, you know, like they want to or, or, yeah, I'm trying to think if they had, I don't think they had the little actual security thing that you walk through.

01:30:10 - 01:30:19

I think they wanted me. Ok. And did you ever come leave and come back into the NL?

01:30:19 - 01:30:28

No. And as you were going in, did you see students being waned as well going through that?

01:30:28 - 01:30:41

Um, I got there pretty early before any students you know, arrived, but I know that was the only way to get into the Altria.

01:30:41 - 01:30:45

That was, you know, how we told them that was your only, um, door to get in?

01:30:45 - 01:30:59

Ok. So when you get, so at that point coming sort of from the outside into the building, that threshold, once you pass that threshold and you went down to the right.

01:30:59 - 01:31:05

Was there any other security check once you after that passing that threshold?

01:31:05 - 01:31:13

No, at least not for um students and staff.

01:31:13 - 01:31:28

And then once you got, you went down into the right.

01:31:28 - 01:31:31

Was it, were you in a room or were you in the, the audible?

01:31:31 - 01:31:38

Pardon me? The um the ballroom of the tri theater?

01:31:38 - 01:31:54

And so when you got down there, was there a a staging area for staff versus students or were you all kind of commingling down there together?

01:31:54 - 01:32:00

We were there together, there were seats for the students to sit and we had to get all the students in alphabetical order.

01:32:00 - 01:32:19

And so you had your staff there. And so, and so your role, your, besides what you were doing with getting the day set up all of the staff who were present, it was their job to kind of assemble the students as they needed to be assembled, correct?

01:32:19 - 01:32:29

Did you have C or, or have any interaction with the student Sean Jackson that day?

01:32:29 - 01:32:34

No other than when he came up on the stage and I called his name?

01:32:34 - 01:32:51

Ok. And do you have any specific recollection of seeing him when he walked across?

01:32:51 - 01:32:57

Um, no, I mean, they tell us to keep the ceremony to an hour.

01:32:57 - 01:33:08

So I'm kinda going through names, you know, quickly and, um, so, no, ok.

01:33:08 - 01:33:20

And then anything unusual during the ceremony, it was wonderful ceremony.

01:33:20 - 01:33:34

And so, so you conclude as soon they do a, I don't know if you let them do a cap toss.

01:33:34 - 01:33:37

Um Some of them did a cap toss.

01:33:37 - 01:33:46

Um Usually how we recess down is the stage participants um recess first.

01:33:46 - 01:34:09

And so um the especially every all the staff people that are on the stage, the principals, the counselors, we um go out first and so we make a little tunnel, so to speak so that when the students go through, we can give them a hug or half five or whatever.

01:34:09 - 01:34:17

And the, I guess the district participants they're fast, I guess.

01:34:17 - 01:34:20

And then they go back to wherever they, their VIP area.

01:34:20 - 01:34:28

So the stage like HHS staff come down first.

01:34:28 - 01:34:42

Yeah. Uh huh. I think maybe the superintendent um also is part of that little um you know, farewell, whatever, recessional, I guess.

01:34:42 - 01:34:48

All right. So your HHS staff go out, you kind of make this tunnel for the students to go through.

01:34:48 - 01:34:57

But then before the students recess, the sort of the elected and things get an opportunity to go back to wherever they're staging area is.

01:34:57 - 01:35:03

Yeah. Yes. Especially, I think if they don't wanna, I'm trying to think of any of them were part of that recessional or not.

01:35:03 - 01:35:10

I think maybe the superintendent was, you know, some years they participate some years they don't.

01:35:10 - 01:35:16

So, so after those folks go back then the students release.

01:35:16 - 01:35:21

Uh huh. And they get to walk out through your sort of greeting tunnel.

01:35:21 - 01:35:29

Right. And where was your greetings tunnel? Set up, sort of at the back of the.

01:35:29 - 01:35:32

So, we're actually, like, right at the tree.

01:35:32 - 01:35:35

We're actually on the sidewalk at the tri door.

01:35:35 - 01:35:41

So we're, you know, right on that side, you know, on that sidewalk.

01:35:41 - 01:35:52

And that's, that's the Laurel Street entrance. Yes.

01:35:52 - 01:36:02

Yes. All right. And do you recall where you were when you knew something was going on?

01:36:02 - 01:36:09

Unusual. Um, I know our last student had just recessed because he was one of my students.

01:36:09 - 01:36:15

He's, um, an exceptional as student who needs is in our intensive support.

01:36:15 - 01:36:20

And his last name was Z and I remember he was one of the last ones to recess out.

01:36:20 - 01:36:29

And then I just heard, you know, like a pop, pop, pop and I'm like, oh, wow, that sounds like fire, you know, fireworks going on.

01:36:29 - 01:36:50

And then you just saw, I just saw a huge crowd of people coming towards me and I just, you know, I'm on the sidewalk right by the door and in my mind I'm thinking I need to run back in the building, I need to run otherwise I'm gonna get trampled.

01:36:50 - 01:36:54

So I run back into the, you know, trium.

01:36:54 - 01:37:13

So, from the time you see, say the, the, the, you are set up, you're, you're, you're greeting all these students coming out to the, the first set of kids going out to the time.

01:37:13 - 01:37:28

You hear the pop, pop, pop. How much time did it, you know, um, well, it was like 200 you know, almost 250 students recessing.

01:37:28 - 01:37:37

So I don't know if it's eight minutes, you know, longer than five.

01:37:37 - 01:37:39

I don't know if it was 10 minutes or not.

01:37:39 - 01:37:53

But, ok. So, and you, and you got that crowd that's in Monroe Park and you've got people on the kind of sidewalk too.

01:37:53 - 01:37:57

And I don't know, I can't remember if they allow people in that low street.

01:37:57 - 01:38:06

But you got, you know, the, the students are going out into a throng of people, you know, everywhere, right?

01:38:06 - 01:38:15

And so when, when they sit and it's very helpful that you said the last student was coming out had a name.

01:38:15 - 01:38:21

Z, so when they recess out, did they recess out in this alphabetical order that they had?

01:38:21 - 01:38:26

Yeah, they, they go through roles. They don't make them just, we don't allow them to Willy Willy.

01:38:26 - 01:38:33

Willy nilly just get up and, you know, the same way that you processed and you kind of recessing out.

01:38:33 - 01:38:49

Ok. Um, so I assume, and I hope that you were able to get back in the building safely for yourself.

01:38:49 - 01:39:03

Yes. Anything, did any you see or observe?

01:39:03 - 01:39:09

Anything else? Of note? No, it's just, you know, in that lobby area it's just chaos.

01:39:09 - 01:39:46

People are just running everywhere. Um, I was able to actually get back into the, I guess you call the Altria Auditorium of the, you know, Altria Theater itself and just, people are just running and hiding and, you know, somebody was having like a panic attack and then somebody else, I don't know if she had a heart attack, she was outstretched and just, you know, we had a lot of, um, Spanish speaking families and, you know, they were just, you know, kind of at a loss what's going on, what to do.

01:39:46 - 01:40:05

So, um, then you, I guess after another, I don't know, five or 10 minutes you hear people, another throng of people running back into the theater as if there's something still happening outside, you know, and people, you know, and people on the stage.

01:40:05 - 01:40:17

And so I, um, you know, because we've had the, um, graduations at the Altria for a long time, you know, not during the pandemic.

01:40:17 - 01:40:26

We didn't. But, um, I know that there's some rooms, um, near the stage, um, dressing rooms.

01:40:26 - 01:40:31

And so I, you know, especially some of the, um, non Spanish speaking families.

01:40:31 - 01:40:54

I just told them follow me, I'll take you in this room, stay there until you know, for safety, you know, and then, um, just trying to calm, you know, families and, you know, tell them, you know, and then after maybe 20 minutes or so when I feel like everything is safe, you know, they're, people are just traumatized.

01:40:54 - 01:41:19

And so I knew where the VIP S were cause that they, um, and I did go there where the VIP S were maybe once before the ceremony I knew they had um water and food and so I went up a couple of times and I got bags to bring them, you know, water to folks who were, you know, just hyperventilating, just, you know, just very stressed.

01:41:19 - 01:41:36

So, all right. Um Were you present for any sort of conversations about what had happened with any of the officials?

01:41:36 - 01:41:56

No. When did you leave the, the altria to, to finally be able to head home maybe 630 or seven?

01:41:56 - 01:42:12

I know we still had some um some choir members that were hiding somewhere and um some of them, their parents were coming to pick them up and though they were waiting for where this bus could come pick some of them up.

01:42:12 - 01:42:18

Also, some of our um JROTC um students were there participating too.

01:42:18 - 01:42:32

So we were just outside near that loading dock area, that corner of Maine and I don't know if it's cherry or whatever the street is just, you know, making sure that the students that were still there were Ok.

01:42:32 - 01:42:54

Mhm. All right. Um, well, Miss Harrison, I'm, I'm, you know, as, as terrible a day and as tragic as it was, I'm, I'm, you, you being on the scene, I'm very, very glad that you at least physically were able to, to make yourself safe.

01:42:54 - 01:43:03

Uh, surely I'm not telling you anything. You don't know that, that it is not just the physical part of this that you, you have to deal with.

01:43:03 - 01:43:09

So I, we keep you in my thoughts and prayers as thank you as you go forward with this.

01:43:09 - 01:43:14

Is there anything um you have been so extremely helpful?

01:43:14 - 01:43:27

Um And I do appreciate you just kind of walking me through and telling me and teaching me some things about processes and systems and practices that there's no way I could have just known without you walking me through them.

01:43:27 - 01:44:32

So I do appreciate that and I will share this and I don't know if I'm overstepping my bounds but to say, um, you know, I've been in this role as a counselor for a while and as far as homebound services, you know, we've never gotten anything from them to say, you know, no, this child cannot participate in graduation or the only reason that a child would not be able to participate in, participate in graduation if they were like on a suspension, you know, um had some type of disciplinarian fraction that would, you know, someone would say no, you cannot because of this, you cannot participate in graduation as far as, you know, has that always been just, uh if they meet requirements, they were, your expectation was they would part, could participate in that.

01:44:32 - 01:44:37

Yeah. And of course, we have some students that say they don't want to participate, you know.

01:44:37 - 01:44:40

Um, and so that's fine if they don't want to participate.

01:44:40 - 01:44:54

But there's never been, you know, if this child, this is the criteria so they cannot participate in you, you know, except if they're already under suspension or something, right?

01:44:54 - 01:45:03

Ok. That is a helpful point to add as well.

01:45:03 - 01:45:18

Um Well, Miss Harrison, you have given me lots of your time and I know as you are sitting in a high school, there are probably lots of things that you're not getting to while you're, I have, I have extra meetings from now until a all right.

01:45:18 - 01:45:47

Well, so I want, I want, but I, but I, you know, you know, it's just, um I can appreciate the investigation to go over processes because I do think there needs to be a little um fine tuning of some of the homebound, you know, just some of the processes that needs to be some clear processes and maybe they weren't, you know, maybe they should be, but every situation is not black and white either.

01:45:47 - 01:46:00

Um especially when you're talking about people. Um And, you know, I, I heard someone say, you know, we're doing this investigation.

01:46:00 - 01:46:13

So that this never happens again. Well, I think that's, you know, that's, you can never say never.

01:46:13 - 01:46:21

I understand and, and for somebody to think that an investigation is gonna stop something from ever happening again is unrealistic.

01:46:21 - 01:46:38

Right? Well, as II, I like to provide, um I would like to provide you my cell phone number in the event you should have anything you else you'd like to add or you think about this or you think about that, you can just call me.

01:46:38 - 01:46:41

Um And, or just for any aspect of this.

01:46:41 - 01:46:48

Um And if you never use it, I will not be offended because there are other things.

01:46:48 - 01:46:57

My cell phone number is 804869 1484. Ok.

01:46:57 - 01:47:03

All right. And I understand that this report um has to be concluded by next week.

01:47:03 - 01:47:07

That is the goal. But um that is still in discussion.

01:47:07 - 01:47:22

Ok. Ok. I, I know it's a lot to go through everybody's um interview, you know, and to compile all of that in a comprehensive report.

01:47:22 - 01:47:27

Um So my head goes off for you too.

01:47:27 - 01:47:37

Um And your team. Um you know, so, um but we're trying to be efficient and diligent.

01:47:37 - 01:47:44

Um but we also don't want to sacrifice quality for uh exactly for a deadline.

01:47:44 - 01:47:58

Yeah. Yeah. Yeah. And, and I will say this to um you know, every school in Richmond public in the district is different and so there are different protocols for every high school, you know.

01:47:58 - 01:48:17

Um, so, um, yeah, you know, especially, you know, when do you give out cap and gowns, when do you, you know, give out graduation tickets whose responsibility that's different for, you know, for each high school?

01:48:17 - 01:48:26

So, and I don't, you know, that might be probably some of the part of the process, end of the year process that they're looking into also.

01:48:26 - 01:48:36

So. Well, thank you. I, I hope that I, um, was a help and providing you some information.

01:48:36 - 01:48:39

You were extremely helpful and I do appreciate it.

01:48:39 - 01:48:43

Ok, thank you. All right. You have a great rest of your day.

01:48:43 - 01:48:45

You too. Bye bye, bye bye.

Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

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00:00:00 - 00:00:05

Kimberly will drop off. All right, we are rolling with recordings.

00:00:05 - 00:00:07

Thank you, Kimberly. Thank you, Mr Masson.

00:00:07 - 00:00:12

Thank you very much. Appreciate it. All right.

00:00:12 - 00:00:16

So mister Massa, you are currently the principal at he, we'll say HHS.

00:00:16 - 00:00:22

Correct. Yes, ma'am. And uh last year you were the assistant principal for ninth grade.

00:00:22 - 00:00:33

Yes, ma'am. Ok. Tell me, just tell me about, let's, let's go back to last year and it um ninth grade A P.

00:00:33 - 00:00:41

Tell me about what, what, what was your role, what were your roles, responsibilities and duties as the ninth grade A P.

00:00:41 - 00:00:48

Um I was over, I supervised the exceptional education department.

00:00:48 - 00:00:54

I was the administrator in charge of ninth grade students.

00:00:54 - 00:01:08

That's the cohort of 2026. Um I also supervised um our English language learning department and our social studies department.

00:01:08 - 00:01:20

Um uh from there, I was also a member of um uh not the supervising member but a member of the um attendance team.

00:01:20 - 00:01:30

Uh, and then, um, you know, basically the instructional leader over those departments and those students um, as well as discipline when needed.

00:01:30 - 00:01:49

That's a lot. Well, I had actually asked for sped and English learners because that's, I like to be involved.

00:01:49 - 00:01:52

And, uh, so that's, that's where it is.

00:01:52 - 00:01:57

Yeah. Yeah. Well, I, I can tell you if you're signing up to overseas.

00:01:57 - 00:02:04

Sped. Not only does that make you special, but that makes you a workaholic because the issues and the work are endless as an attorney.

00:02:04 - 00:02:12

I'm sure. You know. Well, we, you know, we, our school, our, our firm represents 80% of the school divisions in the state.

00:02:12 - 00:02:14

So we do a lot of special education work.

00:02:14 - 00:02:18

So I, I know the challenge is administering those programs.

00:02:18 - 00:02:29

All right. So, um now this isn't related to the interview, but now your new assignment, is it more work or less work?

00:02:29 - 00:02:34

I was gonna say so. All right. So now you are the principal.

00:02:34 - 00:02:44

Um When did you receive that designation? Um They have me, uh I'm characterized as interim principal, which is for the first year in Richmond public schools.

00:02:44 - 00:02:47

I've served as a principal in other localities previously.

00:02:47 - 00:03:01

Um I received that de designation in the last week of August, I believe, maybe in the second to last week of August just prior to students returning to school.

00:03:01 - 00:03:15

And was that because the prior principal, Mr Gilstrap, uh retired Mr Gilstrap, I believe, um went and got another job um in the Commonwealth of Virginia somewhere.

00:03:15 - 00:03:26

Um And then um over the course of the a month or so, they were looking for someone to fill that role Yeah, I believe he's over at doe we've made out.

00:03:26 - 00:03:41

All right. Um, so did you have any involvement at all with, um, say, oversight of the counseling department uh during when you were in a p not at all?

00:03:41 - 00:03:48

Did you have any interaction with the counseling department?

00:03:48 - 00:04:01

Yeah, I worked with my grade level assistant uh, or excuse me, my grade level counselor, um, Mrs Reed for issues that kind of pertain to our ninth grade students.

00:04:01 - 00:04:11

Um And then I would work with Mrs Buist, who was our English language um counselor for students in the building.

00:04:11 - 00:04:21

Um And I would also work with Mrs Harrison, um who is uh the counselor um who deals with our students who already uh receive idea services.

00:04:21 - 00:04:39

Did you have any um working relationship or interaction with uh Monique Harris or her caseload?

00:04:39 - 00:04:46

Not her case, not her case load, but I mean, I, I knew her and spoke to her on occasion, but we didn't have any direct.

00:04:46 - 00:04:55

Um We didn't have any direct work that we did together um as she was the senior and I was the freshman um cohorts.

00:04:55 - 00:04:57

So there isn't much overlap there at all.

00:04:57 - 00:05:00

And is she still there at Huguenot high school now?

00:05:00 - 00:05:03

Yes, ma'am. And she's under your supervision now.

00:05:03 - 00:05:22

Yes, ma'am. And just to, to try to give, give me a, a broader picture um of the way the inner workings of a building, the building level.

00:05:22 - 00:05:33

Um So if you say in your case load, you have ninth grade students that you had oversight of um too many prepositions in that one.

00:05:33 - 00:05:52

Did you have the occasion, for instance, if you had a student on homebound through when you were the 9th, 9th grade A P, what would be your expected engagement with the homebound students on your ninth grade, caseload, caseload?

00:05:52 - 00:06:01

Uh As an administrator? Yes. Um I keep abreast um, as best I could of um their academic progress.

00:06:01 - 00:06:08

Um usually work with the homebound coordinator for the district, which I think is Port Tepo RT Ee.

00:06:08 - 00:06:23

Um And um and uh you basically kind of from an academic aspect, see how they're doing when you're looking at your different um tiered systems of support for um academics and so forth.

00:06:23 - 00:06:39

And when you say you would work with Miss Po T ju just flush that out a little bit like how would that, what would that look like on a maybe not on a day to day basis?

00:06:39 - 00:06:41

Because you didn't have, might not have had the need.

00:06:41 - 00:06:48

But whenever you, you had something that you needed to sort of work on, related to a home bound student, what might that look like?

00:06:48 - 00:06:59

I would say that from my own experience, um the the experience would be that we would work with the, again, like the division liaison for homebound.

00:06:59 - 00:07:05

Um And I think I have her name right, because I always have to look up everybody because I am still fairly new to rps.

00:07:05 - 00:07:11

Um And then I would work with the um co work counselor.

00:07:11 - 00:07:14

Um in that case, it would be Mrs Reed from last year.

00:07:14 - 00:07:25

I was ninth grade. Um And then any additional support staff that we may need, given the individual students, um you know, any variables with the individual students.

00:07:25 - 00:07:29

So, you know, you need a social worker, you need a student support worker or something like that.

00:07:29 - 00:07:33

Um You know, and you generally work together as a team.

00:07:33 - 00:07:40

I'll be honest, it would usually probably be over email between each other and so forth if there was an issue because we don't have the student in the building.

00:07:40 - 00:07:46

Um um but that would be, um that, that, that is, that would be my experience with it.

00:07:46 - 00:08:05

And so if you had like an emerging issue with one of your home bound students, either homelessness or security issues or, or something of that nature, was that something that you as the A P would be expected to know and engage with in terms of offering resources or support that kind of thing?

00:08:05 - 00:08:09

I, I think that it, it didn't happen for me last year.

00:08:09 - 00:08:14

So, um, or at all, I'm trying to think back to my ninth grade cohort.

00:08:14 - 00:08:32

I think generally though just uh you would work with your, um, you would work with your school counselor for the grade level, you would work with the student support team, um, at central office, um, you would work with the, um, homebound designee person.

00:08:32 - 00:08:43

Um, and then again, uh, any additional support staff, like social workers and so forth to try and identify different supports, um, and so forth for the student.

00:08:43 - 00:08:52

Ok. And last year, the 12th grade api know, I, I, as I understand you had a series of them because of promotions.

00:08:52 - 00:08:58

Um, yeah, and the last in place would have been Mr Monroe Kevin Monroe.

00:08:58 - 00:09:15

Is that correct? That's correct. Ok. For the very, if it would have been that I'm trying to remember when he came on it, it wasn't that long before the end of the school year.

00:09:15 - 00:09:18

Um Few months, I'm trying to remember, but I don't have the exact number.

00:09:18 - 00:09:47

All right. So in was there ever um just, I'm trying to get a sense of the administrative meetings that would have gone on related of the administrators with the, with the counselor team.

00:09:47 - 00:09:54

Um Were there regular counseling and administrator meetings to discuss issues?

00:09:54 - 00:10:02

There was a regular meeting that would take place on Mondays between um Mr Gilstrap, the principal and the school counselors.

00:10:02 - 00:10:06

Um I would assume I wasn't in those meetings.

00:10:06 - 00:10:13

I would assume that the counselor um brought issues before Mr Gilstrap if he need if they needed to.

00:10:13 - 00:10:39

Um And then, um you know, outside of that, there are leadership meetings that involve um the assistant principals when available because we get pulled pretty often, um, and department chairs and I believe the head counselor, um, those really weren't, those really weren't based solely on what student needs were, well, individual student needs.

00:10:39 - 00:10:51

And as compared to like a tier two or like a larger group of students or so forth, but, um, the main meeting would be, um, that he had was the principal and the counselors.

00:10:51 - 00:10:55

And you said that was a regular Monday meeting.

00:10:55 - 00:11:04

That's my understanding. Um I believe that there were some graduation meetings additionally where the team met.

00:11:04 - 00:11:09

Um I was involved in those. Um, but that's um, my understanding.

00:11:09 - 00:11:11

You said you were not involved in those.

00:11:11 - 00:11:19

No, th th those were like 1/12 grade graduation meeting when we're going through to see who needs what and checking in our, on our different students.

00:11:19 - 00:11:32

And as far as you know, were those occurring throughout the school year or did they just kind of become something that happened after when you're sort of getting sort of down to the, getting close to the graduation occurring?

00:11:32 - 00:11:36

My understanding is that they happen all school year.

00:11:36 - 00:11:45

Um But again, I wasn't like a uh direct, um I wasn't directly in them, so I, I can only say that that's my understanding.

00:11:45 - 00:12:20

All right. And since you were dealing with primarily the ninth grade level, I'm, I'm sure just now as the principal, you, you have a whole another level of things you have to think about and responsibilities for but last year on your radar would not have been any consideration of, uh, credentials for graduates or what, what it means or what needs to be in place before graduating or walk.

00:12:20 - 00:12:22

I, I apologize. I spoke over you.

00:12:22 - 00:12:40

It would have only been, um, I, I was only concerned with ninth grade and trying to get as many credits and, like, verified credits in for them as possible so that we could be set up to have an easy 12th grade year, like, try and hit it early so that, um we'd be in good shape as we got later.

00:12:40 - 00:12:47

I don't really, I didn't really know the seniors, um because I was also a first year A P at last year also.

00:12:47 - 00:12:51

I don't know if it said that, but I was um a first year A P in this division.

00:12:51 - 00:13:06

Um And uh so, um I didn't really know the seniors that well, I got to know everybody over the course of the year, um, just in terms of staff and students, but I was, I was pretty laser focused in on my ninth graders uh last year.

00:13:06 - 00:13:17

And I probably, well, not, probably, I most certainly did skip over what I usually prelim do in the preliminaries, which is, give me your background as an educator.

00:13:17 - 00:13:28

Um Yep. Sure. So I guess I'm on year 16 of my VRS accumulation.

00:13:28 - 00:13:34

Uh I've been in 16 years. Um I started out as an exceptional education teacher in Varina.

00:13:34 - 00:13:43

I moved to being an admin intern um in a middle school in um Henrico Pocahontas.

00:13:43 - 00:13:47

They moved me to an assistant principal. God went for three years.

00:13:47 - 00:13:51

I was an associate principal for two years at Freeman High School.

00:13:51 - 00:13:57

Um I was principal for five years at Potan High School.

00:13:57 - 00:14:01

Um I left education for one year. Um I resigned from that position.

00:14:01 - 00:14:03

I wasn't let go. There was nothing nefarious.

00:14:03 - 00:14:09

I um some of in the age we're talking about around 2020 2021.

00:14:09 - 00:14:19

Some of the um some of the community's views on different issues involving inclusion and other things differ from my own.

00:14:19 - 00:14:26

So I decided to move on. Um But I was not asked to, in fact, I was asked to stay and try and get through it.

00:14:26 - 00:14:32

Um But um and I also needed to move on because of the stress from that situation.

00:14:32 - 00:14:35

It kind of got me in a so not very good health.

00:14:35 - 00:14:45

So um I only report this because it's a strange little blip in my career and I wanna make sure that everybody is aware um for this in particular.

00:14:45 - 00:15:02

So any, any educator that says they, they tapped out in the 2020 era um for all that was going on, whether it relates to sort of the inclusion or who, who gets to control schools and the health issues and all of that.

00:15:02 - 00:15:13

So anybody who tapped out, I, I just have strong views um in terms of um making sure that I'm always fighting um systemic marginalization and education.

00:15:13 - 00:15:26

So, um I took, um, I took one year and with my criminal justice degree that I never used, um, I um uh taught at v well, no, not with that degree.

00:15:26 - 00:15:36

Um, but I uh worked for a company called, or a nonprofit called the Virginia Center for, um, oh, my gosh, for policing innovation.

00:15:36 - 00:15:48

Um, in which I did research and um wrote about um some issues, one was drones which was a little dry and then the other was really interesting.

00:15:48 - 00:15:58

Those were crisis intervention teams. Um So that, that those trainings and research I did were then sent on to um the cops office with VDOE.

00:15:58 - 00:16:05

Um I missed being, I also taught at VCU, I have a doctorate, so I taught in their doctoral program.

00:16:05 - 00:16:12

Um and I miss being around students and I wanted to go somewhere where I felt most comfortable rps.

00:16:12 - 00:16:20

Is there? I come from um Washington DC and later the DC suburbs and I just feel more comfortable in a city environment.

00:16:20 - 00:16:23

Uh So I came back here as an assistant principal.

00:16:23 - 00:16:24

That was all my wife would allow me to do.

00:16:24 - 00:16:40

Um The tragedy happened on June 6th. Um There was a lot of folks who wanted me to become principal and eventually uh I um interviewed and accepted.

00:16:40 - 00:16:44

So that's where we are right now. Very good.

00:16:44 - 00:17:03

Well, then that, that brings us to the, to the, uh, that's a great segue to let's talk about kind of now what you do and just to the extent this is, this is not a, um, a review or report that is supposed to look from June 7th forward.

00:17:03 - 00:17:06

It's supposed to sort of look from June 6th backwards.

00:17:06 - 00:17:15

But I think just in terms of helping me understand education, the educational process in rps and how change gets made.

00:17:15 - 00:17:24

What have you done? Um Not even, it doesn't even have to be in reference to what happened on June 6th.

00:17:24 - 00:17:35

But what have you done different as it relates to the things we've discussed, whether it's your engagement with the homebound office, your engagement with central office, your engagement with counselors, homebound students.

00:17:35 - 00:17:41

What have you done different at, at, at the helm at HHS um A lot.

00:17:41 - 00:17:54

Um I won just in terms of um just making sure that I'm visible in the hallway, making sure that I'm building relationships with all of our kids, all of our staff members.

00:17:54 - 00:17:57

Um That's kind of like the primordial beginning of it.

00:17:57 - 00:18:02

Um Then making sure that we're putting in what we call hu Huguenot tiered systems of support.

00:18:02 - 00:18:14

So that means that all of our counselors admin support staff are working with all of our different cohort areas um as a team to be well aware of all of the challenges barriers that our students are facing.

00:18:14 - 00:18:21

Um And all of our different tiered systems of support like tier three is for a very specific student.

00:18:21 - 00:18:24

Tier two, for a group of students who data we're seeing need may need a certain thing.

00:18:24 - 00:18:42

Tier one for students as a whole. Um we um have um are doing that so that we are um all on the same page in terms of student needs in terms of any sort of student issue that may permeate throughout our building or through um other students.

00:18:42 - 00:18:44

Um And I'm not just talking about safety and so forth.

00:18:44 - 00:18:58

Um Additionally, um we have um really um taken and, and, and kind of created or, or, or reinforced lots of um practices and procedures our halls are clear.

00:18:58 - 00:19:11

Um or, um you know, we're um we uh seem to have and I need to pull the data, but it, it's pretty obvious that we're having less instances of concern in terms of student conflict.

00:19:11 - 00:19:21

Um We are building up our interventions, one of which is making sure that we're getting therapeutic day treatment into the building as soon as possible, we should have that very soon.

00:19:21 - 00:19:46

Um And um just, you know, on the side, just getting more security officers and so forth, but really, it just comes down to structure, making sure that we have systems in place where um all of our interior stakeholders are aware of different situations um in terms of homebound um and home based students, um just making sure that they're included on every single list of different students that need different supports.

00:19:46 - 00:19:48

Um so that we're well aware of them.

00:19:48 - 00:19:52

Um And um making sure that I'm well aware of them.

00:19:52 - 00:20:06

Um We have um multiple meetings with the division present, also working as partners, not as oversight, but as partnership and making sure that we are um uh getting the support we need.

00:20:06 - 00:20:12

So I appreciate our new um principal director, Doctor Bell um has been really influential with that.

00:20:12 - 00:20:36

So, um I feel very comfortable in terms of being able to say that I know um as much as I would be able to know um about my students um without, you know, um whatever, you know,

obviously is reportable and whatever we can kind of figure out and that we're getting um and that we're getting services and supports to those students who need them.

00:20:36 - 00:20:49

And let me ask you this just in terms of knowing like you don't know what you don't know at the time, but we know, we know what we know now.

00:20:49 - 00:21:09

Um is there a is there something about the system or the process of information flow that you have changed or you felt like you, you needed to maybe tweak?

00:21:09 - 00:21:25

Mm uh uh Well, there's some and I don't think it pertains to this situation which is making sure that we're communicating more with our parents on like a weekly or even sometimes twice a week basis in terms of what's going on in the building.

00:21:25 - 00:21:33

Um And then just generally making sure that we have um systems that the one hand is talking to the other.

00:21:33 - 00:21:42

If we have a student that needs tier one support in attendance, that we're trying to figure out why is that student having an attendance issue?

00:21:42 - 00:22:01

And if it is something that maybe a different support would need, then we're making sure that that tiered system that we're building is then going to communicate and move over to our SB program or whatever, where um where, then we're saying, ok, this student may need a tier um three intervention for uh attendance.

00:22:01 - 00:22:08

And part of that may also be um due to some sort of trauma, the student may be having or so forth or so on.

00:22:08 - 00:22:16

So just making sure that we're building a system, um and we're in the middle of building because, you know, uh change and build ups take more than a few months.

00:22:16 - 00:22:21

But, um, making sure that, um, all those one hand is talking to the other.

00:22:21 - 00:22:42

Um I'm not necessarily saying that that is an issue that I saw last year because again, I was new and kind of focused on ninth grade, but, um, it's just something that is principal and in power and I did this too was build these systems so that um, we're not missing any crucial information and so forth when we're working with students.

00:22:42 - 00:23:01

Well, I'm real interested because you've, you've talked about it a couple of times, the tears of in intervention and is, is that um because that's ii I really like when I hear that I want to know everything about what that means because I don't want to misrepresent what that is and what it means.

00:23:01 - 00:23:06

Is there a document that you all have either at HHS or RPS.

00:23:06 - 00:23:13

Generally that talks about tier one, tier two, tier three RPS should have an official one.

00:23:13 - 00:23:28

And really, it's um it's kind of part, it's, it's kind of part of PB is um which is um oh, I'm a little anxious so I'm not being able to like remember all my acronyms off the top of my head.

00:23:28 - 00:23:40

It's a positive behavior intervention systems. Um And then the other part of this is the, then the um the tiered systems of support is kind of like multiple tiered systems of support.

00:23:40 - 00:23:46

This isn't, this is something that, you know, is a best practice in my opinion um across the commonwealth and elsewhere.

00:23:46 - 00:23:51

Um But the division should have an official, some official information on it.

00:23:51 - 00:23:54

Um And then, you know, we work off of that.

00:23:54 - 00:24:05

Um and then kind of, you know, uh put things in place that are maybe needed for the individual needs of our building in terms of student, background, student needs and so forth.

00:24:05 - 00:24:14

Um But those tiers again, tier one is like a pro uh something that you would do for all students tier two for a group, tier three for an individualized student.

00:24:14 - 00:24:21

And they um and they can both be academic and for social, emotional issues and so forth.

00:24:21 - 00:24:30

So, um that's how kind of you build that system and it should be forever changing depending on the needs of um your school community.

00:24:30 - 00:24:42

And is there anything different um uh from the 22 23 school year to the 23 24 school year in that tier support system?

00:24:42 - 00:24:53

Um uh Not to my knowledge, but if you were looking at the division one, you may probably have to ask um the, yeah, the folks in the academic office and so forth.

00:24:53 - 00:24:58

All right. And so I know then that the division creates that and maintains it.

00:24:58 - 00:25:08

Do, do you also have one for just distinct to HHS or is it, is it just the division level tier system that you the division?

00:25:08 - 00:25:12

It's, it's just like right now, to be honest, we're like building ours.

00:25:12 - 00:25:23

Um And so, you know, we um we are um practicing but then kind of making sure that we're mapping out all of our interventions and kind of putting them into the system.

00:25:23 - 00:25:34

The, the um division provides a graduation tracker um to each of the high schools that has uh each student and each cohort on it.

00:25:34 - 00:25:49

Um And then from there, we have um cohort meetings um and the division is uh involved with those with the um 12th graders and then, um, our school does the other ones.

00:25:49 - 00:25:51

Um, but everyone is invited to the 12th grade one.

00:25:51 - 00:25:56

So everybody's aware of what's going on with and the others with, with all of our students.

00:25:56 - 00:25:59

And so, and what is that? Is that a, is there a name for that?

00:25:59 - 00:26:17

Is it just impact meeting? And Doctor Bell and his team had those up, um, who would have done that last year.

00:26:17 - 00:26:31

Um, probably um, Mister John Austin Brown, um, who was the principal director previously.

00:26:31 - 00:26:47

Um, ok. And, uh, and how often was that graduation impact meeting held?

00:26:47 - 00:26:51

Um, I wasn't in the 12th grade one, so I don't know.

00:26:51 - 00:27:05

Um, and um, uh, you know, are we the ninth grade would meet in a much more, um, in a much more informal way to talk about our students and to kind of look through how we were keeping them.

00:27:05 - 00:27:09

Um, it sense is much more formalized. Got you.

00:27:09 - 00:27:18

Yeah. And so can I let me just throw this out there and tell me if I'm right or wrong because I'm just trying to process and understand the graduation impact meeting.

00:27:18 - 00:27:29

Not only is it for the purpose of, of kind of making sure the students are on track and they're getting the credits and uh, whatever they need to be on track for graduation.

00:27:29 - 00:27:37

But is it also to track rps? How rps is meeting its own graduation goals and targets for the number of students that that graduate?

00:27:37 - 00:27:41

Yeah, I think it, I think that that would be fair to say.

00:27:41 - 00:27:51

Um, I think in addition, it's also to have discussions about individual students, to identify needs and so forth and to make sure that we're directing them to certain supports.

00:27:51 - 00:28:03

So you would, would it be, and I know you weren't in them but you're probably in them now.

00:28:03 - 00:28:16

Is it, would, it, would it be safe to say that, that those meetings can get very granular if you have a particular student who has needs that need to be discussed in that setting.

00:28:16 - 00:28:20

Yeah, we'll go through students who may be at risk of graduation.

00:28:20 - 00:28:39

Um And yes, we'll get down to individual students kind of one by one and work through them um as needed while also looking for trends um in terms of students who may need um different groups of students that may have different graduation requirements.

00:28:39 - 00:28:46

But we'll also get down talk about individual students who may be at high risk of not graduating and trying to get to the bottom of what supports they need and why that may be.

00:28:46 - 00:28:59

And let me just, just from your involvement in it.

00:28:59 - 00:29:14

Now let me write this thought here, what supports they need and how to get it, get them in just from what you know, of, of sort of being in the room.

00:29:14 - 00:29:38

Now, for these meetings, if say a student had uh housing insecurity and or had safety issues related to, you know, previous inga involvement in some, some or pres being present for criminal activity and had mental health issues.

00:29:38 - 00:29:44

On top of that, are those the kind of things that you might discuss about a particular student, student?

00:29:44 - 00:29:51

And what you said them being at high risk for not graduating is would it get to that kind of granular level?

00:29:51 - 00:29:54

So I can only talk about what I experience now.

00:29:54 - 00:30:06

Um And in the meetings now, well, I should say in the meetings because I don't know how I'm, when I say now that I'm saying it didn't happen previously in the meetings that I attend in my role as principal here at Huguenot.

00:30:06 - 00:30:18

Um We discuss, um, it, it'll kind of almost go through a pattern of we're discussing credits, we're discussing what classes are needed, we'll move into attendance and then those who are at the table.

00:30:18 - 00:30:21

Um, and we have representatives from our mental health team and so forth.

00:30:21 - 00:30:28

Um, will then go through some additional history of the student if it's, if it's impacting graduation.

00:30:28 - 00:30:38

Um um, and you know, that may be that they are, you know, mckinney Vento status, it may be that they receive idea services, maybe they're an English language learner.

00:30:38 - 00:31:21

And then usually, um again, if the need is there, if it pertinent to graduation, then we'll talk more about um, the individual needs of the students and what we've learned through relationship building and through outreach and support and is and does this meeting and, and I'm asking you this just as a person who's a, attended a lot of government meetings over the 30 years in my career, are these meetings where you a whole lot of issues get thrown up and maybe folks do or don't walk out with action items where those issues actually are supposed to be wrapped up and somebody walks away and saying, OK, we threw that issue up.

00:31:21 - 00:31:25

That's mine. I own it and I need to do something with that.

00:31:25 - 00:31:28

I'm not sure if I have a great answer for you.

00:31:28 - 00:31:36

Um I would say that these meetings, the current ones in which I participate um are extremely helpful.

00:31:36 - 00:31:44

Um I think that um some of them become some can become larger conversations of need.

00:31:44 - 00:31:47

Like how are we supporting our? And I'm just using this as an example.

00:31:47 - 00:31:49

How are we supporting our English language learners?

00:31:49 - 00:31:54

What resources do we have? Um This is what some of the data generally is looking like.

00:31:54 - 00:32:04

Um and things like that. Um But um I think that when we talk about individual students, it's helpful because folks are at the table and we can come up with a plan to move forward to get them to the finish line.

00:32:04 - 00:32:21

Is there very much sort of ownership of issues or is there assignment of issues in these meetings or how do, how does that work um in these meetings?

00:32:21 - 00:32:26

Uh Usually you know, a next step, action and an informal one really.

00:32:26 - 00:32:31

But like the next step should be made, um, in terms of what we're gonna do next and so forth.

00:32:31 - 00:32:36

Um, and, um, you know, I, I feel like there is ownership.

00:32:36 - 00:32:42

Um, but again, these are in the meetings that I'm in, that are structured this year.

00:32:42 - 00:32:45

Yeah. And, and, and that's not to say it wasn't that way last year.

00:32:45 - 00:32:51

I just don't have the knowledge. All right.

00:32:51 - 00:32:57

Um Were you present for the graduation last year?

00:32:57 - 00:33:01

Yeah, I was, I was, uh, I was right in the thick of things.

00:33:01 - 00:33:13

All right. And what was your role, you know, prior to everything going south?

00:33:13 - 00:33:27

What, what was your role there that, that day it was really, um, as like ninth grade assistant principal, it's sort of general supervision and then you hang out on stage in your garb.

00:33:27 - 00:33:37

Um, and it, then it was really just to let you know, you walk out, you stand in the line and you celebrate.

00:33:37 - 00:33:53

Um, I didn't have a whole bunch, you know, I, I, um, I, I didn't have a lot of responsibilities in it, so I just kind of watched and learned to build, I, I've been obviously as a former principal, been part of lots of graduations, but every school is different.

00:33:53 - 00:33:55

Um, every division is different all of it.

00:33:55 - 00:33:58

So last year was like a watch and learn year.

00:33:58 - 00:34:11

Um So that was kind of how I took that was kind of how I, um, personally went in terms of doing different things in the school year for the first time in, at Huguenot.

00:34:11 - 00:34:17

And so, and just correct me if I'm wrong.

00:34:17 - 00:34:27

Just as so the ceremony goes, were you, did you go in through the general, um, entry door where the students went?

00:34:27 - 00:34:30

Did you go through the, I know there was a general door and then there was a VIP door.

00:34:30 - 00:34:33

Then there was a guest and family door.

00:34:33 - 00:34:50

I went and I don't know, I don't know what the name of the entrance was called, but mine, the entrance in which I entered was in the back corner of the Altria Theater by where the, the buses or trucks back up.

00:34:50 - 00:34:53

So back on the loading dock, the loading dock area.

00:34:53 - 00:35:07

Yeah. So that would have, that was, as my notes say, that would have was considered sort of the VIP or the um, was that the same area where, where Mr cameras and all the other folks would have gone in?

00:35:07 - 00:35:09

I, I assume I didn't see who else entered.

00:35:09 - 00:35:15

I went, I was told to go in there and I went down like a little staircase and got into the basement where all the students were starting to film in.

00:35:15 - 00:35:20

All right, and I'm sure you probably can't see this very well.

00:35:20 - 00:35:28

Um But this is the, this is the Laurel Street side, this is the main street side, this is.

00:35:28 - 00:35:34

So you wanted this entrance? You did not go back here if I'm looking at?

00:35:34 - 00:35:37

Yeah, that's the entrance right where your pen is right there is where I went in.

00:35:37 - 00:35:47

Ok. And OK. And I believe that was where the graduates and then some of the VIP S went in that way because they didn't know about the other entrance.

00:35:47 - 00:35:59

So, as you went in then, did you um did you encounter sort of someone with either a magnetometer or a wand?

00:35:59 - 00:36:05

I can't remember. I just can't, I'm sorry, this is one of the things at the time before all this.

00:36:05 - 00:36:07

You're not pitch, paying any attention. Right.

00:36:07 - 00:36:19

Mhm. Do you recall? I'm trying so hard to remember going through that door.

00:36:19 - 00:36:27

Yeah. Yeah. Well, that wasn't, that wasn't an important detail that day until it was right.

00:36:27 - 00:36:29

So, no, you don't have to apologize for that.

00:36:29 - 00:36:38

That's kind of as you, I'm sure know that's what trauma does to, you sort of wipes out all the details that come just before.

00:36:38 - 00:36:47

So, um and so you went in that door and then you went to the right and down with students were assembling.

00:36:47 - 00:36:50

Yeah, I was, I was busy walking around.

00:36:50 - 00:36:53

So I went down there and where the students were assembling.

00:36:53 - 00:37:06

Um Then I kind, then I went up on the stage and then at one point I went up to like the VIP area to meet some folks from the division.

00:37:06 - 00:37:12

I think I was with Mr Gilstrap and then I headed back downstairs to help with the graduates to get in line and so forth.

00:37:12 - 00:37:16

So, I don't know if that's even the exact order.

00:37:16 - 00:37:19

But those, those were the places that I went.

00:37:19 - 00:37:32

All right. And so then you were on the DAIS for the graduation ceremony?

00:37:32 - 00:37:37

Yes, ma'am. And I just, do you at all recall?

00:37:37 - 00:37:42

And I, again, this is another detail that probably meant nothing to you until it meant something to you.

00:37:42 - 00:37:46

Do you recall seeing the student Sean Jackson cross the stage?

00:37:46 - 00:37:55

No, I didn't know Sean and um, I like it was all kind of a blur in terms of who was going across the stage.

00:37:55 - 00:37:56

I didn't know the 12th graders that well.

00:37:56 - 00:38:07

So, um, yeah, anything of note just during the ceremony or no?

00:38:07 - 00:38:16

All right. And let's then let's talk about sort of, uh, and as we walk through this, take whatever you need.

00:38:16 - 00:38:22

And I remember this, I remember with great detail from walking on out.

00:38:22 - 00:38:27

So stop me, turn your camera off, pause me, whatever you need.

00:38:27 - 00:38:43

All right. So as I understand it, the graduation concludes the first to process out are the folks on the DAO to create sort of a little greeting lanes or a tunnel for, for the graduates?

00:38:43 - 00:38:45

And you were, were you a part of that?

00:38:45 - 00:38:60

I was the last person on the tunnel before the park before the I was, I was the last person on the right side, on the shooting side of the two rows of faculty and staff.

00:38:60 - 00:39:09

Um, and I was about, I was just underneath the end of the marquee outfront Altria.

00:39:09 - 00:39:22

All right, tell me what's the first unusual thing that you noticed?

00:39:22 - 00:39:40

There was nothing unusual. I was jumping, I was jumping around with a parent, um, because we were like, really, um celebrating and it was like one of the most positive and kind of exciting graduations that we had had that I had had in my career.

00:39:40 - 00:39:49

Um Just the exuberance and happiness. Um And then immediately a long string of large loud shots rang out.

00:39:49 - 00:39:53

That was about four shots in when I was processing.

00:39:53 - 00:39:59

What is that? Um And then I felt the whole crowd kind of pushed me towards the doors.

00:39:59 - 00:40:09

Um Yeah, I'll stop there, but that was the that there really wasn't any initial concern or any sign of anything until I heard shots ring out.

00:40:09 - 00:40:17

Did you look in the direction of where you saw the shots?

00:40:17 - 00:40:22

Did you see anything or not? Not yet because I went back out.

00:40:22 - 00:40:27

Um Just let me know like how far you want me to go?

00:40:27 - 00:40:35

You just tell me what relevant. So, um I got kind of pushed into the doors.

00:40:35 - 00:40:40

I saw safety and security staff like calling people in.

00:40:40 - 00:40:56

Um like it would once we were inside like uh at the top of the little staircase, I kind of got into a ball and held the door open with my knee so that people wouldn't get crushed up against the doors and they could get inside.

00:40:56 - 00:41:15

Um, once those, once that initial crowd from the front started to get thin out, I saw, um, like the, the loud shooting seemed to stop for a second and I saw, um, Mr Crosby, one of our care and safety folks and Mr Gilstrap.

00:41:15 - 00:41:19

Um, and I believe I saw Mr cameras too kind of exiting, going back out.

00:41:19 - 00:41:25

Um, I got up and followed them as I was leaving.

00:41:25 - 00:41:29

It sounded, if I'm remembering correctly, it sounded like a few more shots then went off.

00:41:29 - 00:41:42

Um, when I got outside, I didn't see anyone shooting but I saw, um, a, um, few folks on the ground over, um, by that corner, um, by the ramp.

00:41:42 - 00:41:46

Um, I went over there, Mr Crosby was standing there.

00:41:46 - 00:41:55

Um, I believe Mrs Buist, my school counselor had, um, been switching off with someone trying to give some CPR.

00:41:55 - 00:42:06

Um, I turned around and held my arms up with my big gown so that, um, actually first I walked around and noticed there were lots of people on the ground with like small injuries and so forth.

00:42:06 - 00:42:09

So I started yelling for ems and some other areas.

00:42:09 - 00:42:15

They started showing up with police. I was pointing at some folks, I saw who I, at the time I thought may have gunshot wounds.

00:42:15 - 00:42:18

I think they just had like fallen over or hit their heads or stuff like that.

00:42:18 - 00:42:37

I stood with Mr Gilstrap and um I turned around and started blocking um the people who were on the ground um uh with my um gown um to try and keep people who were live streaming from videoing them.

00:42:37 - 00:42:41

Um I was listening to folks give chest compressions.

00:42:41 - 00:42:48

Um Things weren't sounding good behind me. Um We moved away when more police and so forth arrived.

00:42:48 - 00:42:56

Um, but not too far away because I was um pretty adamant uh of like protecting the privacy of our students.

00:42:56 - 00:43:03

Um I stayed with Mr Cameras and Mr Gilstrap, I was later told Mr cameras.

00:43:03 - 00:43:09

Um I was really impressed that, you know how he had kind of run back out and stayed there.

00:43:09 - 00:43:13

Um I stayed really to be a support person for Mr Gilstrap.

00:43:13 - 00:43:19

Um We watched them get taken away um in the ambulances.

00:43:19 - 00:43:29

Um We were also keeping an eye out because we didn't know yet what type of shooting or what type of violence this was or somebody was still at large.

00:43:29 - 00:43:47

We stayed within that zone for about uh 45 minutes or so got moved back um to the um, there were, there were a few more people who were, I think having like seizures or panic attacks or so forth and I stood again with my thing and kind of covered them.

00:43:47 - 00:43:55

Um There were some young ladies, I think um lots of crying, uh, lots of holding back family members and things like that.

00:43:55 - 00:43:58

That part's a little bit of a blur, but I helped with that.

00:43:58 - 00:44:04

Then we got moved back to the command center and that's when I just stayed to be a support for Mr Gilstrap.

00:44:04 - 00:44:12

And I felt like Mr Cameras who was like, heavily involved in all, but also just in case he needed somebody.

00:44:12 - 00:44:14

Um, but I don't, I didn't at the time know him as well.

00:44:14 - 00:44:20

Um But um at the time I had just kind of felt numb and so forth.

00:44:20 - 00:44:23

Um I did, I, this isn't relevant.

00:44:23 - 00:44:28

Um I was gonna say I called my wife while I was like in the bowl to let her know that I was ok.

00:44:28 - 00:44:34

Um That was, um, yeah, that's, that's the gist of it.

00:44:34 - 00:44:45

Did you, um when you said you, did you go back to the command center where the superintendent and other folks went?

00:44:45 - 00:44:55

I was back there. Yeah. And do you, were you present when the chief of police and the mayor and other folks came?

00:44:55 - 00:44:57

And there was a sort of a debriefing.

00:44:57 - 00:44:60

I was there but I wasn't present for the debriefing.

00:44:60 - 00:45:02

I was kind of standing off over the side.

00:45:02 - 00:45:19

Um Again, I felt like I just needed to be there in case Mr Gilstrap needed something or like some support for that, but I also didn't want to like interject myself into things that um or become, you know, um, you know, crowd a situation where people need to get things done.

00:45:19 - 00:45:39

So I stayed on the periphery. Um I saw the school board members show up, um, again and kind of sit like on a, um, like they were distraught and sat down and talked for, they talked for a little

while amongst themselves and with some other support staff and then I just kind of held back and watched and see how I could help.

00:45:39 - 00:45:41

I checked with Mr G a couple of times if you need anything.

00:45:41 - 00:46:03

And then, um, and then I left, um I think I left at the same time as Mr Gilstrap, I saw Mr Crosby and two of the um care and safety folks like in the garage when I was leaving, um, and um talked to them for a few minutes just consoling back and forth and then headed home.

00:46:03 - 00:46:33

Ok. Ok. Did there ever come a time and, and sort of when everything was happening that you either or not when everything was happening in the aftermath?

00:46:33 - 00:46:39

Were you, were you? I know you said you didn't participate in the debrief, but did you hear any part of the debrief?

00:46:39 - 00:46:45

Like when the police were kind of letting the folks know, kind of this is what the situation is?

00:46:45 - 00:46:49

Were you present to hear any of that?

00:46:49 - 00:47:06

No, no. And when you say that you all were back at the command center, was that the part the room that sort of overlooked Monroe Park.

00:47:06 - 00:47:12

No, this, the, the, this was like a street, this was over by the cathedral.

00:47:12 - 00:47:15

The sacred Heart. Ok. Yeah, this was outside.

00:47:15 - 00:47:24

So I didn't get into, like, they pulled up lots of maps and like big stuff on the back of one of the first responder, like trucks or pickup trucks.

00:47:24 - 00:47:32

And I saw the mayor and the chief and a few other people, like, gather around that along with like this cameras and some other people.

00:47:32 - 00:47:40

Um, but I, um, no, like I left or wasn't involved in anything like indoors or anything like that.

00:47:40 - 00:47:45

So I should make sure and say, like, I'm calling it the command center because that's what it seemed like.

00:47:45 - 00:47:50

So I may be miss, I may be like misrepresenting what that was, but that's what it seemed like to me.

00:47:50 - 00:47:57

Ok. Uh, the other thing I did, um, was walk around and pick up as many stools as I could.

00:47:57 - 00:48:04

Um, and, and things like that. Um, and then they, like, started pushing the parameter back and letting us know we need to move back.

00:48:04 - 00:48:14

Ok. Well, thank you for walking through that with me.

00:48:14 - 00:48:19

I know every time you have to talk about it, it's kind of reliving it.

00:48:19 - 00:48:22

And so I, I do apologize for having to walk you through that.

00:48:22 - 00:48:25

There's honestly like a strange numbness to it now.

00:48:25 - 00:48:34

Um, but yeah, it's like not numbness as I don't care but just like a, like I've gone through it so many times in my head.

00:48:34 - 00:48:43

Um, but, yeah, every, everybody, you know, I would just say that I think everybody just did the best that they could to, um, make sure that people were safe.

00:48:43 - 00:48:56

And, um, you know, I don't know, I don't, I, I really just don't have, I, I don't know the student and I don't know any of, like, the practices and procedures that took place prior to it.

00:48:56 - 00:49:22

So, um, yeah, well, uh, Mister Massa, if, well, I always need to ask, is there anything that I did not ask you that you're aware of or that you're just thinking, could inform this review and the report.

00:49:22 - 00:49:32

Um, because it is, as I said, it's a backward looking report, but it's in some sense, we're not looking backwards just to look backwards, we're looking backwards to inform the, the, the future.

00:49:32 - 00:49:40

So, is there anything I didn't ask or anything that you would just like to say that to inform how we think about this or how we report this?

00:49:40 - 00:49:58

Um, no, just other than in, in my experience last year with the ninth grade, with the ninth grade counselor with supports that we had, um, I felt like I had a good handle on who my students were and who needed what inside the building.

00:49:58 - 00:50:07

And, um, and, you know, mostly outside the building, I think there's always an additional barrier when you have someone outside the building that's obvious for obvious reasons.

00:50:07 - 00:50:22

A little bit more difficult. But, um you know, um if you wanted to ask me, like, where is there a breakdown or where is there a flaw in the system that can be addressed in the future?

00:50:22 - 00:50:23

Like I don't have a great answer to that.

00:50:23 - 00:50:27

Um Partly because I wasn't privy to everything last year in this role that I am now.

00:50:27 - 00:50:35

But also because I felt um supported and like I knew it was going on with my cohort and that's all I can tell you about my experience of it.

00:50:35 - 00:50:58

And as you think about your experience now that you are sort of in that space, is there, are there any sort of fixes or patches or processes that you would change as it relates to just HHS internally or HHS as it relates to the division level?

00:50:58 - 00:51:04

Yeah, you know, I don't think there's like, I don't want to call it a fix or a patch because I'm not sure if anything was broken.

00:51:04 - 00:51:09

You know, sometimes you just, there's certain things that you can't control or can't foresee.

00:51:09 - 00:51:13

Um And again, I don't have any prior knowledge of, of the folks involved.

00:51:13 - 00:51:21

So, you know, um I'm only saying that because of my experience, but um no, I, I, you know, we have a new principal director.

00:51:21 - 00:51:26

Um And, and I'm not saying that there was any issue with the previous one because I didn't know him.

00:51:26 - 00:51:34

I was involved but I mean, like Doctor Bell is available, knows everything, um, answers any questions about student supports us.

00:51:34 - 00:51:38

We have our student support team who is mostly the same as last year.

00:51:38 - 00:51:48

Um, but they, um they, this, the communication is excellent in terms of what I know about what happens out in our community, even if it doesn't pertain to school.

00:51:48 - 00:51:55

Um, I, I just, I, it's um, ii, I really don't have a fix or patch.

00:51:55 - 00:52:17

Um I just know that like what best practices or what I feel best practices are in a building and that's just making sure that we have our systems of support in place and that we have as many um stakeholders involved in it as possible that, that everybody has some knowledge because really just building capacity, more people are better than fewer um in terms of figuring out problems and issues.

00:52:17 - 00:52:26

I'm not saying that that didn't take class, take, take um place last year um necessarily, but it's just what I do as principal.

00:52:26 - 00:52:34

So um um yeah, I, I don't have a fix or patch because partly I don't have enough information to identify where one would be needed.

00:52:34 - 00:53:02

Understood. And let me just ask this last question just as it relates to homebound students in graduation or like I know that there is a, a division policy that says um well, not even graduation, but there's a division policy that says whenever a homebound student, either en wants to engage in a school activity or come into a building or other things.

00:53:02 - 00:53:08

There is a process that must be followed, which includes the downtown homebound coordinator.

00:53:08 - 00:53:14

And you know, the big part of the question is, did that take place or did that system work?

00:53:14 - 00:53:20

Is there anything that you're thinking about in terms of knowing kind of who your graduates are?

00:53:20 - 00:53:24

Particularly if they've been physically separated from your building for a little while?

00:53:24 - 00:53:47

Is there anything that you're thinking about levels of engagement or how you might make sure that you know, what, whatever you need to know to make that decision because ultimately, it comes down to the building level II, I generally know because I get a copy of every single placement report um that comes through and then that goes and then our student support specialist works with those students.

00:53:47 - 00:53:51

Also. That's Mrs Sanchez, I do not believe she was in place last year.

00:53:51 - 00:53:54

Um And that's what you said a placement report.

00:53:54 - 00:54:08

Now, what is that? That means that if a student is put in alternate placement, um or administrative placement, um that I'll get an email kind of report that says where that student was put and so forth.

00:54:08 - 00:54:24

Um But I can just say from experience even this year, um I know my students who are place that have been placed elsewhere, um or who we've made a request for or who would come up you know, there's a few different avenues in which they go.

00:54:24 - 00:54:30

But I know those students, um I've encountered one like trying to get into a football game.

00:54:30 - 00:54:36

Now, I don't think for any nefarious reason, but he wanted to go, but we um stopped him.

00:54:36 - 00:54:47

Um Karen safety notified us. We called real quick to um both the security office and to the, to um our folks at student supports just to double check to make sure.

00:54:47 - 00:54:49

And, um, he didn't come into the game.

00:54:49 - 00:54:57

Um, and, um, you know, I, I know them by looking at them, I know a lot of some, their issues going on.

00:54:57 - 00:55:02

If I know the kids um, to the best of my ability.

00:55:02 - 00:55:17

Um, and can I ask how that came to your attention that this student wanted to go to a football game and maybe was making there, there's, there's security outside the football game and, um, this student was in line and then immediately my k sorry, this is my lights.

00:55:17 - 00:55:24

Um, immediately my care and safety staff identified them and just said, you know, hey, they're in line.

00:55:24 - 00:55:41

What's, what's the verdict? And I was like, well, let's because I was new and this is the first time I was like, let me just check policy to hold him out, you know, um, and we called in and, you know, double checked and, um, you know, send, send them away, explain and send them away.

00:55:41 - 00:55:45

That's, um, you know, that's, that's the way in which we handled that.

00:55:45 - 00:55:53

Um Now I know I don't need to go through the steps of necessarily checking, but because it was um, I'm new as principal and it was, I want to make sure I was following policy.

00:55:53 - 00:55:57

I want to double check real quick. And that placement report.

00:55:57 - 00:56:10

Is that like a one time report that's generated when their placement changes or is that something that you get at one time and then you get updates this, this is a letter that I get um, that gets sent out from like student services.

00:56:10 - 00:56:26

It's like this student has been put in virtual um or this student is um been uh the district hearing office is put this stu student in the um Richmond Alternative or thrive or something like that that we have for students.

00:56:26 - 00:56:35

Is that a one time report or is that a report that gets updated when the that does it get updated with information or only like when the placement changes?

00:56:35 - 00:56:41

That's, that's a placement change report? So I, to my knowledge, I don't have like an update.

00:56:41 - 00:56:52

Um though I'm not sure if like my students at this, like we're in October, so I'm not sure if like, there's something that I just haven't received yet because the students have just been placed or so forth.

00:56:52 - 00:56:60

All right. Well, I, I am taking copious notes and I know we have another, I have another interview scheduled at 11.

00:56:60 - 00:57:13

Um But if, if you're not opposed to it, because you've given me a lot of information and you've just told me about a lot of different processes and things that I had not, that had not been, I had not been aware of before.

00:57:13 - 00:57:17

Um I may shoot you an email directly.

00:57:17 - 00:57:21

Um Just to ask a few questions and follow up.

00:57:21 - 00:57:26

And is, is this a document that exists or is this a report that gets generated or something like that?

00:57:26 - 00:57:36

Because you have really fresh eyes in this position and, but you have so much institutional sort of process knowledge, it's been very helpful to me to walk through that with you.

00:57:36 - 00:57:48

And so um can I just give you my cell phone number and then because I will reach out, I I will more than likely send you a follow up email just to ask a few more questions.

00:57:48 - 00:58:01

Um mostly just about processes or documents. Um So my phone number is 804869 1484.

00:58:01 - 00:58:10

Yeah, I mean, I would only just say that this is my understanding as like a two month in Principal rps.

00:58:10 - 00:58:38

So if I'm misstating, you know, no, and and and it would, it's not anything that that sort of is reflecting on decisions that were made, but more, more for me what's been informative are processes that you're aware of or meetings that you knew took place and it just kind of helps me figure out, you know, where I need to look and you know, who I might need to talk to, to get sort of more insight into those meetings that you were not a part of.

00:58:38 - 00:58:49

And so this has been uh like I had a conversation with another one of the staffers at HHS who on their side of things also sort of really informed me.

00:58:49 - 00:58:58

So this is just the other sort of higher level administrator side that that has given me um sort of more information than I knew I'd be getting in this setting.

00:58:58 - 00:59:04

So, so that's very helpful. Ok, so thank you very, very much.

00:59:04 - 00:59:16

I know as a principal you have about 2 million things that have probably gone on that you're gonna have to catch up with after spending this hour with me, only a half a million, then not 2 million.

00:59:16 - 00:59:20

Absolutely. They will be, we're just going to claim that.

00:59:20 - 00:59:23

Um All right. Well, thank you, Mr Massa.

00:59:23 - 00:59:26

It's been wonderful. Um and informative speaking with you.

00:59:26 - 00:59:29

Thanks a lot. Appreciate it. Bye bye bye bye.

00:59:29 - 00:59:32

Mm.

Interview conducted via Zoom

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00:00:00 - 00:00:04

Mi Mi Gibson. Likewise. All right, if you need me, Pam, let me know.

00:00:04 - 00:00:11

Thank you so much, Kimberly. All right, how's your morning so far?

00:00:11 - 00:00:13

So far? So good. Oh, good, good.

00:00:13 - 00:00:21

Well, it's very nice to meet you. I feel like I've maybe seen you at different events around town, but I don't know that we've ever actually met.

00:00:21 - 00:00:27

Um But so, and thank you for sending all of that information that you sent.

00:00:27 - 00:00:41

We, we had not received that um those communications and so that was very helpful um informing the process and of um kind of knowing where else to look for other bits of information.

00:00:41 - 00:01:07

So thank you for. So I know that um you know, we are in this process of particularly as it relates to the school board members we've spoken to um and even more broadly to all of our witnesses, we usually, we have a series of pointed questions for people who we know were in attendance or have a particular role at hu at Huguenot High school or in the central administration.

00:01:07 - 00:01:13

Um But we generally ask the pointed questions to those sort of fact witnesses.

00:01:13 - 00:01:31

But then we also offer an opportunity to have anyone tell us, you know, is there anything that we, that, you know, or that you could say that could inform this process or, um, help us kind of understand rps as well as huon high school and this whole event better.

00:01:31 - 00:01:48

And so I guess that's probably a good place to start, um, start with you as I don't believe you're going to be a fat witness to many of the instances here, but you are certainly, um, privy to a lot of the process and knowledge related to this matter.

00:01:48 - 00:02:02

So let's just kind of start with, you know, please, anything that you think you can, you'd like to contribute to my, under our understanding of the events, um, anywhere you'd like to start with that conversation.

00:02:02 - 00:02:39

Sure. I mean, I think that ultimately if you, you know, can read the, the communication that I've sent, um, to me the, the, the, what's kind of glaring from that is, um, just a AAA real pushback to providing updates and providing information, um, after the fact and this was, um, uh, it has been common with other incidents that have happened, be it the fire, um, at Fox, uh, the fire at the bus depot.

00:02:39 - 00:02:59

Um, you know, I, the board, um, has not received, uh, an update really in the same kind of report for the, the shooting at, with, um, and oftentimes, uh, certain questions are, are ignored and, um, information is never provided.

00:02:59 - 00:03:20

Um So with this particular um incident, you know, I if I recall, you know, you looked at that, I, I mean, it was like multiple follow ups and um and then when I was frustrated, I was criticized for expecting any type of update.

00:03:20 - 00:03:41

Um And so um that, you know, so it, to me, it, it reflects a culture where um you know, where accountability is not, we don't see us as benefiting from trying to get to the bottom of things.

00:03:41 - 00:04:07

Um The um you know, after much back and forth, um you know, there are questions that the board members had, um which were specific to whether or not he um should have been there, you know, whether or not he should have graduated in the first place.

00:04:07 - 00:04:20

Um And if he should have graduated, if you know why he was allowed to graduate and attend the incident in person and then, um and then the details on the security at the event.

00:04:20 - 00:04:24

Now, um you know, I did not attend the event.

00:04:24 - 00:04:29

I have attended events at the Reus theater graduations and years prior.

00:04:29 - 00:04:36

And um and I can attest that I had always gone through the side door just as the students go through the side door.

00:04:36 - 00:04:60

And um there's never been any uh true, um you know, security that happened there, there was really just someone from R MC sitting at the door essentially just to make sure people could get in, you know, that, that the door was open and people who needed to get access were able to enter, um, enter the facility.

00:04:60 - 00:05:10

And so, um, you know, when I pushed to, to find out what security looked like, I was surprised.

00:05:10 - 00:05:15

Right, because this graduation happened on the heels of these other events, right.

00:05:15 - 00:05:27

The, the graduation at George with, and I believe Mr Cameras after the event at the shooting at George with, um, I think it was the one in, uh, there was one in the fall where someone had a, a loaded gun in the school.

00:05:27 - 00:05:33

Um And then there was another, you know, actual shooting in the parking lot, um, that happened in the spring.

00:05:33 - 00:05:42

And, um, you know, Mr Kris, I believe, sent an email like an rps direct which was like, if you see something, say something.

00:05:42 - 00:05:56

Um, and I do believe from hearing teachers on support our schools that teachers did reach out and said, hey, like I see this side door being propped open.

00:05:56 - 00:06:21

I see things. Um, and he said to email him personally and, um, I don't think that really anything came of the outreach that teachers did when they did that because then we ended up having the shooting in, in, in April, you know, and so the side doors have been an ongoing um uh issue.

00:06:21 - 00:06:30

Um, you know, as an outspoken board member, I hear from lots of folks anonymously because they're afraid of retaliation.

00:06:30 - 00:06:46

In the district. And I think the fear of retaliation is relevant here because it impacts the information that they're able to provide the board and that even you, you will experience potentially as you've been working on this investigation.

00:06:46 - 00:07:01

Um And so, um the, you know, I have a AAA teacher in particular who works at a high school in my district who um has students that order doordash.

00:07:01 - 00:07:13

And then the, there's some folks that are kind of staff that frequently just open the side doors in to bring, let people bring doordash in through the side door.

00:07:13 - 00:07:20

And when, um, then the staff was told, don't do that anymore.

00:07:20 - 00:07:33

But then if they actually tried to enforce it and tell a student, you can't bring your D dash in, then the teacher is criticized saying, come on like this is, you know, just let the kid have their meal.

00:07:33 - 00:07:41

So, um, you know, uh rules are made and not enforced.

00:07:41 - 00:08:03

And so, but again, like, I would think that after we have a shooting where a student leaves the building through the side door and then goes into the parking lot or behind the school or wherever it was because the details are muddy on that as well and then is shot, then we would then begin to take the side door seriously, right?

00:08:03 - 00:08:17

Like, and so, um, so then for the graduation to happen and I immediately, you know, after, and finding out about it and I reached out to colleagues that were there.

00:08:17 - 00:08:27

I spoke to uh Doctor Harris Muhammad, I spoke to Mr Young and I said, I reme there was no such, you know, security at the side door.

00:08:27 - 00:08:31

Anytime I've been there was there this year and they both said no.

00:08:31 - 00:08:41

Um and so then, um you know, when we did get the document, I'm sure you've read the summary report.

00:08:41 - 00:08:58

Um but right, like so the, he says in there, well that there was no Richmond public school security at the side door, but that there was R MC security at the side door.

00:08:58 - 00:09:03

And then he actually, and I believe this is just simply untrue.

00:09:03 - 00:09:14

He said that they were winding people coming through the side door, nobody knows of anybody being wanted through the side door.

00:09:14 - 00:09:21

Like I've never seen it in past years and R MC, they're not that kind of security to be wanting people.

00:09:21 - 00:09:29

So if they at best it was R MC and they didn't know what they were doing because that's not what they do.

00:09:29 - 00:09:33

We didn't provide them with any training, it wasn't our staff.

00:09:33 - 00:09:40

But in what, what I think the most likely scenario is is that no, nobody was waning anybody through the side doors.

00:09:40 - 00:09:56

So to me, it's, I mean, it just seems like a very clear falsehood that was shared, you know, that there was some security at the side door that simply did not exist.

00:09:56 - 00:10:18

Um I think that, um, the, um, other ways that it's, it's felt like there was a cover up, you know, or an active interest not to allow, you know, true information from being shared.

00:10:18 - 00:10:43

Um, was, you know, like after the foxfire, the board wanted to have an emergency meeting to talk about what was happening, the same request was made, um, with this incident, right to come together and talk about what is it that we can do as a body to make um to, to make these events in our school safer.

00:10:43 - 00:10:53

And there was no interest among board leadership or the administration to host such a meeting and have this type of discussion.

00:10:53 - 00:11:01

Um You know, I pushed for us to have a staff member that would be focused on school safety.

00:11:01 - 00:11:12

There was no interest in, in having someone internal who would audit our activities like you're doing right now to see that things are not falling through the cracks.

00:11:12 - 00:11:21

There was no interest in that. Um When we finally were pushed to, to, you know, we wanted to have a discussion enclosed about it.

00:11:21 - 00:11:23

This is when we were meeting at TJ.

00:11:23 - 00:11:36

And what was frequently happening um at our meetings is that when it was time for the board to go into close, the key was missing.

00:11:36 - 00:11:42

And so we typically would have meetings in like the media center.

00:11:42 - 00:11:48

Um But then what would happen is the administration is scrambling around looking for a key.

00:11:48 - 00:12:02

So that our meetings end up going really late and there's less time people are more tired, but we so we end up spinning our wheels and wasting time before the meeting starts um in this particular meeting.

00:12:02 - 00:12:10

And I can't remember for some reason, um Doctor Harris Mohammad was not able to be there, right?

00:12:10 - 00:12:15

And this was, you know, there were several people who were the most pushing the most for information.

00:12:15 - 00:12:27

It was um uh Doctor Harris Muhammad, MS White and myself, as you can see in the email chain, we're trying to get more details.

00:12:27 - 00:12:37

Um And so um Doctor Harris Mohammad was unable to attend um a meeting.

00:12:37 - 00:12:44

And then this is another meeting where we were, nobody was able to find a key to the media center.

00:12:44 - 00:12:53

So we end up in the gym and you can't hear anything in the gym because of an echo, right?

00:12:53 - 00:12:57

So then Doctor Harris Muhammad was joining virtually.

00:12:57 - 00:13:04

So then by chance, right? She's really not able to hear anything and participate in the discussion.

00:13:04 - 00:13:48

Um But what I do recall um happened during that discussion is that um basically, you know, Mister Young, uh you know, shared concerns about the the, you know, uh you know, the student Shawn Jackson and whether, you know, he should have been at the graduation, um you know, trying to get more clarification as to what happened and basically, he was shut down and criticized um and both Mr cameras and um M Rizzi, the chair blamed him saying that he was victim blaming.

00:13:48 - 00:13:56

Um And this was before again, like substantial information had come out.

00:13:56 - 00:14:16

And to me, it seemed like a way to stop information from coming out where again, like blaming people asking questions, um which has been a recurring theme.

00:14:16 - 00:14:33

Um There um other kind of subtle things that happened, you know, again, like these are just things that are as my son would say stuff, ok, he maybe would have said it two years ago because nobody says that now.

00:14:33 - 00:14:41

But you know what I'm saying? Right. I mean it sucked that they were, that we ended up stuck in that big gem where it was an echo you couldn't hear.

00:14:41 - 00:14:51

Um Then there was a meeting. So then um Doctor Harris Mohammed wanted to bring forward the vote which led to your team being hired and to conduct an audit.

00:14:51 - 00:14:58

Um The it, you know, she continued to bring it up via email, right?

00:14:58 - 00:15:00

But I wanna have this thing. So it was not a surprise.

00:15:00 - 00:15:17

Um And then the day that she was going to bring it forward from vote, our board meeting got canceled because of a hurricane which wasn't, it was a beautiful day outside, right?

00:15:17 - 00:15:26

So that just so happens that the meeting, our vote on hiring an auditor is delayed, right?

00:15:26 - 00:15:55

Um The other thing that I think is notable is that they continue to call the event instead of talking about the shooting after the graduation, they call it the Monroe Park shooting, trying to basically push ownership, right, as if it had nothing to do with the graduation, you know, I mean, this is just trying to put a spin on it to take away accountability.

00:15:55 - 00:16:25

Um, so, um, I think there are other things like, um, so as I mentioned, like he said, I think in one of the emails that I forwarded to you that um you know, if it was his to his decision to decide what, whether he should have attended the graduation, he said, Mr Cameras, he would have done the same thing he said to that to us and it's in writing, right?

00:16:25 - 00:16:34

So, um how many months did it take before the board actually got all the documents that we requested?

00:16:34 - 00:16:40

So this event happened what June 6th, I believe it was two meetings ago.

00:16:40 - 00:17:02

So, um so maybe the last meeting in September or maybe the October 6th board meeting when the board actually got a doc, a binder that we were able to look at with all of the documentation about the student and his participation in his grades and so on and so forth, right?

00:17:02 - 00:17:07

So that amount of time for that to occur, right?

00:17:07 - 00:17:25

Is ridiculous. And so then after we were looking at that Mr Camera started the meeting that was like, look guys, I gotta say, I mean, if I knew this information, I would not, he said I would not have allowed him to graduate.

00:17:25 - 00:17:33

You know, if I had seen this, which I was like, this isn't completely the opposite of what you told us when we asked right away.

00:17:33 - 00:17:40

Right. You didn't ask right. When we asked right away, you, you didn't say you didn't know if you had all the information.

00:17:40 - 00:17:44

He just clearly said if I was in this situation, I would have asked the exact same thing.

00:17:44 - 00:18:03

Um And so what, you know, to me, what was, you know, very clear is that he should not have graduated because whatever the do, whatever the one credit was that needed to be approved by the BDOE hadn't been approved yet.

00:18:03 - 00:18:15

And so we basically had him graduate before we had official confirmation that he even had all of the credits that he needed in order to do so clearest day.

00:18:15 - 00:18:40

Um And then um they other thing which stood out, right is that Mr Cameras himself was copied on emails from this, from this parent, um imploring them to ensure that he was on the student was on homebound because his behaviors were so um concerning, right?

00:18:40 - 00:18:51

I mean, and she sent Mr Cameras a video saying like look at my kid, he's having some, I don't see the video, we didn't get that, but it was like he was having some type of violent outburst.

00:18:51 - 00:18:56

She says she calls the police and Mr Cameras is copied on this email Right.

00:18:56 - 00:19:06

And so, and then, so it's like, I mean, it, it, it was out there that this student had these significant behavior issues.

00:19:06 - 00:19:12

And so, you know, I, I asked, well, what about the doctor?

00:19:12 - 00:19:19

I mean, if it requires it, the, the, they, she couldn't, they couldn't just put him on homebound, they needed a doctor's note.

00:19:19 - 00:19:22

So they, they needed a doctor's note to put him on homebound.

00:19:22 - 00:19:27

Why is it that you didn't also need a doctor's note to allow him to attend the ceremony in person.

00:19:27 - 00:19:35

Like it just made no sense. And then when we again, we, we made the suggestion, nobody said at the time like, yeah.

00:19:35 - 00:19:41

Right. Like it was if it was belittled or minimized, right?

00:19:41 - 00:19:52

Or basically just brushed off that that would be any reasonable approach to a student who you've seen have violent outbursts.

00:19:52 - 00:20:08

And, you know, now another question that I don't think that the board has ever gotten clarity on was that there was also some incident I bel at Huguenot with a bus stop and a gun, some type of shooting.

00:20:08 - 00:20:12

I've, I've asked for information about that event.

00:20:12 - 00:20:16

I asked, is there any possibility that he was involved with this event?

00:20:16 - 00:20:28

And that's never been answered? Um So, um, you know, it's, it's frustrating.

00:20:28 - 00:20:41

Um I think the other thing that, um, you know, I want to highlight is like, bye.

00:20:41 - 00:21:03

There are the, the PP they told us the police said that there were four guns and the police said one gun was Omari Pollard's gun and another gun was somebody who just randomly had a pack license or whatever.

00:21:03 - 00:21:07

So there's two more guns that nobody has accounted for.

00:21:07 - 00:21:23

The administration has had no, hasn't given no indication that they have any interest in confirming that the guns were not in the theater.

00:21:23 - 00:21:28

They've given no indication that there's any possibility that it happened.

00:21:28 - 00:21:42

In fact, we've been told with certainty that Amari Pollard did not have a gun inside the building, which to me defies some logic considering that this happened right after the event.

00:21:42 - 00:21:46

And so you're telling, like, why would he not bring the gun?

00:21:46 - 00:21:48

You know what I'm saying? Like, so we're ok.

00:21:48 - 00:22:02

So he had a gun, then he ran into it and he saw it and then he ran to his car and then he came back out like, you know, I mean, at the end of the day, it's, there's, you cannot rule out the possibility that he brought a gun into the theater.

00:22:02 - 00:22:11

Um Now, then, you know, the rumor mill is, is, is, is real.

00:22:11 - 00:22:25

And I have been told that that if you were to have looked at, um, Shawn Jackson entering the building that it was clear that Shawn Jackson had a gun when he went into the side door.

00:22:25 - 00:22:38

And so, you know, when it came out, that son, that Amari Pollard was no longer going to be indicted for the two deaths.

00:22:38 - 00:22:41

He was only gonna be indicted for one to me.

00:22:41 - 00:22:51

At that point, the administration should say, well, it's a and if, and Amari Po, I mean, Amari Pollard is claiming self defense.

00:22:51 - 00:23:03

So if Amar Pollard shot a guy and he's claiming self defense, that means that Shawn Jackson came after him in some way or he means that's what he's attesting, right?

00:23:03 - 00:23:06

And so you, and you don't know where two guns came from.

00:23:06 - 00:23:13

Like there is some possibility that Shawn Jackson had a gun and shot two.

00:23:13 - 00:23:31

But again, there's been no, basically, it's just been pushed off while the RPD is looking into this, no interest for the for the the school district to say, to make sure look, we want to make sure that no gun got into this building.

00:23:31 - 00:23:35

We wanna find out how it happened to make sure it will never happen again.

00:23:35 - 00:23:40

That's what I expect as a parent to hear, right?

00:23:40 - 00:23:47

That you're doing everything you can to make sure that this will never happen again.

00:23:47 - 00:23:53

But instead, it's like there's no interest in doing that.

00:23:53 - 00:23:58

And then if you ask questions, then you're criticized for not trusting them.

00:23:58 - 00:24:25

You know, I and again, just as the conversa, this conversation is as enlightening as the email that you sent because I can tell you that a number of the issues that you've raised we are addressing will be addressed in the report.

00:24:25 - 00:24:33

Um Some maybe, maybe perhaps not with the sort of final, yes or no that you're looking for.

00:24:33 - 00:24:49

But sort of the why if there are still questions, this is why there's still a question, um, about some of the things that you've asked, but we certainly aren't going to dangle anything out there and just leave it like untouched to the extent that a question is not answered.

00:24:49 - 00:24:51

You, you will know why a question is not answered.

00:24:51 - 00:24:56

And then a number of these questions are, will be answered, right?

00:24:56 - 00:25:03

I mean, and I think in terms of the type of reporting that we get, like who did they even talk to and who did they not talk to?

00:25:03 - 00:25:22

You know, I mean, um who, you know, in terms of the, you know, the the did they try, did they ask the police department, can we see the footage from the security cameras leading into the Altria Theater?

00:25:22 - 00:25:29

Right? And if we can't, now, when can we, you know, but we've only been told?

00:25:29 - 00:25:38

Well, no, I mean, can we have the police somebody who said, can we have them come talk to us because doesn't the police department want us to keep people safe too?

00:25:38 - 00:25:45

Like I just think there where is the com the there's got to be some type of collaboration, right?

00:25:45 - 00:25:55

I mean, we haven't been given any information as to how we're collaborating with the police department, right?

00:25:55 - 00:26:37

I think no, I think those those are all very valid questions and to the extent I know when we first um sort of opened this third party review, a number of the questions that you ask, we asked sort of we cited back to um a, a number of folks on the school board and Mr cameras just in terms of all right, we know what your char our charge is based on the motion, the three part motion that you all what you asked us to do.

00:26:37 - 00:26:48

These are other issues that might and might be suggested by this review but are not explicitly requested that we look into.

00:26:48 - 00:26:58

And um so some of the things we will tell you that we asked if we should look into that and, and what, what are, what guidance we were given.

00:26:58 - 00:27:08

So we try to stick very much to the charge um that we're given and not sort of go all over the place but stick very clearly within what the charge was.

00:27:08 - 00:27:21

So, again, the heart of the questions you ask will be addressed in the report and we are getting, getting thorough information about that.

00:27:21 - 00:27:26

I mean, we've, I, I've, I've spoken to more people than I anticipated we would when we took this.

00:27:26 - 00:27:31

And so, so this is getting much more complex than we anticipated, but we have spoken to.

00:27:31 - 00:27:34

I know we've already done more than 25 interviews.

00:27:34 - 00:27:39

Um Probably, I think I have seven more before I start writing the report next week.

00:27:39 - 00:27:46

We've looked at more than 100 documents and I have a request out for about 40 more documents.

00:27:46 - 00:27:57

So um it is, this is comprehensive. We do intend to an ask, ask and answer all those questions that you have asked, right?

00:27:57 - 00:28:12

Um So in terms of the, you know, um like what uh a a report should look like or what kind of information and the timeline for even getting these types of materials.

00:28:12 - 00:28:22

I mean, I just think that that's, that's critical um to have some type of expectation as to, you know, what does our report look like?

00:28:22 - 00:28:28

Um And how do you go about getting, you know, um getting information like this?

00:28:28 - 00:28:38

Um Yeah. Do you know what the timing is for the actual, um for the hearing with Amari Pollard?

00:28:38 - 00:28:44

I just read what, two weeks ago that it's in February that the trial has been set for February.

00:28:44 - 00:29:02

So that's a ways off. Um, and I just, I've been a prosecutor before and been a judge before so I, I know the way these things happen and they do tend to lock down all of the information that's available, but they're as particularly in something like a closed session.

00:29:02 - 00:29:11

Um It would not be unheard of for a chief of police or an investigator to come and speak to that.

00:29:11 - 00:29:36

I would have a public body in a closed session where there's no risk of compromising the investigation and just sort of share the kind of information you would, you all would need in order to again move forward with security questions, move forward with future graduations, move forward with anything that is very obvious that the school division should be considering as a result of some information they have.

00:29:36 - 00:29:54

So that can and should have happened. I, I don't know, you know, to the extent it hasn't, I don't know what the reasons are for that, but that is, I, I've seen that just in many, many times that chief or the chief investigator will speak to a public body in closed session to give them the information they need.

00:29:54 - 00:30:06

I mean, I, I think that to me what's important is to understand the discrepancies and what we've been told and then what actually, you know, happened.

00:30:06 - 00:30:30

Um, so, and I, you know, the fact that the principal left, um, and no longer works in the district, um, I mean, it, you know, then the fact that the, this counselor was, um, told that, you know, I mean, kind of, it was basically her decision or whatever to do it.

00:30:30 - 00:30:32

I mean, again, that makes absolutely no sense.

00:30:32 - 00:30:47

Another discrepancy was just when we asked, I asked about, they said, well, during the sol test, she saw the, you know, Sean Jackson during the sol test and thought, ok, he's ok to be in person, right?

00:30:47 - 00:30:52

Like as if she's a doctor and then we find out he never took an sol test.

00:30:52 - 00:31:00

He took some other test. Um, which, and again, it's like, well, why did you call it the sol, like this is, you know what I mean?

00:31:00 - 00:31:06

Like, this is the school district, they would not know what the names of the different exams that he would need to take.

00:31:06 - 00:31:20

And then also being told that when he did come in that again, there was no, you know, no steps were taken to make sure that there were no incidents between him and any of the students that he'd had issues with.

00:31:20 - 00:31:46

Um We, we will um uh that is one piece of our report that will be addressed and we just went through that information last week and we will be able to tell you all of the different times that while he was on homebound, he accessed the building HHS building in addition to the graduation and what tests he was taking on those days and kind of what the events were around each of those days.

00:31:46 - 00:31:50

And those, I don't think they'll give you more comfort, but you will have the information.

00:31:50 - 00:31:59

And then what about the letter from the, from the parent from his mom when she emailed both city council and the school board.

00:31:59 - 00:32:10

Um saying basically they were trying to, can, you know, they, they've been threatening to basically um defund our virtual academy.

00:32:10 - 00:32:23

Um you know, since after the first year and so parents who have kids in the virtual academy have been very um outspoken and wanting to keep the program in existence.

00:32:23 - 00:32:35

And she wrote a letter that I believe she sent to Tomorrow, um, Loins, um, who is on staff at the Virtual Academy to advocate.

00:32:35 - 00:32:39

And in that letter, she said that this program saved my son's wife.

00:32:39 - 00:33:03

Yes, I, I saw that. Well, I, I can tell you that, um, we will address in our response, those issues that you just spoke of for, for certain, right?

00:33:03 - 00:33:06

I mean, I, I don't, I don't know.

00:33:06 - 00:33:12

And it's hard to say because it's, it's being written while we're interviewing and there's more information to come.

00:33:12 - 00:33:31

But, you know, I, I hope that like, I know this is all very frustrating and sad and, and traumatic, you know, but I our goal is to sort of give the answers and give light to whatever we can give light to and it may invite further questions and further inquiries.

00:33:31 - 00:33:47

Um, but the goal is to give, give as much light to as many parts of this process as, as we can uncover there, there's nothing we have no interest in anything that we discover helping keep it, you know, uncovered.

00:33:47 - 00:34:03

I mean, we, we want, right? Um uh Mister Young indicated that there'll be two versions of the report, like one that we can, that can be released to the public and then one that would be uh perhaps have more confidential information in it, that would be more complete.

00:34:03 - 00:34:37

That is the So my initial, our initial conversations with Mr Cameras and the chair and vice chair was sort of a suggestion that we have done when we do these types of reports, we can do what's called an executive summary with everything, sort of very much watered down and, and confident, you know, nothing um confidential being disclosed, just kind of that very 10,000 level highlights of this is what the report covers, these are the findings, no names, no specifics.

00:34:37 - 00:34:43

And that is kind of what we call an executive summary that the school board could decide they want to release to the public.

00:34:43 - 00:34:57

It's written for public consumption in, in a way that it doesn't disclose confidences, but the more detailed report, you know, and usually that's just a page or two and it's bullet pointed, it's not specific.

00:34:57 - 00:35:13

And then there's the more comprehensive report which does have, you know, citations to interviews, citations to documents, names of personnel, that kind of thing that would be um subject protected by attorney client privilege.

00:35:13 - 00:35:19

Um And we would, we, that is sort of the bigger report that's being prepared now for you.

00:35:19 - 00:35:32

Um So that, that is the goal that you will have two versions of that and it is fully up to the school board, how you use that you, you know, sometimes no one wants to even they'll say no, don't even do an executive summary.

00:35:32 - 00:35:34

Um because we don't want to release anything.

00:35:34 - 00:35:37

We want this to be fully internal for our deliberations.

00:35:37 - 00:35:44

And so as we get sort of in the day or two before we'll make it, you know, get further clarification.

00:35:44 - 00:36:04

Do you want this executive summary or do you just want the larger report that is uh cloaked with the attorney client privilege, which makes it exempt from foia and from civil, you know, civil issues unless it's subpoenaed and, you know, goes in camera for a judge to decide what could be disclosed.

00:36:04 - 00:36:10

Right? Yeah, I mean, I personally want families to be able to advocate to make the school safer.

00:36:10 - 00:36:19

So, you know, if there is an executive version of the report that can be made public, I think it's important for the public to have the opportunity to be able to do that.

00:36:19 - 00:36:52

Um So like if there were some types of recommendations or things, you know, they were, I think it also might be worth um noting that the summary report was shared with the press um and it was redacted, but then looking at the redactions, you might ask to see the redacted version that was shared with the press of the summary because there were red things that were redacted that are not um covered under um the the privacy, right?

00:36:52 - 00:37:05

They were, they were things that were specific to uh we're gonna re look at our graduation, I think, you know, things and not, not things that were student names and student details.

00:37:05 - 00:37:13

So I think the pointing out issues with the redaction would probably be valid as well.

00:37:13 - 00:37:19

That's thank you for that. And see, I did not know that there wasn't a redacted version of that that existed.

00:37:19 - 00:37:22

So I will request that one thing to it.

00:37:22 - 00:37:38

And just as a member of your body, it might be helpful for you all to have those conversations now about what you want in terms of whether an executive summary or just the other, um because we're gonna just take our guidance from whatever the client wants.

00:37:38 - 00:37:45

And so as we get in those days before November 6th, we'll say, ok, we're finalizing the report.

00:37:45 - 00:37:48

Do you want us to pull out and make an executive summary?

00:37:48 - 00:37:54

So it really, you know, our goal is to just take guidance from the client and we can provide whatever you all ask.

00:37:54 - 00:38:03

But those conversations you might, you know, in order to influence what that answer will be to us, that's a conversation you, you can and should have.

00:38:03 - 00:38:06

Um So what is the process next step?

00:38:06 - 00:38:16

Will you send a draft and you'll just send the draft to leadership or are you like, how, what is, how is it, how, how is it moving forward, moving forward?

00:38:16 - 00:38:30

Uh What our guidance has been thus far is that when the report is ready, we will send it to um the points of contact tech for us have been Mr Cris um the school board chair and the school board vice chair.

00:38:30 - 00:38:40

Um and so our our guidance has been to whatever we prepare that that's those are the parties to whom it will be released.

00:38:40 - 00:38:46

And then it is up to the body that the school board chair and the vice chair to disseminate it further throughout throughout the school board.

00:38:46 - 00:38:49

Mhm. That's good to know. Thank you.

00:38:49 - 00:38:54

Ok. Is there anything else that I can help with?

00:38:54 - 00:39:02

No, I I mean, you've been really everything you shared from the beginning um in terms of your email and things have been really, really helpful.

00:39:02 - 00:39:11

Um But if you think of anything else or if you just like any outreach, um my email address is attached to this um to this Zoom link.

00:39:11 - 00:39:16

So please feel free to email me or if you'd like to call, you can certainly call me as well.

00:39:16 - 00:39:30

Um But again, I, you know, we're just, we're trying to uncover and, and answer all the questions that have occurred to you as well as questions that have um that have been raised just through other parts of our investigation.

00:39:30 - 00:39:38

Our, our goal is truly to just bring sunlight to the process and put it in your hands and let let the body deal with it.

00:39:38 - 00:39:43

Right. Well, thank you so much for all of your work and you are here to reviewing the report.

00:39:43 - 00:39:45

You are quite welcome. I hope you have a great afternoon.

00:39:45 - 00:39:47

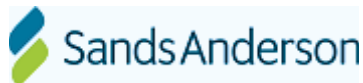
You too. Bye bye bye bye.

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00:00:00 - 00:00:09

Legal is here but she is going to drop off now since she does not need to stay, to take notes since we will be recording you anything.

00:00:09 - 00:00:11

Let me know. Thank you, Kimberly. Bye.

00:00:11 - 00:00:16

So, first of all, how have you been doing?

00:00:16 - 00:00:19

Oh, pretty good, pretty good, I guess.

00:00:19 - 00:00:23

Good, good, good, good. Well, I don't know that this will take very long.

00:00:23 - 00:00:33

Um I, I understand and correct me if, if my understanding is not, not right, but I understand you were there.

00:00:33 - 00:00:41

Um just as a CS CS A but Huguenot high school is not one of your schools that you supervised.

00:00:41 - 00:00:54

Correct. That's correct. All right. And I have the list that you, you, that you do um supervise and we don't need to, to go through that in any detail us.

00:00:54 - 00:01:03

Um It's meaningful to you to do that, but tell me, um, what does a CS a supervisor do?

00:01:03 - 00:01:13

Oh, all right. In, in my instance, I have a lot of number of schools uh primarily those in the west end.

00:01:13 - 00:01:44

Um I supervised the building people that work those buildings assist the principal and cover anything that may happen that either there's no building person or maybe there's something that involves more than one school and for the elementary schools or any other schools that don't have security, I will handle issues for them.

00:01:44 - 00:01:55

Ok. And when you say security, the C SAS used to be called security, um, officers.

00:01:55 - 00:02:02

Is that correct? Yeah. Yes, that's, we just go along with the political terminology now.

00:02:02 - 00:02:09

Right. Care and safety associates supervisor. Right.

00:02:09 - 00:02:25

Yes. And, uh, and please correct my, my understanding if it's not correct your, you and your C SAS do not have any police power, correct?

00:02:25 - 00:02:31

None at all. And you do not carry any weapons of any kind.

00:02:31 - 00:02:52

That's correct. Would you say that within the schools and on, at school events, you all act sort of as you sort of try to leverage relationships to, to get students to do what they, what you need them to do.

00:02:52 - 00:03:14

Uh, pretty much that is it, um, we may do some minor hands on it if the sit situation escalates to that, but generally we try to deescalates and, uh, and uh get things under control that way.

00:03:14 - 00:03:24

And do you happen before? We just talk about the actual ceremony?

00:03:24 - 00:03:27

Did you happen to know the student Shawn Jackson?

00:03:27 - 00:03:35

No, never heard of him. Not before that happened.

00:03:35 - 00:03:50

And in the aftermath of everything that took place, did you did the C SAS or the, or the CS A supervisors meet and, and have any discussion about, did anyone know him or know anything about him.

00:03:50 - 00:04:03

Uh The people that worked Huguenot and a few others that work South that uh with was making comment.

00:04:03 - 00:04:13

Um They couldn't figure out how, how, why was he there and how, you know, who gave him permission to be there?

00:04:13 - 00:04:24

Because they, because they were saying that uh he had been on homebound for most of the year because of he had threats against him.

00:04:24 - 00:04:30

So they were trying to figure out who would let them come to major events like that.

00:04:30 - 00:04:49

And do the C SAS play any role in that decision making process when someone who's been separated from the school um comes to wants to come to a school event.

00:04:49 - 00:05:04

Uh No, um only if say the administrator asked supervisor, building supervisor or zone supervisor for their opinion.

00:05:04 - 00:05:11

Um They don't have to follow what we may say, but it's up to them to ask.

00:05:11 - 00:05:21

Uh and from what I gathered, uh this wasn't even a topic of conversation between administration and security.

00:05:21 - 00:05:47

And when you say it wasn't a topic of, of, of discussion, meaning the decision was made by someone and there was not any collective discussion or meeting or input by C SAS or administration as far as you know.

00:05:47 - 00:06:01

No, but because uh otherwise, especially the people that work at high school, the spirit of the work at you, they didn't even know they were shocked that he was there.

00:06:01 - 00:06:04

You said who you're talking about? Your C SAS for Huguenot.

00:06:04 - 00:06:07

Yeah. Some of the C SAS that work at Huguenot.

00:06:07 - 00:06:13

They were shocked that he was there. Did they tell you?

00:06:13 - 00:06:16

And I know it's kind of obvious, but I just need to, to clarify.

00:06:16 - 00:06:19

Did they tell you why? They were shocked he was there?

00:06:19 - 00:06:36

Oh, well, it was because of, uh, people with this online chatter between him and some other boys and, uh, they were looking to try to kill him.

00:06:36 - 00:06:49

And your, your CS A said they were aware of this before the graduation but were not asked, we didn't have an opportunity to give that input.

00:06:49 - 00:06:57

Yeah, they had the input. Yeah, they were aware of why, why he was at home, home school.

00:06:57 - 00:07:28

But as far as when it came to the graduation, nobody said anything to them and there he was, and in again, we're gonna get to the June 6th events.

00:07:28 - 00:07:54

But in an ideal circumstance, is there a process that has taken place just maybe with your schools and events or just kind of in your mind as you think, knowing all you know about law enforcement and security, is there a process that should have taking place so that the people who know something can report that to the decision makers?

00:07:54 - 00:08:12

Well, Jim, I would say that my administrators that I have, um they would discuss with, they would bring it up with the security team and me.

00:08:12 - 00:08:20

Um um whether, what about a decision on whether to do this or not.

00:08:20 - 00:08:27

They would, we would, we would say, let's say me, I, I'll speak for myself.

00:08:27 - 00:08:29

I would say no, he should not have been there.

00:08:29 - 00:08:51

If, uh, if he's, if he's at the point where he should have been, if he was put, decision was made to put him at home for most of the year, why let him come to that, uh, come to that event and they said it and it's still their decision to do it.

00:08:51 - 00:09:05

But generally they would take that information and uh go to the say, if it's the building principle, they go to the next level or they just make the decision.

00:09:05 - 00:09:17

No, you're not. Of course, you know, it's always gonna be the, the child probably is gonna say, oh no, I wanna come, the parent will go, I want to see my son graduate and walk across the hall.

00:09:17 - 00:09:21

So they'll take it up and let somebody hire above them, make the decision.

00:09:21 - 00:09:35

And you've, you've been a part of that kind of process before where there was a reason why someone said someone shouldn't walk and you all, you or your team or someone had an opportunity to give input.

00:09:35 - 00:09:50

Yeah, just another. I think so. Iii I think I've had some stuff that it may not have been as major event as um the uh uh graduation.

00:09:50 - 00:10:20

But there, there have been events that we would, we have met with administrators and said this is going to be an issue if this person is allowed to come like to a football game or something like that game or any, any, any event like that where, because we don't have the personnel to cover, uh, you know, a person that is, had multiple threats against them.

00:10:20 - 00:10:24

We don't have the personnel to cover the whole event and that person.

00:10:24 - 00:10:31

And, um, so generally, yeah, and, and use it, you can work, get it worked out with the administrator.

00:10:31 - 00:11:01

So in a, in a, in rps, if, if uh your staff are aware of threats in the community, whether they know them through social media or they know them because other students are, you know, talking to your C SAS in the relationship building and saying, oh yeah, you know, this guy, you know, is, you know, keeps a gun in his car, whatever they're saying.

00:11:01 - 00:11:24

If you have that kind of information, what is the process for your folks or people who have that information to report that to people who make decisions, they report it to, if it's people, they report it to uh the admin building administrator.

00:11:24 - 00:11:42

They let me know um just dealing with the situation grandma night for night before last, a 15 year old was that, that is one of my uh schools have at a, in a special program thrive program.

00:11:42 - 00:11:53

Um They notified him, hey, don't come back to school um until we couldn't back in contact with you.

00:11:53 - 00:12:07

I mean, he was shot, he was slightly injured but that they just told him for your safety, you stay home for the time being and everybody knows it and everybody's on the lookout.

00:12:07 - 00:12:34

Actually, everybody is on the lookout for anyone coming on campus, uh, that doesn't belong there or looking suspicious and, and at least the example that you just used who made that decision to tell that young man and his family that he the 15 year old, that they need to stay home.

00:12:34 - 00:12:37

Well, it happened at night after school hours.

00:12:37 - 00:12:47

So, uh, that was, uh, Angela Jones and, um, culture and climate.

00:12:47 - 00:12:58

Um, she made, she made that decision, I guess, I don't know with whom, who else in charge, but, uh, she made that decision.

00:12:58 - 00:13:14

And do you know how she received information about the shooting or is there, is there a reporting chain for that kind of information to make it into the schools when it involves a student?

00:13:14 - 00:13:40

Well, it didn't happen. It happened in the n in Whitcombe Court and I think when it's something involving a student, the police contact her and, um, they make to give her a heads up and then, uh, they will contact and, uh, everybody else.

00:13:40 - 00:14:04

And, uh, also, uh, and our director and then it was passed on to I down from our, my director passes it down to me and so forth, you know, I passed down to building Secure building supervisor, the, the sergeant that's working at that building.

00:14:04 - 00:14:10

So Angela Jones would have let Mr Beasley know Mr Beasley would let you know.

00:14:10 - 00:14:12

Yeah. Well, it's kind of both ways.

00:14:12 - 00:14:26

Beasley. Beasley couldn't get the information first but a lot of times they have more of a working relationship with Angela because she's been here for a long time.

00:14:26 - 00:15:08

And, um, but Beasley is not gonna say that makes it, but it's not in his purview to say that child stays home, but it is for and yeah, so, so Beasley, you know, she, there could have been some communication between the two of them and then, and then she made a decision and that decision was communicated to you and your team through Beasley and then you, you take that information to the building level administrator that makes sense.

00:15:08 - 00:15:21

So, in this case, do you have any idea who knew of the threats or the security status of Shawn Jackson?

00:15:21 - 00:15:57

Um I'm trying to think now because um there were a number of people, especially those that worked at Huguenot who was um aware of it where it um like um I call you.

00:15:57 - 00:16:22

And so if you got, um is there an officer Collins at H A when you say officer that that's a CS A is Col Collins or Collier that works at, at as a CS A or something else?

00:16:22 - 00:16:27

Um I have a Crosby. Crosby, that's it.

00:16:27 - 00:16:31

Yes. Ok. So Crosby knew as far as, you know.

00:16:31 - 00:16:41

Yeah, he, he, he, he was very, he was really upset about it and how do you know that I talked to him?

00:16:41 - 00:16:47

What did he tell you? Oh, he said, he said the boy should have never been in this building.

00:16:47 - 00:16:58

How did he get in here and, and, and so forth and so on because he didn't come and then I, I mean, I, I'm, I don't know firsthand.

00:16:58 - 00:17:02

Nas, but what I was told was he didn't come in through the metal detector.

00:17:02 - 00:17:12

He came in off the side door off of Main Street and he was let in by one of the administrators from Huda.

00:17:12 - 00:17:19

They didn't even come in. We had a person at the back door that let the graduates in.

00:17:19 - 00:17:24

So they came in at the back corner by Main Street.

00:17:24 - 00:17:48

But they say he, this boy came in the side, one of the side doors on main street, bypassing those doors were locked, bypassing the metal detector and was let in and escorted into where all the graduates were by an administrator or a staff member from Huguenots.

00:17:48 - 00:17:52

Did, did they say who that administrator? Staff?

00:17:52 - 00:18:16

No, no, the that, ok. And um is there anyone else that he hate it?

00:18:16 - 00:18:29

So if, if Mr Crosby had this information sort of about Sean Jackson's security status and you know that he shouldn't have been on school property or school events?

00:18:29 - 00:18:41

W is there like an official document or report or anything that, that your folks would fill out to make sure that all the people that need to know something, know it.

00:18:41 - 00:18:54

Well, II, I think he didn't know it until, I don't think he knew that he was, he was, I don't think he knew that he was there.

00:18:54 - 00:19:14

I think he's throwing, he was surprised when he saw him that because I think Cosby was one of the people, most of us, almost all, all of us really were inside with the event.

00:19:14 - 00:19:27

And I don't know, I don't recall where he was assigned on the because you got the mezzanine grand tier in the balcony.

00:19:27 - 00:19:29

I don't know what section he was in.

00:19:29 - 00:19:56

I don't remember. And I was on the mezzanine, the main floor where you come up the front steps from the lobby, well, come up the ramp and then the people sit because my job then is to disperse people to go sit down, make sure that the handicapped people and elderly people that needed assistance could sit in certain marked off areas.

00:19:56 - 00:20:01

So exactly where he was working in the building.

00:20:01 - 00:20:08

Um He could have been in any one of the three levels.

00:20:08 - 00:20:16

I, I don't know. Gotcha. So um is there any other?

00:20:16 - 00:20:34

So yeah, I, I do have um Robert Crosby on my list of people to speak to, but is there anyone else that you know, of that kind of had that same expression as Robert Crosby or any other expression but new information like Mr Crosby did.

00:20:34 - 00:20:42

Nobody got out, nobody that I can think of off hand.

00:20:42 - 00:21:13

Ok. But I'm sure he wasn't the only one it was that would have been the knowledge of anyone that was working at and was assigned to Huguenot high school because they're gonna know their students, they're gonna know what's going up and I don't know how many Huguenot people actually work it.

00:21:13 - 00:21:29

Um But my numbers based on um what Monica Feck gave me, it's Crosby Peggy Ann Morris and Wyatt Venable from Huguenot who were working that day.

00:21:29 - 00:22:09

CS A Peggy Morris, Peggy Ann Morris uh maybe uh all right pe uh people I know cause cause is uh only other person um that was working and I was trying to think who because a number of our people who knew the kid and all that um were really um uh they took an emotional hit behind it, right?

00:22:09 - 00:22:14

And um wait a minute, let me check something.

00:22:14 - 00:22:32

Uh uh Why Venable? I, I, well, I don't know that he may, he may know something.

00:22:32 - 00:22:51

Uh There was one other person that was working it and he um jeez, what is the first name?

00:22:51 - 00:22:60

He, he worked at a different school but he had worked at um you can at some point and he knew about it.

00:22:60 - 00:23:07

OK? I, if I read you these names maybe because I do have the names of all the folks who work there.

00:23:07 - 00:23:14

Work. Um, beside yourself, it was Miss Corbin Jafar Tucker.

00:23:14 - 00:23:19

Ronald Walters. That's it. That's it. Ronald Walters.

00:23:19 - 00:23:31

Uh, ok. He doesn't work for us anymore?

00:23:31 - 00:23:36

Oh, ok. You know, he's not in security actually.

00:23:36 - 00:23:38

I think he works for Angela Jones Group.

00:23:38 - 00:23:44

He works where he works for, um, Claman and Culture.

00:23:44 - 00:23:48

Oh, ok. So he's downtown now. Yeah.

00:23:48 - 00:24:05

All right. So, when you're in the schools, how do C SAS, what is the, the relationship between C SAS and Sr Os?

00:24:05 - 00:24:09

And do you still have SRA, I was in the school?

00:24:09 - 00:24:13

Yeah, we, in some schools we don't have them in all the school.

00:24:13 - 00:24:26

But as a general, as a, it's a good working relationship, they said, you said, say that again, your, your volume is, there's a very good working relationship.

00:24:26 - 00:24:41

Ok. All right. So do you, is there, um, do you, like, have a sort of an information sort of exchange back and forth between what the SRO knows and the C SAS knows?

00:24:41 - 00:24:45

Like, if the C SAS know we share information.

00:24:45 - 00:25:04

So if there's, uh, like in terms of something going on in the outside, the schools related to security of a student, the SRO might know they will let us know.

00:25:04 - 00:25:18

Yeah. And do you know if there were any Sr Os at, at the graduation from, from Huguenot?

00:25:18 - 00:25:28

I don't think, I, I don't recall seeing any of them, I think, um, use on something of that nature.

00:25:28 - 00:26:01

Whoever uh, the, the co, the play, the play, the venue contracts with Brisbane police and usually they will have a contact person themselves and, uh, it, within the police department and it's up to that officer that's in charge of that to hire, um, uh, somebody to work overtime.

00:26:01 - 00:26:16

So, so it could be, it could be almost anybody, um, any police officer, it shows up as an off duty for that event.

00:26:16 - 00:26:20

Anybody who signs up for the Altria off duty assignment.

00:26:20 - 00:26:28

That, that's it. Yeah. My, my old relationships with the RPD, I think, I know.

00:26:28 - 00:26:39

Remember how that goes. Yeah. Um, ok, so let's then talk about June 6th.

00:26:39 - 00:26:46

You said you were assigned, what was your post?

00:26:46 - 00:26:54

Uh, have you been in there before? I've been in there other many times.

00:26:54 - 00:27:08

But, you know, entertain, you have the outer, the outer lobby and then you have that ramp and you go through the doors and you go up onto the main floor.

00:27:08 - 00:27:12

I was right there at the top of that ramp.

00:27:12 - 00:27:26

I think that's called the mezzanine. And when you're assigned to that, when you were assigned to that station, did you float around in that area or were you supposed to stay in a specific area?

00:27:26 - 00:27:39

No, I, I, well, I stayed pretty much in that area until the seat until we get the people seating, seated and so forth.

00:27:39 - 00:27:46

Then the graduates come in and come up that way and then they split off for, to take their seats.

00:27:46 - 00:27:55

You know, I'm there to make sure people don't want to run up and break into the land and take pictures and, or disrupt it in any way.

00:27:55 - 00:28:05

Um, then the graduates go in and then they hit the, uh, organ or whatever and they are all sick.

00:28:05 - 00:28:42

And so once they set, I kind of back off to the side onto the ramp so that I'm not blocking somebody's view and uh but I can still see what's going on on that floor if I hear a disturbance above me, say on the grand tier or even the balcony because God of people make some noise or, you know, I may step out and look to see if I can figure out where it's coming from and then call somebody to direct them to deal with it.

00:28:42 - 00:29:08

Got you. Oh, and also to make sure that during the third ceremony, um nobody, no parent visitors or whatever, wanna go down next to where the graduates are so that they can get their photos shot.

00:29:08 - 00:29:20

They take pictures of the kids coming in and take pictures leaving but, you know, not running down to the stage.

00:29:20 - 00:29:40

Gotcha. And so would it would you have been able to make sure that people couldn't access the graduates once they're in their seats from your position, like any entry point where they would have tried to, might try to get to the graduates?

00:29:40 - 00:29:46

Uh Well, I had I'm in the halfway point.

00:29:46 - 00:29:59

I had two officers to my left point to the aisles and I had two to my right, according to the aisles, I wasn't, I wasn't the only one that it was like five of us right there.

00:29:59 - 00:30:19

Ok. Ok. And so you're doing that and you go through the graduation ceremony, would you, would you prior to everything that happened?

00:30:19 - 00:30:22

Would you have known Sean Jackson if you saw him?

00:30:22 - 00:30:31

No. Ok. And so what's the f uh so the graduation, does it proceed normally?

00:30:31 - 00:30:38

But no graduation is normal in Richmond. But yes.

00:30:38 - 00:30:44

Uh no, II I didn't know him and then it went off with no problem.

00:30:44 - 00:30:51

No man. No, no more than what we would normally have or expect.

00:30:51 - 00:31:01

Ok. And then, and all the graduates get their go across the stage, do their thing.

00:31:01 - 00:31:13

They go across the stage, get the diploma, go back to their seat and then they row by row, they go across the stage, get the diploma and then come back.

00:31:13 - 00:31:35

Once all the graduates get their diploma, the superintendent will make his announcement that on his power, they are now considered graduates of Richmond public schools and you know, big cheer and then they hit the music for the kids to walk out at that point.

00:31:35 - 00:31:52

All my people myself and all my people get back on point just like at entrance, but we hold people back so that the graduates can come out and exit back down that ramp where I'm standing.

00:31:52 - 00:31:56

All right. You following me? I do.

00:31:56 - 00:32:01

Ok. So they coming back where I, I've, I've make myself visible.

00:32:01 - 00:32:06

They exit on out now as soon as the last graduate.

00:32:06 - 00:32:13

Yeah. So, I, I wouldn't, I don't know why.

00:32:13 - 00:32:38

II I, it's pretty much standard procedure. All the, they don't have the handicapped people and so forth that are setting on the last row, um, last row of, of where you, but when you walk in and so forth, I would say that and help people guide because most of them have somebody with them.

00:32:38 - 00:32:43

Come on, bring that person on, in the healthy bodies.

00:32:43 - 00:32:45

Y'all hold on a minute, wait a minute.

00:32:45 - 00:33:05

I want to get these people down. So I'm making sure that the 85 90 year old grandmother can get down with her walker or people in the wheelchair can get out and then once we get them out onto the main floor, then II, I let the other people out.

00:33:05 - 00:33:15

Ok. And then is that what you, you were doing while the graduates were sort of getting out?

00:33:15 - 00:33:18

By that time the graduates on the street?

00:33:18 - 00:33:25

Ok. Mhm. So they come straight there and they go right out the front door?

00:33:25 - 00:33:33

All right. And so where were you? And what were you doing when you?

00:33:33 - 00:33:52

Something unusual happened? Well, I was, I had gotten my, the elderly people back and they, and people who were trying to usher what we have to do then is trying to usher people out will tell you because they all want to take pictures.

00:33:52 - 00:34:04

No, no LA laughter in them there because that just causes crowd control, especially with a class as large as um do not have.

00:34:04 - 00:34:10

So we're trying to get them, usher them out onto law or wherever they wanna go.

00:34:10 - 00:34:32

But out of the building as we're doing that, the people that had gone across the street into the park, all of a sudden you see this mass of humanity make a U turn and start coming, running back to the building and they're trying to break their way in, push their way in and, you know, trying to figure out what was going on.

00:34:32 - 00:34:37

I knew something was going on over in the park.

00:34:37 - 00:34:39

I didn't know whether it was a fight or what.

00:34:39 - 00:34:51

And um, the officers that for a while, the officers that were working, uh the event they were out there.

00:34:51 - 00:34:59

And so I walked out and went over to the park to see what was what.

00:34:59 - 00:35:12

And that's when I saw the young man, I guess as soon as father, uh, right.

00:35:12 - 00:35:15

And then there was a third person I saw shot in the leg.

00:35:15 - 00:35:36

And by that time the superintendent had walked across the street, I went and checked on him, but he was kind of in the daze as I checked on him, suggested he go back in front of the landmark under the marquee.

00:35:36 - 00:35:44

And then, but, uh, you know, like you said, I don't have any power, no weapons, no, nothing.

00:35:44 - 00:35:51

So the best I can do is leave Monroe Park and everything else to the police.

00:35:51 - 00:36:17

I came back in to the landmark, I mean, to, uh, to the, uh, and started a system, you know, making sure that a lot of people, a lot of elderly people got knocked down and, or were having some kind of dress related, uh, problems going on.

00:36:17 - 00:36:21

I think somebody had a seizure and all kinds of stuff.

00:36:21 - 00:36:56

So we were going, we just started dealing with those people and, and the ones that were on in front that they wanted to come back in, we let them back in for safety purposes until we kinda got the idea at some point that coast was clear enough after enough police personnel was there that we could assume that the coast was clear and we started letting them out trying to usher those people out and get medical assistance for anybody that needed it.

00:36:56 - 00:37:04

And then after most of those people were gone, then we did a sweep.

00:37:04 - 00:37:25

We still in our people. Um, all of us did a sweep of the, uh, tr from the balcony all the way at the top because they said people have come back in and they were finding them hiding on the tables and all kinds of stuff and, and, and in the restroom.

00:37:25 - 00:37:34

So we did a sweep all the way from the bird top, all the way down until the whole venue was cleared.

00:37:34 - 00:37:51

Were you, did you participate other besides like taking care of the, the folks that were injured that got back inside and doing the sweep and all of that?

00:37:51 - 00:37:59

Did you participate in any other security related events after the event after everything happened?

00:37:59 - 00:38:04

No, I didn't. What time did you leave the Atria?

00:38:04 - 00:38:14

Oh God. Uh uh uh No, TJ, would it ran over?

00:38:14 - 00:38:18

We were still there when TJ was supposed to be the next one?

00:38:18 - 00:38:43

And um it was, it was later, I, several hours later, I don't remember exactly because it took a while to clear it and then we had to find out whether or not we were waiting for an administrative decision.

00:38:43 - 00:38:46

What were they going to do about T J's graduation?

00:38:46 - 00:38:55

Because the people for TJ were arriving. So no announcement had come out that they were canceling.

00:38:55 - 00:39:02

I mean, we kinda figured that it had been, but we still had people arriving for TJ.

00:39:02 - 00:39:12

So everybody pretty much just held base, you know, until we got something different.

00:39:12 - 00:39:24

Definitive. So when they notified us the building, when we know about it, that the building was clear that TJ was canceled, that that was when everybody left.

00:39:24 - 00:39:57

Ok. So, um since this all took place, have you been a part of any discussions where um there have been some discussion about changing the information or security or anything related to graduations.

00:39:57 - 00:40:06

Uh, well, we had to, well, a no, I have not.

00:40:06 - 00:40:14

The only thing is the graduations we still had, that was the first day of graduation.

00:40:14 - 00:40:23

So all the other graduations, I think, uh, cameras close things down the next day.

00:40:23 - 00:40:32

Then we had to go back, they had made the decision that graduations would be handed over within the schools for the most part.

00:40:32 - 00:40:50

So then we had to revamp and, or try to organize that to get the people for it there and each person, each own supervisor being that, you know, like I have TJ, I know how TJ is laid out.

00:40:50 - 00:40:58

So, I, we discussed it, uh, how, how we gonna do it and that's the way it went, it went smoothly.

00:40:58 - 00:41:05

Mhm. Or other than loud people. Right.

00:41:05 - 00:41:15

Uh, were you, um, just in your role as CS A?

00:41:15 - 00:41:22

Were you a part of any of the graduation planning, uh, for the 2023 season last year season?

00:41:22 - 00:42:02

No, no. Uh, the planning procedures were, uh, was done by Corbin and, um, and with, and Monica be, I offered a few points because, uh, I had worked grad other graduations over the years and, yeah, we've got a lot of newer people and most of them Monica and, and so forth, they, they had never worked a graduation at Tria.

00:42:02 - 00:42:10

So I was trying to give some idea, like you need to put little things that I remember.

00:42:10 - 00:42:20

Little places that you don't have. People sit in the corner of, of the, um, oh, what is that?

00:42:20 - 00:42:25

Oh, that's the ba, uh, not the balcony grand here.

00:42:25 - 00:42:33

You don't have them sitting in the corner close to the stage because years back, somebody threw something onto the stage from that.

00:42:33 - 00:42:36

So, a lot of little things I was given for him.

00:42:36 - 00:42:53

Mhm. No, drinks or whatever. Set up on the wood rail in front of the seat because it hit it, knock it over and then it falls down two floors and hit somebody in the head.

00:42:53 - 00:43:02

Oh, I've been at an event at Altria where that happened once somebody spilled some wine and it did not go over.

00:43:02 - 00:43:12

Well. Yep. Yep. All right. Um, I think that's all the questions I have for you.

00:43:12 - 00:43:18

But is there anything I didn't ask, uh, or any information?

00:43:18 - 00:43:25

I didn't inquire about that you have that you think would be helpful or, um, just for this review.

00:43:25 - 00:43:37

Nothing other than times are changing. The student body has changed.

00:43:37 - 00:44:35

The parents are changed and people especially they, they don't, they don't include our department in the loop unless it's something that's gonna smack, they know we'll smack them in the face and, you know, we do the best with him with the number of people we have and we put them in and, I mean, right now most of our people are really, really teed off at the school board because it made it seem like the, the, basically they said it was our fault and, you know, I, I, I'm saying, how did I thought, and I sat there and I saw grown men and women in there crying, had to take days off because they were upset and they care.

00:44:35 - 00:45:07

But it, it, it's like, oh, well, we're just a bunch of jack legs and, you know, and don't care and, and then don't tell you nothing and, and we do the best we can, but then, you know, hey, I guess they figured that they gotta have somebody to be the whipping post and I don't mind saying that because I'm gonna be getting out of here soon.

00:45:07 - 00:45:16

Oh, I mean, you've got a long view of law enforcement and safety and security.

00:45:16 - 00:45:22

So I think you can offer an educated perspective on these issues.

00:45:22 - 00:45:34

Well, you know, sometimes you back in on the police department, we used to say some, some of the dumbest people had the most degree.

00:45:34 - 00:45:45

So especially in, in the school system, is there a process of?

00:45:45 - 00:45:53

And like you said, if you're just, as you think about it, how, how should this decision?

00:45:53 - 00:46:07

And this is just pie in the sky, like if you could just wave a magic wand and make it the way you want it, how would a decision relate it to a student such as this be made?

00:46:07 - 00:46:12

Like who would be involved in that decision or who would be giving information for that decision process?

00:46:12 - 00:46:47

How, how would that work? If, if you could have it your way from a security perspective, personally, something of that nature ever and is notified, it's the pro and maybe not whatever administrator meet with the stone supervisor or the security head there because security may know something that's being said, what the kids talk because the kids talk to each other and then a lot of them talk to our people.

00:46:47 - 00:47:20

They should have talked it. And that if this, if the situation was serious enough that this kid cannot be a student at the school has to be home trained, then the principal, I, I would say he would have to go to somewhat downtown supervisor level, uh, superintendent level of what I'm saying, I think I conferred with my staff.

00:47:20 - 00:47:24

I think that this is a situation that could be a problem.

00:47:24 - 00:47:32

I'm gonna make a recommendation that this boy receive his diploma in another manner.

00:47:32 - 00:48:08

And then, and it's that level that signs off on it and, and then, you know, we know and what we, and basically, if he's homebound, technically, I would say he should have been told not to even show up as a, uh just a sightsee if they wanted, they wanted to give him his prom that bad.

00:48:08 - 00:48:12

He could have pulled up in a car on main street.

00:48:12 - 00:48:23

Somebody walked out the door, you, you have been, um, duly, um, you graduated from high school, sorry for the way we're handling it.

00:48:23 - 00:48:30

But I'm gonna give you put your diploma in your hand and let him drive on off into the sunset.

00:48:30 - 00:48:41

He should never been allowed to come in that dumb with thousands of people and put so many people in jeopardy.

00:48:41 - 00:48:45

Not just him, it's lucky. Not more people weren't shot.

00:48:45 - 00:49:02

Let me ask you this because you're, you're on a point that just reminded me in the schools that you supervise and I see you.

00:49:02 - 00:49:04

I'm just looking at your list for high schools.

00:49:04 - 00:49:15

You have open, you have TJ. Those are Rich Richmond Technical Center for your true secondaries.

00:49:15 - 00:49:51

Um When a, when a student comes into a building or, or do you know, like if a student is on homebound, if they ever are coming into the building while they're on homebound, my building people, my building people do and, and my crew was really good at both uh TJ and um at the tech because the tech has the alternate program.

00:49:51 - 00:50:02

And um they are, they on top of that, the administrators work, they work with the administrators, the administrators work well with them.

00:50:02 - 00:50:18

And um if they'll know before the kid gets there that this kid is coming, could be somebody, especially with the program that we have over at uh the tech thrive.

00:50:18 - 00:50:29

Um They've got a whole list and they know who's gonna show up or who is supposed to show up, I'll put it that way.

00:50:29 - 00:50:36

But sometimes, especially like the ones that thrive, they may come and they may not come but they know what they're dealing with.

00:50:36 - 00:50:53

And so like on a, if, if you know some homebound students are in some of the schools that you're, you have oversight for, say your open high kid is coming in from homebound to take a test.

00:50:53 - 00:50:57

Should or would your C SAS be aware of that?

00:50:57 - 00:51:13

Yes. But usually if, well, I don't have open anymore but, but that wouldn't even be a good fit uh because they're all advanced placement students at open eye.

00:51:13 - 00:51:27

Um, let's say TJ, if he's on homebound and he's got to take a test, they would make arrangements for him, um, for that test.

00:51:27 - 00:51:34

They would notify security. They would try to do the testing at a neutral site.

00:51:34 - 00:51:47

Yeah, if they, if they have to use TJ, then they would do it with fully notifying security to be on top of it.

00:51:47 - 00:52:03

And, and you were saying that is the way it actually works with some of your, uh with some of that's the way it works with my school.

00:52:03 - 00:52:08

I can't say what happens in other schools.

00:52:08 - 00:52:18

And the, and the c I'll put it to you this way.

00:52:18 - 00:52:37

You can go into one school and you, and, but they, the state of Virginia, you can go to another school and you're in North Carolina, you can go to another school and you're in West Virginia, they're the same, they're all the same.

00:52:37 - 00:52:42

But then it just depends on the administration and, and how they work.

00:52:42 - 00:52:58

That makes sense. No. So, there's really not a single process for the way these kind of things would be handled from school to school.

00:52:58 - 00:53:05

No, not really. Other than they probably putting something in place now.

00:53:05 - 00:53:11

But that's after you let the force out of the coral.

00:53:11 - 00:53:37

Mhm. So, and just in this case, the student and I, I just, I'm telling you this only to, to kind of add for you to give me some insight as to how this should, should have worked or didn't work.

00:53:37 - 00:53:43

In this case, the student came into the Huguenot high school building a couple of times to take a test.

00:53:43 - 00:53:54

Um, and one time that he came in, there was some concern that he was in the room with somebody who had threatened to kill him previously.

00:53:54 - 00:54:03

If you knew that information that something like that happened, what steps would you have taken following that?

00:54:03 - 00:54:14

And he would have had to take the, he would have tested a al to the site or take the test after school out.

00:54:14 - 00:54:16

He's on home base like that's all right.

00:54:16 - 00:54:28

Uh pay the teacher or whoever is gonna give him the test some other time to take, schedule something for him some other time or some other place to take that test.

00:54:28 - 00:54:42

Is there any circumstance where you, as the CS A would tell your administrator once you became aware of that, that, oh, it's ok for him to come back in the building again.

00:54:42 - 00:54:54

No, no, I, I wouldn't and I, I dare say the other, I can tell the principal.

00:54:54 - 00:55:00

No, I think you're making a mistake. CS, a building level.

00:55:00 - 00:55:04

Pa they're not, they're not gonna go to that level.

00:55:04 - 00:55:09

They may make a little amount of suggestion or concern or express a concern about it.

00:55:09 - 00:55:24

But II, I will flat tell them you're screwing up and most of the, uh, most of the own supervisors will, will tell you that they, they, they will do that.

00:55:24 - 00:55:37

But we don't have any power over the principles because we support their, um, educational.

00:55:37 - 00:55:57

Yeah, you, all right, Mr Hawks, you have been really, really helpful just in helping me understand, um, sort of from the CS a supervisor level, how things should work and where the information sources are and what the information flow is.

00:55:57 - 00:56:01

I, I, I'll answer anything that I can answer if I can answer at this point.

00:56:01 - 00:56:03

But do you have any questions for me?

00:56:03 - 00:56:13

No. Uh, uh, I, I just hope that III I know that the school board is looking to see who to blame.

00:56:13 - 00:56:23

But, you know, um, and I know that they want more information the police department won't give not with a pending criminal case.

00:56:23 - 00:56:33

So they're trying to get as much as they can but I, I just hope, just hope that, uh, they'll make some meaningful changes, you know.

00:56:33 - 00:56:39

Uh, uh, it, it, it's just frustrating.

00:56:39 - 00:56:54

It gets frustrating if it so often that for our department and it really kills bra with, um, our people bust their butt.

00:56:54 - 00:57:04

But when something happened where we catch the flag, well, I guess it's, football rolls down New York.

00:57:04 - 00:57:06

So, and we're at the bottom of the hill.

00:57:06 - 00:57:15

I guess that's like that everywhere. Yeah. Unfortunately that seems to, that seems to be the life experience.

00:57:15 - 00:57:23

Yeah. No, I'm good. I hope you, I hope what they're doing is will help.

00:57:23 - 00:57:38

Well, thank you. We, we intend to try to write, just write, write it factually and accurately and, you know, just based on what, what we know, we're not looking to find any bad guys in this, but just to tell what we know.

00:57:38 - 00:57:42

All right. Ok, then. All right. Well, thank you.

00:57:42 - 00:57:45

All right, nice talking to you. You take care of yourself.

00:57:45 - 00:57:48

Ok. All right. Bye bye.

Interview conducted via Zoom

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00:00:00 - 00:00:02

Do I have to put my care on?

00:00:02 - 00:00:11

All right. Yeah, Jessica was going to stay on to take notes, uh which, uh would have been helpful but also expensive.

00:00:11 - 00:00:16

So this is much better. Um, Miss Corbin just to recap.

00:00:16 - 00:00:23

Uh Now our recording, you've consented to this being recorded and, uh, we thank you for that.

00:00:23 - 00:00:30

So why don't we just jump in? Um Can you tell me please, uh, your full name and what your job is?

00:00:30 - 00:00:33

Risha Corbin is also the v of safe and security.

00:00:33 - 00:00:43

If you say that again, slower. I'm sorry, Keisha Corin, zone supervisor, safety and security off duty coordinator.

00:00:43 - 00:00:50

Ok. Um, and can you tell me what, uh, what that job, uh, responsibility includes?

00:00:50 - 00:01:08

So, I have six schools that I'm over top of by supervise and then I'll do the coordinator, um, a charge of all at the activities at four o'clock for those schools or for all of our P all schools, RRPS schools.

00:01:08 - 00:01:16

Um, let's back up for a second when you say, um, did you say security coordinator was the title?

00:01:16 - 00:01:21

No zone supervisor? I am off duty coordinator.

00:01:21 - 00:01:29

Ok. What does the zone supervisor do? Travel around monitoring from school to school.

00:01:29 - 00:01:39

I have elementary, middle and high um checking on the C SAS making sure they're able to do that job assisting with the elementary because we don't have C SAS in elementary.

00:01:39 - 00:01:44

So is, is the, is the supervision of C SAS?

00:01:44 - 00:01:60

Mhm. Is it when you say you're supervising function, you're supervising the C SAS and what are C SAS, the security office that's inside the building just making sure the school is safe and it ran the correct way.

00:01:60 - 00:02:05

Um How long have you been in the position?

00:02:05 - 00:02:11

Been a zone supervisor for two years? I've been with RPS for 20 years.

00:02:11 - 00:02:17

Ok. What did you do before? You were the zone supervisor for R PS security in the building?

00:02:17 - 00:02:26

Security in the, in a building which was that I was at um Chandler middle School.

00:02:26 - 00:02:35

I started out in 04. I went to me, I was at um Elco that was on high Street.

00:02:35 - 00:02:41

Then I moved to Benford, then I moved to River City and now I'm a own supervisor.

00:02:41 - 00:02:48

Got you. Uh Had you had previous experience with Huguenot high school?

00:02:48 - 00:02:53

I used to come over and assist when my colleague was out um last year.

00:02:53 - 00:03:27

So I used to come over and assist with um Huggan at high school when you're, this was a Yeah.

00:03:27 - 00:03:31

And what, what, what determines how many would would need to be there.

00:03:31 - 00:03:36

Um The students. Yep. In the incident.

00:03:36 - 00:03:46

So the sort of history and the experience that that's a school had, had what, what kind of work do the C SAS do?

00:03:46 - 00:03:49

What is their, what's, what's their responsibility?

00:03:49 - 00:03:54

So they, um, they monitor the doors, they walk around the halls, check the bathrooms.

00:03:54 - 00:04:02

Um, if the teacher needs assistance, they have a student in our um, classroom that they need assistance with, they will call for the C SAS.

00:04:02 - 00:04:06

Um, our parents, um, they also monitor buses in the evening.

00:04:06 - 00:04:18

They check the parameters morning throughout the day, but really they check the parameters out in and out to make sure no one is outside or inside and they check the doors.

00:04:18 - 00:04:25

My understanding is, and you'll correct me if I'm wrong.

00:04:25 - 00:04:35

Um That at some point in the last couple of years, the, the job of C SAS changed.

00:04:35 - 00:04:41

Is that correct? A little bit? Yeah, tell me, tell me what happened.

00:04:41 - 00:04:50

Um I'm not sure. I think they just got away from the security name and went to SE um SS um C SAS.

00:04:50 - 00:04:57

I think the job name really changed. Not the, the name changed, not the description that much.

00:04:57 - 00:05:03

And it's just like a loving and nurturing, getting to know the kids, building relationships with them.

00:05:03 - 00:05:09

Now, that's always something that uh C SAS and even before the name change.

00:05:09 - 00:05:20

Yes, they do. Oh, why, why would it be important for C SAS to build relationships with kids because they need to get to know the kids.

00:05:20 - 00:05:29

Yeah, in their relationships because, like I said, every child, every school is different just in case you have some issues.

00:05:29 - 00:05:32

If you use the per, if you, that person that's called the child is having an issue.

00:05:32 - 00:05:40

If you build a relationship, you might not get the same report that next person gets the defiance, the disrespect.

00:05:40 - 00:05:48

You know, if we build a relationship with these kids, maybe we, it can stop some of the disrespect to other staff.

00:05:48 - 00:05:51

Is that a problem at Huguenot High School?

00:05:51 - 00:06:00

What disrespect? Um, I don't see it that much because I'm in and out.

00:06:00 - 00:06:07

I'm not here the whole time. Do you get reports from C SAS?

00:06:07 - 00:06:16

That it's a problem? No. Um, but what kinds of how many C SAS are there?

00:06:16 - 00:06:21

You know? Well, as of today it is 76, I'm sorry.

00:06:21 - 00:06:28

Six. Remember how many there were in June of last year or June of, I guess this year.

00:06:28 - 00:06:38

I'm sorry, I think five. Did you add one because there was a need for one or did one?

00:06:38 - 00:06:40

Is there just a vacancy that hadn't been fixed?

00:06:40 - 00:06:49

It's just a vacation in the, hadn't, didn't feel it's hard to, um, fill the VAC do you know what the average pay is?

00:06:49 - 00:06:54

Or the entry level pay is for a CS A, I'm not sure.

00:06:54 - 00:07:01

Ok. And I take that back then that we had the decompression with the salary.

00:07:01 - 00:07:06

I think it was, I wanna say 32 31 32.

00:07:06 - 00:07:17

How, that thousands per year or dollars per hour dollars?

00:07:17 - 00:07:31

That's thousands a year. You, you contracted but in the range of the low thirties, yes, I imagine that might change if somebody had experience or something like that.

00:07:31 - 00:07:40

Um, what kind of training do C SAS get before they go into a building?

00:07:40 - 00:07:45

We get, um, mat training. That's the escalation situation.

00:07:45 - 00:07:53

We do report writing. Um, we was doing crisis way but he doesn't do it anymore after 23 years.

00:07:53 - 00:07:58

So we're doing that. Um What was that last thing you described?

00:07:58 - 00:08:01

Crisis? What crisis wave? We don't get that anymore.

00:08:01 - 00:08:18

What does that? It was like a more hands on um wish writing to um they get trained on the metal detectors first aid.

00:08:18 - 00:08:30

Um hold on first a CPR um how to handle outre kids and I said report writing, correct?

00:08:30 - 00:08:34

Ok. I didn't know what kind of kids.

00:08:34 - 00:08:36

Uh Did you say? I rate? Yes.

00:08:36 - 00:08:49

Yeah, that's a de escalation. Uh CS A uh as you call them officers called C SAS and they have a title other than CS A.

00:08:49 - 00:08:52

No as of now. C SAS. Yeah.

00:08:52 - 00:08:57

Are they armed? No. Uh do they have any police powers?

00:08:57 - 00:09:03

No, uh no handcuffs. No, any weapons of any kind.

00:09:03 - 00:09:15

No, sir. Oh, they get training on uh evaluating kids, mental health or mental health needs.

00:09:15 - 00:09:20

Do. Yes. Can you describe that training to me?

00:09:20 - 00:09:30

Um So did I have someone come in from the mental health just to talk about different kids with different traumas, different um diagnosis.

00:09:30 - 00:09:34

And that's when the de escalation coming in to how to handle certain situation.

00:09:34 - 00:09:40

Each situation is different. And we get that training sometimes twice a year.

00:09:40 - 00:09:54

But normally time, once again in August when we come back for my summer break and then we have different days of like um staff development days, we'll try to get more training, what we think they need the most.

00:09:54 - 00:10:06

Uh My understanding is that there were C SAS at the Junot High school graduation.

00:10:06 - 00:10:10

Is that correct? Yes. Were they under your supervision?

00:10:10 - 00:10:16

Yes. And did they come from your zone or from other places, other zones?

00:10:16 - 00:10:26

So I have, so I have an off duty assignment um that I um data that I enter information and put jobs out there and they have to apply for it.

00:10:26 - 00:10:34

I see. So there were any of the C SAS at the Huguenot high school graduation?

00:10:34 - 00:10:38

Were any of them, the C SAS who usually work at Huguenot high school?

00:10:38 - 00:10:46

I think I had, let me see, three or four, maybe three was a sign for that game with that um graduation.

00:10:46 - 00:10:50

Um And did you get out of high school in your zone?

00:10:50 - 00:10:54

Now? It is, it wasn't at first, was it?

00:10:54 - 00:10:57

And was it in June when I got this assignment?

00:10:57 - 00:11:11

Um CS A is usually kind of wanna wanna, if they're gonna apply to work off.

00:11:11 - 00:11:19

This was considered an off duty assignment. Yes, because it was out of their school and probably other than regular hours.

00:11:19 - 00:11:27

Yes. Um, the C SAS typically want to work at the graduation of the school where they, where they usually work.

00:11:27 - 00:11:35

I have to turn them down. Yeah. Um, yeah.

00:11:35 - 00:11:40

So you, you're responsible for the off duty assignments.

00:11:40 - 00:11:48

You get applications, you plug people in, they just, they just submit, I put the job out there and they just submit, apply.

00:11:48 - 00:11:49

They want to work and I'll hit yes or no.

00:11:49 - 00:12:04

It's not like a written application. Um and you say yes or no, I guess based on availability and interest and how the schedules line up masking.

00:12:04 - 00:12:09

I don't, I don't really know. Yes, I said um so I say yes or no.

00:12:09 - 00:12:15

It all depends on how many people I need and what assignment it is have difficulty getting enough people to sign up.

00:12:15 - 00:12:22

No. Uh and on June 6th at the Huguenot high school graduation.

00:12:22 - 00:12:27

Did, did you have all the number there that you wanted there?

00:12:27 - 00:12:29

Yes, I did. But one had called out.

00:12:29 - 00:12:34

He was sick that day. How many were there that day?

00:12:34 - 00:12:47

I wanna say 70 18 of us. Um You're breaking up.

00:12:47 - 00:12:51

Oh, I'm sorry. Uh can you still hear me?

00:12:51 - 00:12:54

Yes, I can hear you now. Ok, sorry about that.

00:12:54 - 00:12:58

Uh If you can't hear me, just let me know and I'll try and get closer to the microphone.

00:12:58 - 00:13:03

I apologize. Um How did you determine that?

00:13:03 - 00:13:06

Did you want 17 or 18 and not say 10 or not say 20?

00:13:06 - 00:13:10

Does it depend on the school? How many graduates we have?

00:13:10 - 00:13:13

And I think each, each student got 10 tickets.

00:13:13 - 00:13:24

So you tried to ensure there were 11 CS A for every 30 40 50 people.

00:13:24 - 00:13:29

I is that the ratio? Do you remember what the ratio was?

00:13:29 - 00:13:40

I don't remember. Oh uh Is there a budget for this off duty work?

00:13:40 - 00:13:51

Yes. Who, whose job is it to kind of keep track of the budget and say with this with this assignment with graduation, it come out of safety and security budget.

00:13:51 - 00:13:60

Who monitors the budget to say? Ok, we have enough money for this or we're going over?

00:13:60 - 00:14:03

Who is that your responsibility? That's not our responsibility for?

00:14:03 - 00:14:07

I don't know who wanted it. Did you get any pushback from?

00:14:07 - 00:14:10

Who said, look, you're spending too much money or anything like that?

00:14:10 - 00:14:19

Uh What did you anticipate the C SAS would have to do that?

00:14:19 - 00:14:23

You got out of high school graduation? What was, was there a sign then?

00:14:23 - 00:14:27

So I signed each um CS A to a floor.

00:14:27 - 00:14:38

I mainly put the ones who work at H and I, I put them on the first floor because they know their kids and majority of their parents to stop the parents from running in the A when we call the names, yelling, hollering and screaming.

00:14:38 - 00:14:47

And then for the next two kids, I put the C SAS, you know, like 3 to 4 to each se at each section and that's to stop the parents from yelling.

00:14:47 - 00:14:52

So the other, the other parents can hear the graduates name call and just maybe crowd control.

00:14:52 - 00:15:02

Ok. So the, the 17 or 18 T SAS were there, were there other people there as well?

00:15:02 - 00:15:11

Yes, you had, what is the MRI?

00:15:11 - 00:15:18

I just the other day R MC and you have Richmond Police Department?

00:15:18 - 00:15:26

Ok. Were you involved in supervising any of the R MC or Richmond Police Department there?

00:15:26 - 00:15:31

Do you interact with them at all? No, I just spoke to the police officer.

00:15:31 - 00:15:34

That's it. Spoke to everyone. I didn't.

00:15:34 - 00:15:43

That's it. Um Did you participate in any meetings or anything that said we need this many police officers or we need this many R MC people?

00:15:43 - 00:15:51

You know, who made those decisions? I think that'll be the odd trio who make those decisions?

00:15:51 - 00:15:55

Not sure. Tr a theater. Yes. Ok.

00:15:55 - 00:16:05

Um Yeah. Oh, I'm sorry. Were you present there on June 6th?

00:16:05 - 00:16:19

Um when you got there, did you, was there a meeting or anything between anybody from the school and anybody from the police department or R MC saying look, this is what we're gonna do.

00:16:19 - 00:16:33

This is the point when I got there, it was a meeting between me and amongst my staff and I guess R MC, they were already on the door, had a meeting with their staff because we were doing two so to separate things.

00:16:33 - 00:16:42

Yeah. Um, so I'm sorry, when you said you got there, you had a meeting with what staff, your staff CS A?

00:16:42 - 00:16:45

Yes, CS A? Gotcha. And gave them an assignment.

00:16:45 - 00:16:50

So what they'll be doing any other supervisors there other than you?

00:16:50 - 00:16:59

Yes. Yes, it was, um, Dandre Hawks and Jeffrey Tucker and Monica Batch.

00:16:59 - 00:17:08

Who were they, um, Jeffrey Tucker and dare calls are, see, um, supervisors just like that.

00:17:08 - 00:17:14

And we have different zones and at that time, Tucker was the supervisor of Huguenot.

00:17:14 - 00:17:24

So that's why he was there. Monica Fetch is our emergency manager training coordinator.

00:17:24 - 00:17:31

Ok. Um, I can't hear you. Yeah.

00:17:31 - 00:17:34

No, I'm just my next question. Sorry.

00:17:34 - 00:17:56

Um, uh, anybody, uh, that original in that initial meeting say, uh, look, here's some kids or some families we have to be paying particular attention to and I'm sorry, his name is Jafari Tucker.

00:17:56 - 00:18:09

If you didn't have any reason to look out for a particular person or young person or the young people who are involved in this, in this incident.

00:18:09 - 00:18:18

Yeah. Oh, yeah. Have you heard either then or at any other time?

00:18:18 - 00:18:29

Oh, that there's, there could be a problem kind of problem or that kind of problem with this kind of student or that student or their family or anything like that.

00:18:29 - 00:18:41

No, not prior to the incident. You, uh, yeah.

00:18:41 - 00:18:46

How long was the graduation intended to last?

00:18:46 - 00:18:51

Um, I think the graduation is made like, two hours.

00:18:51 - 00:18:56

I'm not sure. I'm not sure. At the time it varies.

00:18:56 - 00:18:59

It varies because of the number of students, the graduates.

00:18:59 - 00:19:02

But I think they get them either two or three hours.

00:19:02 - 00:19:08

I'm not sure your C SAS were, uh, intended to stay there the whole time.

00:19:08 - 00:19:13

Yes, they signed up to work all three graduations.

00:19:13 - 00:19:20

Well, all two and there were two graduations at the, it was, it would have been three, but we only got through two.

00:19:20 - 00:19:26

I understand. Uh, what time were the C SAS were supposed to arrive at the Altria.

00:19:26 - 00:19:40

So I had, um, they supposed to arrive 30 minutes prior to the graduation and I wanna say that was a four o'clock graduation for 3 30 graduation.

00:19:40 - 00:19:44

One of the two. But I know they arrive 30 minutes prior.

00:19:44 - 00:19:53

They were, if they signed up to work for all three, they couldn't do all three because all 31 of them was the morning they work in the school.

00:19:53 - 00:19:56

So all the supervisors did the morning one.

00:19:56 - 00:19:60

And that was like community. Maybe like 20 kids graduated.

00:19:60 - 00:20:05

Got you. We didn't need as many people for that one.

00:20:05 - 00:20:12

No, because we made like 20 students. Uh, 30 and that day Hugh and I high school got out early.

00:20:12 - 00:20:19

Ok. If your school graduated that day you got out early.

00:20:19 - 00:20:27

Ok. Ok. Um, is everybody on time to your knowledge.

00:20:27 - 00:20:34

And uh anybody seemed confused about what their assignment was.

00:20:34 - 00:20:41

Uh, anybody complain about the job or expressed concerns to you of any kind.

00:20:41 - 00:20:54

Not before the incident. Um My understanding is the incident happened after the graduation was complete and as people were leaving, is that right?

00:20:54 - 00:21:05

Correct in front of the theater? Yes. And I also had TJ staff coming in lined up, some parents was lined up to attend TJ graduation.

00:21:05 - 00:21:19

I see. So the, the crowd from two schools graduations were sort of walking past each other mixing in um, during the graduation.

00:21:19 - 00:21:25

Where did you stay? I was everywhere. Check on people.

00:21:25 - 00:21:31

Yes, I can't hear you during the graduation.

00:21:31 - 00:21:35

Did you see any kind of disturbance or anything that required intervention by the C SAS?

00:21:35 - 00:21:51

No, you mentioned that you were, you wanted to make sure that the parents didn't get the aisles, you know, when they call the names for the graduation, you know, you try to run up in the air to get pictures and I can't hear you.

00:21:51 - 00:21:57

I, I've done that. Sure. Yeah. So, um did people do that?

00:21:57 - 00:22:01

No, because we had C SAS like standing in the middle of the aisle.

00:22:01 - 00:22:12

You had a couple of them yelling over the balcony, you know, a couple of them, but running through the aisle, no, any disturbances that interrupted the graduation ceremony.

00:22:12 - 00:22:23

No. So uh as the graduation ceremony ends, where did you go Oh, ok.

00:22:23 - 00:22:33

So I was standing by the ramp in the middle as the graduates walked out clo that's the first floor.

00:22:33 - 00:22:46

Yes, in the hallway with that big um, down to that the, that the, the I'm standing by the door with a graduate walk out at, at the very top.

00:22:46 - 00:22:60

Ok. As they were, as they were leaving out, we waited to the last graduate and the parents with disability wheelchairs, you know, they were coming out as they were coming out.

00:22:60 - 00:23:04

That's when I heard a couple of shots.

00:23:04 - 00:23:09

Where did you hear the shots come from?

00:23:09 - 00:23:13

Uh, not sure where they came from. I know it was outside.

00:23:13 - 00:23:16

I don't know what's left, right center. I don't know.

00:23:16 - 00:23:30

So I'm thinking it was somebody popped their balloons until I saw people running and screaming, trying to get back into the, or I, we were then trying to stop a lady.

00:23:30 - 00:23:38

She was in a wheelchair from going down to get her back in the building, you know, up the ramp to go on the first floor.

00:23:38 - 00:23:49

Then after we got her secured, I ran outside, made sure at first at first I made sure all the doors were shut, getting people in, shutting the doors and then I went outside.

00:23:49 - 00:24:01

You see, well, when I got out there, it was a bunch of people laying on the ground.

00:24:01 - 00:24:14

It looked like a poor came through and just rub around capsules, diplomas, shoes, pocketbooks, everything off people just laying in the middle of the street.

00:24:14 - 00:24:21

Um Someone was doing, I saw two people look like they were performing CPR on a person.

00:24:21 - 00:24:26

I ran over there, I saw a young man, his grad graduation game ripped open.

00:24:26 - 00:24:28

They was doing CPR and blood was everywhere.

00:24:28 - 00:24:35

Another man was standing to the back of me look like he had got shot in his head because all I could see is blood running from the top of his head.

00:24:35 - 00:24:42

And I thought that man was dead. A little girl was laying next to him having a seizure.

00:24:42 - 00:24:49

They was trying to find her parents trying to get Ems to, you know, call Ems to come and assist her.

00:24:49 - 00:24:55

I'm still standing there in shock. It was a man on the other side of the graduate.

00:24:55 - 00:24:59

They was doing CPR on him as well.

00:24:59 - 00:25:17

Then um I got back because Ems was running in with the scratchers and coming to assist as I was walking away, I saw one of the school board members standing there just screaming and crying.

00:25:17 - 00:25:20

I was carrying her back in the um building.

00:25:20 - 00:25:34

They started shooting again. That might have come from an alleyway and I just threw her and another two school board members in the um building, put them in an office, told them to stay in there.

00:25:34 - 00:25:46

And then I went back outside what happened then Ems um was taking them away.

00:25:46 - 00:25:48

You had more officers coming with guns, I guess.

00:25:48 - 00:25:59

Because they heard the second round of shots and from there, um we were just doing crowd control in the um our trail.

00:25:59 - 00:26:10

Then I started escorting the kids on the bus so we can get the buses out there and make sure transportation because at that time, our PD had it roped off and secure on that end.

00:26:10 - 00:26:20

So I was just making sure all our kids was, you know, safe, got them on the school bus with the staff and got it from down there.

00:26:20 - 00:26:28

And I know I may have missed some things, but that day I, I didn't wanna re live that day again.

00:26:28 - 00:26:34

Very sorry to have to ask you about that experience.

00:26:34 - 00:26:45

I can only imagine how cold it must have been and how awful it must be before the graduation ceremony.

00:26:45 - 00:26:58

Had there been any discussion about, uh, plan if a crisis came up, you know, if there was a weather event or if there was something terrible like a shooting, how would you all react?

00:26:58 - 00:27:02

Um, were you just sort of reacting in the moment and trying to figure it out?

00:27:02 - 00:27:09

Yes, I was my first instinct. Can you repeat that please?

00:27:09 - 00:27:13

I said, yes, I just went with, I just went out there trying to help people.

00:27:13 - 00:27:22

Ok. Uh, had anybody discussed the possibility of a shooting at the graduate at the high school for him?

00:27:22 - 00:27:42

Uh, asked you earlier if you had the information about student or family that might uh, you know, should be kept an eye out for or might be a problem?

00:27:42 - 00:27:45

And you said that, uh, you didn't have that information before the incident?

00:27:45 - 00:27:49

Did you learn anything after the incident? Listening to the news?

00:27:49 - 00:28:02

Yeah, about the people involved. Yes. Um, did you have any information about the people involved before the incident?

00:28:02 - 00:28:12

No, I, I know that. Ok. Do you know those families know any of the families through your work?

00:28:12 - 00:28:26

Do not? No. Ok. Uh the incident?

00:28:26 - 00:28:36

Oh, do you uh you said you, you work to get all the students away, you put them back on buses to go back to to hug high school.

00:28:36 - 00:28:46

Um Yes, so it was the band. No, I'm sorry, Giotc students because you know the bus dropped them off.

00:28:46 - 00:28:49

They were in the back of the school.

00:28:49 - 00:28:53

So we had to call that buses back but you know, the buses couldn't get in because they had blocked everything off.

00:28:53 - 00:29:01

So I had to um get with VCU and virgin police to direct the buses in to get the kids.

00:29:01 - 00:29:10

We did have to walk a set of kids like maybe 34 blocks to the bus because there was no way the bus could get in because they had shut, they didn't shut it down.

00:29:10 - 00:29:15

We couldn't enter no exit and we could exit but they couldn't enter anywhere around our trail.

00:29:15 - 00:29:22

So me and two other C SAS walk the kids to that bus maybe like three blocks away.

00:29:22 - 00:29:27

Parents wanted to take their kid home themselves.

00:29:27 - 00:29:30

Were they allowed to do that? You say a parent?

00:29:30 - 00:29:33

Yeah. Somebody said, look, I just want to take my kid and go home.

00:29:33 - 00:29:41

Were they allowed to do that or did you, uh you insist that people go, students go back to the school?

00:29:41 - 00:29:44

I didn't have any guys there to take their kids.

00:29:44 - 00:29:48

It was only with the graduates. Those kids were with that JROTC teacher.

00:29:48 - 00:29:58

Ok. And the, the staff that was on the bus, those was the staff that rode the bus from Huguenot high school.

00:29:58 - 00:30:06

Did you have a, a checklist or everything or anything to make sure you had all the kids?

00:30:06 - 00:30:11

I'm sorry, go ahead. The teacher was there.

00:30:11 - 00:30:16

Yes. So they had a checklist of who was there.

00:30:16 - 00:30:26

Yes and use it. Um, wanted to make sure that they had everybody in their charge, take them back to the school.

00:30:26 - 00:30:44

Yes. Um What else that we haven't talked about about the planning or about that day?

00:30:44 - 00:30:49

Uh Do you think I should know nothing?

00:30:49 - 00:30:58

That's all I know that just was, I never witnessed anything like that in my life and working with rps for 20 years.

00:30:58 - 00:31:06

I never witnessed anything like that. If you think back on it.

00:31:06 - 00:31:11

Are there things you wish had been done differently or that you could have known about or done differently yourself?

00:31:11 - 00:31:15

I wish we would have known that they had this young man had issues.

00:31:15 - 00:31:19

Maybe we could have put something together to have him graduate from his school.

00:31:19 - 00:31:26

Maybe we could have had him escorted in, escorted out, have some things in place for this young man and his family.

00:31:26 - 00:31:34

And then I wish I, I wish I would have went outside.

00:31:34 - 00:31:40

First of all, it doesn't have a gun nor best to witness that because now I can't get out of my head.

00:31:40 - 00:31:48

But I'm glad I did go out there because I did, I felt like I helped with the situation.

00:31:48 - 00:31:56

So, um, like crowd control, like I was able to move people out there quickly so they wouldn't really witness all of that.

00:31:56 - 00:32:12

I just wish some of my staff went and saw it because they have really been in a dark place since this incident.

00:32:12 - 00:32:21

Some of them have seeked out for counseling and they wasn't told to go out there.

00:32:21 - 00:32:31

I guess all of us just act on, we just act lost any staff.

00:32:31 - 00:32:33

Has anybody said? Look, this just isn't for me anymore.

00:32:33 - 00:32:45

No. Yeah. Uh, ok, Miss Corbin.

00:32:45 - 00:32:50

Uh, I don't have any questions for you at this point, uh, anymore.

00:32:50 - 00:32:55

All right. My name again is Cullen Seltzer.

00:32:55 - 00:33:02

Seltz. Er, and I think you've gotten emails from people in our office.

00:33:02 - 00:33:13

Uh, so you should have good contact information for me or for people who work with me and if there's anything else that you think about that, you think would be important for me to know or helpful.

00:33:13 - 00:33:17

Please let me know and I'll, I'll talk to you whenever is convenient.

00:33:17 - 00:33:32

Ok. Um, I am, uh, very appreciative of you taking time today, uh, to talk about this very, very difficult and, and I'm thankful for your help and your service.

00:33:32 - 00:33:35

You were there. I'm really sorry you had to do.

00:33:35 - 00:33:43

Mhm. Take care of yourself. I'll talk to you soon.

00:33:43 - 00:33:45

All right. All right. What?

Interview conducted via Zoom

Transcribed using Logikcull, Professional E-Discovery Platform.

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00:00:00 - 00:00:05

All right. So I am starting the recording now, Kimberly.

00:00:05 - 00:00:06

Do you wish to stay on or you?

00:00:06 - 00:00:12

I'm going to sign off. But if you need me, just let me know and I can hop back on.

00:00:12 - 00:00:15

All right, thank you. Didn't want to hang out with us.

00:00:15 - 00:00:19

It was nice to meet you, Mr Thank you.

00:00:19 - 00:00:23

So let me first say, how have you been?

00:00:23 - 00:00:30

Good, good in all these intervening years. Uh You know, I finally retired a couple of years ago.

00:00:30 - 00:00:33

I went to work for the lottery. I was like, that's a nice, cool job and I was bored to death.

00:00:33 - 00:00:35

I was like, what can I get into?

00:00:35 - 00:00:38

That wouldn't be too boring. Um And I picked something.

00:00:38 - 00:00:43

Yeah, sure. You sure did. You sure did.

00:00:43 - 00:00:47

And of course, this whole thing was, uh like, wonder what they're gonna do with it.

00:00:47 - 00:00:49

And then I saw your name now. I was like, good.

00:00:49 - 00:00:52

They went with a law firm with a reputable name.

00:00:52 - 00:00:55

I like it. Um And like you said, I wasn't here.

00:00:55 - 00:01:10

I can tell you, Monica Feck, you need to speak to and Miss Corbin, um are definitely two people from this shop that were the most involved and most, um, active in the planning and the NBN there that day.

00:01:10 - 00:01:13

So those two from this shop would definitely need to be talked to.

00:01:13 - 00:01:17

Um, other than that, there was other people there that you have on your list of names.

00:01:17 - 00:01:22

But as far as the planning part of it that you're interested in those two are, are vital to that part.

00:01:22 - 00:01:25

And now Miss, and you are only our second person.

00:01:25 - 00:01:32

The only other person we've interviewed, um, was Miss Parks, Miss Corbin, who, who is she?

00:01:32 - 00:01:37

I'm not familiar with that name yet on your list and I hate doing her first name.

00:01:37 - 00:01:44

It's like something like that. Bru, is she one of your C SAS?

00:01:44 - 00:01:48

She is one of my invest uh supervisors.

00:01:48 - 00:02:11

So, um, Monica is the emergency management person and some other stuff and at the time, there was no director like I'm sure Rene told you and then Corby is sort of the, let's call her the off duty type of, um, being in addition to being a supervisor, she handles staff and for football games and stuff like that and, and assisted with the planning on this stuff as well.

00:02:11 - 00:02:18

And mainly her experience has been mainly staffing less planning if that makes sense.

00:02:18 - 00:02:22

Those two are, are your main ones to speak to as far as the planning.

00:02:22 - 00:02:32

Um I've been through the documents, I've looked at everything and I can, I can tell you from my experience being in the police land work in Richmond, graduations.

00:02:32 - 00:02:38

The role of security from the schools was always just be on the inside and help with the crowd.

00:02:38 - 00:02:41

It was never doors, it's never searching people.

00:02:41 - 00:02:51

It was just crowd, crowd control is not the exact word for it, but they were responsible for attending to the crowd if they got out of hand or didn't follow rules.

00:02:51 - 00:03:01

And you said RP DS role, uh, RRPS, you, um, they used to be called security officers but they, now they're, what is that?

00:03:01 - 00:03:11

Um, but that in my experience from the RPD side, that was always their role was just to watch the crowd.

00:03:11 - 00:03:17

Um, but again, and that's based off of what the, um, the paperwork I've provided from Monica and Corman.

00:03:17 - 00:03:24

That seems exactly what their assignments were. Do you know what role RPD had in this?

00:03:24 - 00:03:30

I do not if you're familiar with the landmark or the mosque, whatever we moment today, Altria.

00:03:30 - 00:03:37

Um, if you ever rented that establishment, it was dictated from them what you would hire as far as police fire.

00:03:37 - 00:03:43

Um, an R MC. So Altria really had the standards that needed to be met for security.

00:03:43 - 00:03:51

Exactly. They would tell you exactly what you have to hire, uh, as part of your contract and I know that contract was provided as well.

00:03:51 - 00:03:58

Yes. Um, so from pretty much any venue around town, that's, that's the rule.

00:03:58 - 00:04:03

Like even if it's at vcuvcu controls kind of what you have to have in place.

00:04:03 - 00:04:07

And R MC. Um, I think R MC also takes care of VC US.

00:04:07 - 00:04:10

Um, se Center. He does a lot these days.

00:04:10 - 00:04:15

They to John Paul Jones Arena to all over the state.

00:04:15 - 00:04:21

They do stuff. Um I've dealt with R MC from Brown's Island events, folk festivals, two streets.

00:04:21 - 00:04:27

Um and that's always been the deal with, say rent in the is and you'd rent it from Venture Richmond.

00:04:27 - 00:04:33

But Venture Richmond told you you're gonna have this many cops which was usually dictated by me or whoever was in charge at that time.

00:04:33 - 00:04:39

Uh This many firemen, this many ems and this many R MC and this would be the serve the roles they serve.

00:04:39 - 00:04:48

Ok? And as far as your, you know, just talking to a, to a cop that makes more you, you and you had better sense of this.

00:04:48 - 00:04:54

So the command and control rested without Tria in terms of security.

00:04:54 - 00:05:03

And I am sure MS Booth probably goes to R MC and says this is the event we're having.

00:05:03 - 00:05:07

What is your estimates? I'm sure she went to the police department and said, hey, this is what we're having.

00:05:07 - 00:05:09

What do you need? Same for fire would be my guess.

00:05:09 - 00:05:18

Ok. And have you had a chance to review the, um the contract and the staffing for the event since, since you've come on?

00:05:18 - 00:05:24

I have glanced at it and I, if I need to talk about it, I think, yes.

00:05:24 - 00:05:33

And, and, and this is obviously not a part of the report because it will be looking forward and we're not looking forward in terms of anything after June 6th.

00:05:33 - 00:05:43

But uh in, in terms of just your general knowledge of it would, next year, would you still, would you be more involved in that, in terms of recommendations for staffing?

00:05:43 - 00:05:46

Is that something you'll be a part of, for the planning for the upcoming year?

00:05:46 - 00:05:58

It would be, um, as, you know, I don't know if Risha told you, but after this, they had the graduations of the schools and I was very much about we're putting a plan together and we're gonna dictate our staff.

00:05:58 - 00:06:10

Um, so yes, now the building is out trees and they hire R MC to handle the, the doors on every event they have, um, as far as searching and stuff.

00:06:10 - 00:06:18

So that would be them. And is it as far as, you know, the intentions for, for, uh, RPS to go back to Altria next year or to do something?

00:06:18 - 00:06:24

I don't know. Um, it's not a whole lot of venues around that would, would fit the capacity and stuff like that.

00:06:24 - 00:06:29

Um, so I would think that would be an option if they would allow it as well as the other part.

00:06:29 - 00:06:36

Um RPD. Just so, you know, I know it's not on the police side but whatever Al tree had dictated.

00:06:36 - 00:06:41

There was also RPD outside the venue, um, at least handling traffic control and stuff like that.

00:06:41 - 00:06:52

Um, so there, there was, there was no, that's not how I wanted to say that there were more police officers in the area than what was dictated by all three of the air.

00:06:52 - 00:07:05

Ok. And, um, just trying to think if there's anything just looking back.

00:07:05 - 00:07:17

Um, so Miss Booth, have you had, you had any familiarity with Miss Booth at Altria?

00:07:17 - 00:07:22

I think I've met her before somewhere, but I don't, I don't have a booth from working there many, eight years.

00:07:22 - 00:07:35

Um, so, yes, I do know Miss Booth and I will tell you just because it happened over the summer and you need to know is they had me reach out to several people over the summer to look in, looking for video from Al Tria.

00:07:35 - 00:07:47

Um, I've reached, I had to reach out to Miss Booth R MC, um, the police department and, and ultimately I finally got, um, correspondence from ket saying, look, this is an investigation.

00:07:47 - 00:07:49

You can't have any video or anything like that.

00:07:49 - 00:07:58

Um, and I know the focus from what they finally drew up, had nothing to do with the police side, but it was very much over the summer time.

00:07:58 - 00:07:60

They were very interested in that side of it.

00:07:60 - 00:08:11

Um, and do you know if they had, um, just in terms of looking back any magnetometers that were there at the venue, you know, you're gonna have to bounce it off.

00:08:11 - 00:08:19

Monica and, um, Corbin, I know they at least wanted everybody and I think they use magnetometers.

00:08:19 - 00:08:21

But, yeah, bounce that off of them.

00:08:21 - 00:08:33

There was mention of different entrances. Um, and I will tell you that the school board members have said that certain ones of them got in and were not scanned or wanted, whichever way you wanna look at it.

00:08:33 - 00:08:44

Um, but to my people's knowledge and again, let Monica tell you, they thought everybody wanted that they've come in again, not dictated by us whatsoever.

00:08:44 - 00:08:58

Right. Right. Ok. Um, and are you familiar with whether or not there is a threat assessment procedure in place at RPS for such events?

00:08:58 - 00:09:04

Mm. For just having a event, would you do a threat assessment?

00:09:04 - 00:09:05

No, not that I'm familiar with. No.

00:09:05 - 00:09:21

And are you familiar with whether there are any threat assessment pro protocol or procedures in place for, say in this instance, just there was a student who had been separated from the school, at least physically for some time he was doing homebound education.

00:09:21 - 00:09:35

Was there a threat assessment protocol related to either the reentry of a student back into the school or just any information related to those types of students as they sort of come back into the school setting?

00:09:35 - 00:09:39

Not that my shop would be involved with.

00:09:39 - 00:09:41

No, not that I'm not that I'm aware of.

00:09:41 - 00:10:03

No, I'm not saying it didn't happen but I'm definitely not aware of and since, since the event and you coming on the day after, have there been any sort of, uh, what do they call, um, where you've gotten together and you've kind of just any debriefings of the events of that day from your staff?

00:10:03 - 00:10:19

Hm. There's been, I don't know if I wanna call them debriefings but there's definitely been some emotional support type stuff where they've talked to people that has definitely happened.

00:10:19 - 00:10:24

Um, as far as the actual debrief of what they were doing and how it all happened.

00:10:24 - 00:10:50

Mhm. No, not that I know of, um, RPD emergency management fire and all had a debriefing of the response from all of their organizations, um, and looked at all that, but as far as my people know, not that I know of again, the monitor would probably be the best one to ask because I was so bombarded with stuff when I started it.

00:10:50 - 00:10:52

But, um, yeah, not that I know of.

00:10:52 - 00:11:04

Ok. All right. And I'm just trying to think if there's because I, I knew especially, I, I thought you came on either around the time or after.

00:11:04 - 00:11:08

Um, uh, but Risha said this morning for sure that you came the day after.

00:11:08 - 00:11:12

So I knew this would kind of be a limited conversation.

00:11:12 - 00:11:37

Um, is there anything you can think of that could inform policies and procedures in terms of how things happen that might need to happen differently um going forward because I know Renisha said something that had been put in place since by Solomon Jefferson is process for bringing back students who have been separated, which doesn't relate to your shop.

00:11:37 - 00:11:54

But is there anything that you're thinking about in terms of changes that you would recommend or you're considering in light of these events, events like this, we're looking at more um documentation of what our roles are and exactly what we've told each person to do.

00:11:54 - 00:12:03

Um So when we did at the schools, for example, we, we at least had a basic call it operational plan put together where um you knew your staff and knew where they would be.

00:12:03 - 00:12:11

There was communications, uh information in there. Um Just a little more on logistics to it and searches and stuff like that.

00:12:11 - 00:12:16

Um Again, when you run another venue, if all you're doing is watching the crowd.

00:12:16 - 00:12:19

I'm not saying it would be applicable when they got moved to the schools.

00:12:19 - 00:12:25

It was definitely our responsibility. At that point, we had to take a whole different uh avenue to address it.

00:12:25 - 00:12:36

And so when you moved it to the school for the remaining graduations, um after January 6, was it just your, your team and then some off duty security from Richmond?

00:12:36 - 00:12:44

But then, you know, the RPD really supplemented that, supplemented it, did it at that time.

00:12:44 - 00:12:53

I mean, they were, they were throwing 10, 15 officers at each graduation uh we put all the stuff in place too where we limited the number of people that could come.

00:12:53 - 00:12:59

There were no bags, um You could come out with your cellphone and a set of keys and that was it.

00:12:59 - 00:13:08

Of course, everybody got metal detected. Um But there was no, and we did all that, but there's still no indication that there was any threat that ever made it out for you.

00:13:08 - 00:13:22

Um, Chief Edwards has come out at least twice and said there was no guns in that the um so even though we had, we don't think that happened there, we wanted to make sure it didn't happen on our properties.

00:13:22 - 00:13:36

Hmm. Ok. Um Is there anything you think you could that you just wanted to offer for consideration for the review or the report?

00:13:36 - 00:13:51

That's all I got. Um, of course, talk to Monica and get her opinion and school board people and I know in the meetings I've been to, they've been pretty much about, nobody's asked me there's at least three of them that were there.

00:13:51 - 00:13:54

Um That would probably like to give their opinion on some stuff.

00:13:54 - 00:14:01

Do you know which three were there? Oh, I know you wanna ask me that I've got all that written somewhere.

00:14:01 - 00:14:12

Um I'm pretty sure it was white. Um Muhammad and who's the third one?

00:14:12 - 00:14:19

I put on my notes that Jonathan Young might have been there, but nobody really remembers if he was there or not.

00:14:19 - 00:14:31

Oh OK. And Monica, when you talk to her, she would definitely not sure which one cause they had everybody up in like a private room.

00:14:31 - 00:14:43

Ok. Um Muhammad and I can't remember the third one but I think it was, it was ok.

00:14:43 - 00:15:01

All right. Well, let me give you my cell phone number in case anything ever comes up that um you wanna reach out about or if you wanna just something pops up, you wanna direct me to some other information or some other person?

00:15:01 - 00:15:03

Um that might be a source of information.

00:15:03 - 00:15:20

804869. Got it. 1484, got it. And the documents everything we had that Monica had before and I had it's been uploaded um down to the hand notes that Monica had in little labels of where people were signed.

00:15:20 - 00:15:23

Um I don't think we have anything else there.

00:15:23 - 00:15:25

I told them to make sure. Ok, that's all we got.

00:15:25 - 00:15:29

All right. Well, it's been lovely catching up.

00:15:29 - 00:15:32

I wish it were under better circumstances. All good.

00:15:32 - 00:15:37

I appreciate your time. Well, you look and you said you wanted uh something that wasn't boring.

00:15:37 - 00:15:39

Well, there you go. You got it.

00:15:39 - 00:15:46

You know, if you need a trained outstanding investigator for like 100 3 Gs a year, it just could be you.

00:15:46 - 00:15:52

Oh, it is fun. I mean, but some days it's like, whoa.

00:15:52 - 00:15:59

Yeah. Yeah. Yeah. You, you, you know, you look how many years were you at RPD?

00:15:59 - 00:16:04

Yeah. And, and you, you're just set up for just about anything then.

00:16:04 - 00:16:11

So it's hard to believe that. Yeah. You know, it does, um, desensitize you to stuff.

00:16:11 - 00:16:19

Yes. Yes. And you were, you were there back when I was there in the old days when things were very rough and tumble.

00:16:19 - 00:16:22

So. Yes, indeed. All right. Anything else?

00:16:22 - 00:16:25

Give me an email and I will get right on whatever you need from us.

00:16:25 - 00:16:27

Sounds good. Well, you take care of yourself.

00:16:27 - 00:16:29

See you later. All right, bye bye.

Interview conducted via Zoom

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This platform does not create a verbatim transcription, but rather the best approximation based upon talk to text interpretations.

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00:00:00 - 00:00:06

And now Miss Kimberly is able to fall off of the call.

00:00:06 - 00:00:10

Ok, nice meeting you, Mister D Michelle if you need me, let me know.

00:00:10 - 00:00:12

Thank you. I waved but you can't see it, but bye now.

00:00:12 - 00:00:20

Bye bye bye Kimberly and I do apologize for being a few minutes late.

00:00:20 - 00:00:30

I, my morning got started very early but I was not able to pull away from my early morning activities to pivot to, to um our call on time.

00:00:30 - 00:00:32

Oh, no, believe me, you're fine. Ok.

00:00:32 - 00:00:40

So thank you again for um, the conversation, the ability to have a conversation.

00:00:40 - 00:00:44

I know you are uh CS A, is that correct?

00:00:44 - 00:00:51

Correct? And you are not a CS A assigned to Huguenot, correct.

00:00:51 - 00:00:60

I'm currently assigned to Dogwood Middle School, uh, last year during the uh, during the uh the time of the graduation, I was assigned to Thomas Jefferson High School.

00:00:60 - 00:01:16

And how do you like the difference between uh going from your high school kids to the middle school kids?

00:01:16 - 00:01:28

You know, I really enjoy it. Actually, I do it really just, you, you definitely get more of the sense of working with Children and you know, then high school kids were a lot of, you know, the maturity level and the age is just so, it's so different.

00:01:28 - 00:01:30

I actually really enjoy it. Oh, that's good.

00:01:30 - 00:01:33

Look, I can hear it in your voice that you do.

00:01:33 - 00:01:35

So, that, that's great. That's, that's really great.

00:01:35 - 00:01:38

So, how long have you been working for RPS?

00:01:38 - 00:01:44

Uh, this is my second school year. And what is your background before that?

00:01:44 - 00:01:48

I'm a retired sergeant from the NYPD in New York.

00:01:48 - 00:01:56

Wow. And how long did you do that for 20 years?

00:01:56 - 00:02:12

From 2002 to 2022? Well, I will surely wish I could see your face because you have such, um, a distinctive voice with just the joy of what you do that rings through your voice.

00:02:12 - 00:02:15

So well, thank you. I do, I really do enjoy it.

00:02:15 - 00:02:23

It's, uh, you know, it's such a different, a different world and, and just a AAA way better, you know, quality of life and the work that I do is so nice.

00:02:23 - 00:02:25

I, I really, I am, I am happy.

00:02:25 - 00:02:32

Oh, good. Well, that, that comes through just under on, on, um, in sound.

00:02:32 - 00:02:36

All right. So, um, just want to pivot your attention.

00:02:36 - 00:02:48

So you, uh, obviously if you were assigned to TJ, um, at the time you would have had no familiarity with, uh, Sean Jackson prior to the graduation day.

00:02:48 - 00:02:53

Is that correct? That's correct. Yeah, I, I, yeah, II, I wouldn't, I wouldn't really have any information on him.

00:02:53 - 00:02:60

I could really only speak to about the events of that day.

00:02:60 - 00:03:22

Right. Well, just, um, just in way in, in, in, in the area of background information, um, at TJ last year when you were there, did you, did you all have sort of a, a process or a procedure for sharing information related to students with the administration?

00:03:22 - 00:03:29

Just the C SAS, you mean sharing information between C SAS and administration?

00:03:29 - 00:03:53

Um Yeah, I mean, we had both informal and a formal process, you know, informally just, you know, meeting an administration in the hallway and, you know, discussing the events happening, whether in the morning before school or, you know, after school after the kids had left for the day, but we'd also have uh scheduled meetings where we sit down and have, you know, security meetings with administration.

00:03:53 - 00:03:59

And was that a re on a regular basis or was it just kind of some as needed, I would say as needed?

00:03:59 - 00:04:08

And what kind of information would you share with, um, the administrators?

00:04:08 - 00:04:24

Um for us, it was mostly just uh trends and conditions we saw in the building and, and supports that we needed in certain places, you know, whether it's uh you know, kids are skipping uh classes in this particular location.

00:04:24 - 00:04:33

You know, we have some extra support from the administration here and, and then, and, and the administration sharing the same thing, you know, could we get some CS a support here because of Xy and Z.

00:04:33 - 00:04:57

Gotcha. Yeah. Would there be occasions where if someone were saying in a homebound status um and needed to come into the building for something or on a disciplinary status separated from the school but needed to come in where C SAS were brought into to support that student accessing the building.

00:04:57 - 00:05:02

I can't think of a particular incident where that occurred in my experience.

00:05:02 - 00:05:18

But uh you know, being the lead in this building here at, at the middle school and my experience at TJ last year, I feel like that's something that would have been expressed through the

administration there and, and through the administration here, but I can't remember a specific incident.

00:05:18 - 00:05:34

OK. All right. So let um I'd like to sort of pivot our attention to June 6th and I'm gonna open this document so I can see where it says you were assigned.

00:05:34 - 00:05:43

Mm mm mm All right, let's see here.

00:05:43 - 00:06:07

OK. I have you assigned to the grand tier forward, is that where you recall being assigned on June 6th, which would be the equivalent of like the third floor, maybe the I, I forget the exact layout.

00:06:07 - 00:06:21

It's either the third or the fourth floor and where on the g in the grand tier set up would you have uh stationed yourself?

00:06:21 - 00:06:26

So, um when you get to, I'm gonna say it was the third floor.

00:06:26 - 00:06:45

Uh my, my mistake. It may have been the fourth but when you get to that floor, uh, there was a vestibule area with door access into the actual seating area and I spent the majority of my day stationed in the vestibule outside the seating area, assisting people, you know, getting into their finding the auditorium.

00:06:45 - 00:06:57

Mhm. And did you have any incidents or problems up there during the prior to, and during the course of the graduation?

00:06:57 - 00:07:03

Uh, no. What time would you say you arrived on site?

00:07:03 - 00:07:10

Oh, graduation was at four. Yeah, I believe I got there around three o'clock.

00:07:10 - 00:07:20

And how did you enter the building? Uh, good question.

00:07:20 - 00:07:26

II, I want to say the front door on the lower level.

00:07:26 - 00:07:30

But would that be like under where the marquee was?

00:07:30 - 00:07:41

Correct? Correct. And were you, did you have to be, uh, go through magnetometers or were you in uniform or?

00:07:41 - 00:07:45

I, I was in uniform and did not go through any additional screening?

00:07:45 - 00:08:13

All right, I was in uniform with my ID displayed as well and just, I, I just wanna confirm from your pers with you, like, as I have with the others as a CS A, you carry no weapons or have no sort of tools of the trade other than your radio.

00:08:13 - 00:08:24

Correct. Correct. And you had a radio on, on that day?

00:08:24 - 00:08:35

I did, I have to ask, um, I know, like I've asked, uh, well, I've, I've interviewed a number of C SAS and I used to be married to a, to a cop.

00:08:35 - 00:08:43

How does that feel after 20 years of carrying a weapon every day and suddenly going into work every day with, with nothing?

00:08:43 - 00:08:48

I, um, you know, I, I, it wasn't much of an adjustment for me.

00:08:48 - 00:08:56

II, I feel like I always relied on, on my ability to speak with people more than anything, you know, and my ability to deescalated.

00:08:56 - 00:09:05

And III, I always, I had a very, a very good career in law enforcement and I was very fortunate to never, you know, have to rely on things like that.

00:09:05 - 00:09:08

So, uh to me, it was an easy transition.

00:09:08 - 00:09:13

I welcomed one as well. Well, that, that speaks well to the type of career you had for sure.

00:09:13 - 00:09:25

If um as you saw it, your greatest weapon or, or tool was your, your power of persuasion and, and ability to talk to people that speaks very highly of you.

00:09:25 - 00:09:28

For sure. Thank you. Thank you. All right.

00:09:28 - 00:09:33

So you are up on the grand tier in the vestibule area most of the time.

00:09:33 - 00:09:40

Um The ceremony processes, you said nothing unusual, no incidents during the ceremony, correct?

00:09:40 - 00:09:46

Um When the ceremony ends, what, what role did you take?

00:09:46 - 00:10:11

So as the ceremony was ending, I was in my, in uh in still in my area on the third floor, the uh Gusti uh when people started to exit through the doorway and uh descend down the staircases and when was the first time you realized something was unusual.

00:10:11 - 00:10:17

So I had heard gunshots. Um, I heard, I had heard 22.

00:10:17 - 00:10:20

What I had, what I had heard was two flurries of gunshots.

00:10:20 - 00:10:35

Um, and I was near a large window when I heard the first flurry and I had looked out the window, uh, and saw, uh, you know, people running, people jumping, uh, to the ground, people hiding.

00:10:35 - 00:10:47

And I had put over my security radio that I believed we had shots fired outside and that we had multiple people down, it looked like is what I said, multiple people down.

00:10:47 - 00:11:00

And from your perspective, vantage point, could you see what the focal point of, of that activity was?

00:11:00 - 00:11:04

I couldn't, I had a pretty, I had a pretty high vantage point.

00:11:04 - 00:11:11

Uh and it, it was just a lot of people over a large area and, and a lot of chaos.

00:11:11 - 00:11:15

So I couldn't necessarily make out the central location of it.

00:11:15 - 00:11:24

And so what was the next action you took?

00:11:24 - 00:11:29

You saw this chaos through the window, you radioed shots fired multiple people down.

00:11:29 - 00:11:40

You continue to see chaos. Yes. Uh I made my way downstairs uh stepped out front of the building for a brief moment.

00:11:40 - 00:11:46

Uh And then people started coming back into the building to seek shelter.

00:11:46 - 00:11:52

Uh Excuse me, one second, I apologize.

00:11:52 - 00:11:58

Um And at that time, I, I began to just assist people getting back into the building.

00:11:58 - 00:12:08

Um And I remember we had a few um, elderly, elderly patrons that were uh in need of some attention.

00:12:08 - 00:12:27

Um And iiii, I remember staying with a few, uh, I remember a gentleman confusing me for an EMT just because I was uh kind of helping somebody uh with just some stress and anxiety from the situation and just, you know, kind of, um stayed with the people inside the building at that point that needed help.

00:12:27 - 00:12:40

Um And at some point, I recall being told that Richmond Police Department had set up a safe passageway out of the uh location.

00:12:40 - 00:12:47

And I remember just sort of shouting that message to people inside like I, I, no, I'm not forcing anyone to leave right now.

00:12:47 - 00:12:53

But if you wish to leave, we have a safe passage with Richmond Police Department waiting for you.

00:12:53 - 00:12:58

Uh It was, if we came down the stairs, I remember telling people it was the entrance way to the right hand side.

00:12:58 - 00:13:03

I remember that when Richmond police was escorting people out of the building.

00:13:03 - 00:13:12

OK. Did you ever um did you stay inside the building thereafter or did you ever get back out?

00:13:12 - 00:13:17

Um I, I, once the building had emptied, I, I made my way back out.

00:13:17 - 00:13:21

Um And it wasn't long after that, that they dismissed us.

00:13:21 - 00:13:32

Uh I remember being uh by a school bus for faculty uh as they were loading back up to go home.

00:13:32 - 00:13:34

But by the time I made it out.

00:13:34 - 00:13:37

It wasn't long after that. They, uh, dismissed us for the day.

00:13:37 - 00:13:48

And when you left, did you leave with any other C SAS or did you would walk, um, leave by yourself?

00:13:48 - 00:13:59

I left by myself. I walked into the, uh, parking lot and drove my own car home and during this, uh, sort of all the chaos of everything.

00:13:59 - 00:14:04

Did you ever see either of the people who were sort of down?

00:14:04 - 00:14:12

No, no. II, I never, I never made it close enough to see uh any specific person injured.

00:14:12 - 00:14:21

Uh So my, my main vantage point was elevated from the third floor window during the initial response, but I never made it down.

00:14:21 - 00:14:50

Ok. Uh Is there anything that I have not asked you that um you observed or that you just know or, or that you and e even just thoughts you have about it that you'd like to um share?

00:14:50 - 00:14:52

No, I don't, I don't think so.

00:14:52 - 00:14:57

II, I think my, my biggest role that day was like I said, assisting people that were in the building already.

00:14:57 - 00:15:04

And I do believe I was the first person to put that over a security radio that we had uh shots fired outside.

00:15:04 - 00:15:06

That's my, I would say my biggest role.

00:15:06 - 00:15:10

II, I was the initial person that put that, that, that heard them and put them over the radio?

00:15:10 - 00:15:25

Great. All right. Well, Mr De Michel, thank you so much for um sharing and again, I apologize for being a little tardy.

00:15:25 - 00:15:33

Um if anything should occur to you or if you um had any questions or you wanted to just uh pass on any additional information.

00:15:33 - 00:15:36

My email address is attached to this Zoom link.

00:15:36 - 00:15:40

So feel free to reach out if, if you you would like to.

00:15:40 - 00:15:44

Ok, perfect. Thank you so much. All right, and you have a fantastic day.

00:15:44 - 00:15:46

Bye now. You too. Bye bye.

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ANGELA JONES

00:00:00 - 00:00:06

My permission. All right, there we are recording and Kimberly thank you so much.

00:00:06 - 00:00:08

No problem if you need anything. Let me know.

00:00:08 - 00:00:09

Nice meeting you, Miss Jones. You too.

00:00:09 - 00:00:15

Thank you. All right. I also apologize for missing the email.

00:00:15 - 00:00:21

So, oh, look, I, I, I apologize.

00:00:21 - 00:00:23

Thank you. In the last couple of weeks.

00:00:23 - 00:00:31

I can't tell you the number of email that I'm probably have not caught up with me yet and they won't until they're critical.

00:00:31 - 00:00:34

So, um but thank you for carving out time.

00:00:34 - 00:00:45

I know you're super busy. We're just gonna walk through the preliminaries first just um in terms of your role at rps, what that role entails your background.

00:00:45 - 00:00:50

Um And then we'll kind of narrow it down to the specific give.

00:00:50 - 00:00:57

Can you give me your specific title? Director of Culture, Climate and Student Services?

00:00:57 - 00:01:16

And what is that role entail like? What is your Yeah, I um so I always say I oversee the um non-academic components um that impact our students lives.

00:01:16 - 00:01:35

So it's school, social workers, behavioral specialists, student support specialists, our mental health work, our trauma responsive work, crisis, responsive um in terms of mental health crisis, like grief response type of work.

00:01:35 - 00:01:51

Um, I also have a piece of our work that, um, works with Children who, um, have serious charges and making sure they have support and are in safe places for education and that kind of those kind of, there's more to it, but that's kind of in a nutshell.

00:01:51 - 00:01:54

It's that sel kind of mental health, behavioral support.

00:01:54 - 00:02:11

And do you also, um, is one of your roles sort of, are you the conduit for information about criminal or security activities of students, rps students that take place outside of the school setting?

00:02:11 - 00:02:18

Yes. Um I would say hold on, there's a siren going on outside.

00:02:18 - 00:02:22

So let me hear or near a fire station.

00:02:22 - 00:02:26

Um Yes, I would say formally and informally.

00:02:26 - 00:02:34

So formally by way of when charges are taken out on certain charges, um that the code delineates that the courts must tell us about.

00:02:34 - 00:02:39

Um but I also am one of our liaisons with our local police department.

00:02:39 - 00:02:49

And um so we speak very frequently when there are kind of things brewing in the community or in the schools, we're concerned about kind of spillover.

00:02:49 - 00:02:54

And so we connect reg very regularly. And are you that official liaison?

00:02:54 - 00:03:08

Um It did. Yes, I, I was gonna say I would share it with security with our security director and that's now Mr Beasley.

00:03:08 - 00:03:18

It's now Mr Beasley. Yes. And so how does that work?

00:03:18 - 00:03:28

Is that sort of, is that a one way sort of communication chain or is it, or do you, like have outflow of information from RPS to RPD?

00:03:28 - 00:03:43

And, and they do the same or is it just, it is, it's two way when, um, when student safety is of concern, you know, so there is, there are limits of what we can, what we can share but um, or what even they can share with us.

00:03:43 - 00:03:58

But if we are in the name of student safety where it sits, um we do share information um with regard to what we might know about students or concerns we might have or information we've gotten.

00:03:58 - 00:04:14

Um you know, sometimes it's just rumors, but we're hearing a lot of scuttle about this, that so that's really what I mean when I say sometimes it's just informal, um or we've seen a social media post and we don't know who to attribute it to.

00:04:14 - 00:04:18

Um And so we'll, we'll report those kinds of things as well.

00:04:18 - 00:04:26

And is I heard this term, I don't remember which person I was talking to but used the term gaggle alert.

00:04:26 - 00:04:30

Oh, I'm the gaggle coordinator. All right.

00:04:30 - 00:04:32

So what can you explain that to me?

00:04:32 - 00:04:35

Because I, when I heard that I was like, I have never heard that phrase before.

00:04:35 - 00:04:39

But yeah, gaggle is a, it's a monitoring company, right?

00:04:39 - 00:04:54

So I always say it's gaggle for go for um gaggle for Google, but it's gaggle is a company that we use to help us monitor our Children while they're using our G suite, our Internal Richmond public schools G suite.

00:04:54 - 00:04:58

So like all of our students get internal um email accounts.

00:04:58 - 00:05:05

Um if they're using the Google classroom, that whole G suite that's student centered.

00:05:05 - 00:05:18

So it's only not the teachers that teachers stuff, but student information and it literally monitors every keystroke Children put in and then there are certain things that will um make it alert, right?

00:05:18 - 00:05:29

So if a child has um just done an essay and in the essay, they indicate suicidal ideation and you see death or it'll trigger and get us to look into it.

00:05:29 - 00:05:33

Right? So I'll get an alert and email a text from the company.

00:05:33 - 00:06:03

Um just saying, hey, there's an alert, um such and such student at such and such school and then we will look into it deeper than that and it alerts for violence, um threats of violence, bullying, um self harm or it looks, looks like abuse if it's, you know, um if it looks like a child is put in there, somebody has just hurt me that it'll alert for those kinds of things, fire images of firearms if they were to be uploaded, nudity, those, those key kind of things.

00:06:03 - 00:06:09

Wow. Yeah. Who knew there was such a thing?

00:06:09 - 00:06:13

And I guess that's Big Brother at work, but in this case because they are kids, they need that.

00:06:13 - 00:06:25

So media a wide open. Yeah. And Yeah, it's funny that you said that because we do sometimes we're kind of like, hey, this is like, back in the day we used to pass notes in the hall and no one else ever saw them.

00:06:25 - 00:06:27

And I sometimes I do feel like, oh, we've seen too much.

00:06:27 - 00:06:40

But I also know that I, we have, you know, this happens in the middle of the night and we have literally saved Children, um, who are actively cutting or things like that and you know, things like that like um it's tough though.

00:06:40 - 00:06:42

Yeah. And the world of gaggle is special.

00:06:42 - 00:06:56

OK. All right. Um So then you're the, you are the gaggle alert person.

00:06:56 - 00:07:01

So do we have teams? But I'm the, the coordinator of all of that.

00:07:01 - 00:07:09

And then, so we have an even a division team and then every school has a team that's like their social worker administrator um that responds to them.

00:07:09 - 00:07:13

So the alerts go to each group and then our division team gets all of them.

00:07:13 - 00:07:16

But I coordinate the, the pro the whole thing.

00:07:16 - 00:07:33

OK. All right. So you oversee the school counselors, you said school, social workers, social workers but not social workers.

00:07:33 - 00:07:40

Well, I just a few weeks ago, I got elementary school counselors but that just happened in the last month or so.

00:07:40 - 00:07:57

So it's, yeah. OK. But it's yes school social workers behavior specialists, student support specialists who, and they are like our violence prevention, gang prevention bullying.

00:07:57 - 00:08:04

That's that little team trauma specialist doctor. What, what is your role with the Sr Os?

00:08:04 - 00:08:09

So that, so my role, that would be that, that connection.

00:08:09 - 00:08:14

So that's who I liaise with um with the, with their supervisors.

00:08:14 - 00:08:27

All right. And so I guess we're drawing it from the broad to the more specific did you?

00:08:27 - 00:09:01

And this came up just in another conversation and I don't remember who, who's discussed it with us, but there was some incident outside of the school where a student was either charged with the shooting or involved with the shooting that happened like on a weekend, they said, oh, yes, Miss Jones made it very clear that student was not to come to school on Monday and she contacted the school team so that the school team could put everything in place because of until sort of everything got sorted out with that student.

00:09:01 - 00:09:04

I don't know, and we don't need to re refer to that specifically.

00:09:04 - 00:09:10

And I know I didn't receive a name, but is that kind of what a role or function you would have?

00:09:10 - 00:09:16

So tell me how that process works if you receive some information from outside the school and you have to.

00:09:16 - 00:09:26

So, right. So if we get information, um, and predominantly, it's just a couple of ways, it would either be a parent or through our RPD.

00:09:26 - 00:09:44

Um, that there a student has been, that a young person has been involved in a shooting and once they're identified because it's, you know, we have to go through some processes if it is a, um, you know, we check to confirm to see if it's a Richmond public school student and then we make plans accordingly.

00:09:44 - 00:10:05

So, um because we always have to prepare for um possible retaliation, um, upset students, you know, there, there's the grief response, there's the safety response, there's the just kind of figuring out what's going on or do we know whether there are other students involved with the student between student?

00:10:05 - 00:10:07

There's a lot of pieces to figure out.

00:10:07 - 00:10:16

Um So we start that, that rolling and sadly, if it's um a fatal shooting, we just start mobilizing our crisis teams.

00:10:16 - 00:10:21

Um And so I coordinate those pieces, get that ball rolling, lots of people involved.

00:10:21 - 00:10:23

But I, I do typically get that ball rolling.

00:10:23 - 00:10:38

Is there a direct um reporting chain or reporting expectation when there is information known within the school?

00:10:38 - 00:10:49

Um Is there like a, a reporting structure for that information to make its way to you or to Mr Beasley or to whomever like, is there a formalized expectation?

00:10:49 - 00:10:54

Um I think that depends on the information.

00:10:54 - 00:10:59

So I would have to, you might have to ask the question differently, but it depends on the information, right?

00:10:59 - 00:11:07

So if it's uh if it's a allegation of child abuse, then we have um protocols for that and there is a chain of command.

00:11:07 - 00:11:50

Um and a reporting structure. If there is a threat of bullying, there is a, you know, that if it's more general generic, unknown source, there are, you know, there is not so much a um, reporting instruction and I'm not also clear if you're talking about, is it a student reporting or if an adult becomes aware, I'm not sure, I guess let me be clear and, and I, I'm sure, you know, just from the, from the email chains that, that have been shared, that were shared initially a couple of things, like if a student came into the building and was under the impression that when they were in the building, someone in the room that they were with wanted to kill them, right?

00:11:50 - 00:11:58

That they, they were under the impression or thought for sure that somebody that they were in the classroom with wanted to kill them.

00:11:58 - 00:12:02

Is there an expectation that something should happen with that information?

00:12:02 - 00:12:12

So, um, first that's assuming the child made somebody aware because right now you're talking about a child that had that feeling, right?

00:12:12 - 00:12:14

I haven't heard that an adult was made aware.

00:12:14 - 00:12:17

Yeah, let's, let's, and I guess I'll be more specific.

00:12:17 - 00:12:19

Yeah, let's get it. Let's get down to.

00:12:19 - 00:12:24

No, because there are assumptions with that they live as they were.

00:12:24 - 00:12:34

If I were sitting next to you advising you, I would say, do not answer that question until she makes it specific enough for you to directly respond to So you are doing all the right stuff.

00:12:34 - 00:12:37

So I need to be more precise in this situation.

00:12:37 - 00:12:47

We had a student who went in for an exam left apparently said something to his mom that there were kids in that room that wanted to kill me.

00:12:47 - 00:12:56

Mom then tells a school counselor there's some expectation that the school counselor should do something with that information.

00:12:56 - 00:13:06

Yeah. Um, so I would be pressed to say I that that's in writing any place.

00:13:06 - 00:13:10

So um it is in an email, mom said it in an email.

00:13:10 - 00:13:13

No, I'm sorry, I meant that the protocol was in writing.

00:13:13 - 00:13:23

I'm not sure that there is. Um but the, the expectation is that that would be reported to an administrator or um security person in the building.

00:13:23 - 00:13:36

But you said you're, you don't believe that there is a written policy or anything to that effect in place.

00:13:36 - 00:13:43

Well, in our threat assessment, you know, there's a mandate that all threats are, are reported.

00:13:43 - 00:13:55

Um You know, I think that we'd be getting into the nitty gritty if someone interpreted that as a threat or a or the parent is expressing a concern.

00:13:55 - 00:13:59

So if it, if they interpret it as a direct threat, we do have a protocol for that.

00:13:59 - 00:14:11

Um which does include alerting the administration. Would it be safe to say that?

00:14:11 - 00:14:34

Um So it, well, we don't even need to speculate on what would happen if that information had been reported, but it's safe to say that there would be some expectation that that information would be acted on in some way or shared and then who would the other than reporting it to the, to the administration?

00:14:34 - 00:14:41

And when you say admin, would that be the building level administrator like so the principal or the A P correct?

00:14:41 - 00:14:50

And then when you say security, either the SRO or the CS A correct?

00:14:50 - 00:15:10

And is that as you understand, manda being a mandatory reporter, that's not a mandatory report kind of thing because it's not an imminent, I mean, I, I don't know.

00:15:10 - 00:15:14

Will you tell me about what you understand as a mandatory report?

00:15:14 - 00:15:23

Right. Right. So you typically, when we talk about mandate, we're talking about CC Child Protective Services, but we do, we do threats are required to be reported.

00:15:23 - 00:15:32

Um I think the, the tricky part with that question or the way it's stated is if that is interpreted as a threat.

00:15:32 - 00:15:36

Um I, I don't know how it was expressed, I don't know in your scenario.

00:15:36 - 00:15:39

I don't know how it was said, I don't, I'm not familiar with that.

00:15:39 - 00:15:42

So, and the email was not more clear than that.

00:15:42 - 00:15:50

It's just the student went to a test left, the test said something to mom and mom wrote an email that to a counselor saying, why did you have him show up?

00:15:50 - 00:16:03

I thought you were not going to put him with other students there were students in that classroom who have tried to kill him, who, or who want to kill him, that kind of thing.

00:16:03 - 00:16:13

Yeah, I would, um, I would have to, we need, we need more information, like who are the students?

00:16:13 - 00:16:19

Like, we don't even know who the sort of educate that even to conduct a threat assessment, we would have to have some more information.

00:16:19 - 00:16:33

We could start the process, but we're gonna eventually need to identify who are the um alleged writer, the people making the, the, the threatening behavior or statements or whatever.

00:16:33 - 00:16:35

Like we would need some more information as to where that's coming from.

00:16:35 - 00:16:46

Why is she saying that? Um And so just from your perspective, if a counselor, when a counsel received that information and, and you're, you are absolutely right.

00:16:46 - 00:16:56

The first question you might wanna ask is one who were the students in the room to which of the students in the room made was the student?

00:16:56 - 00:17:10

Oh, either because they said something or because of prior history who is a student or students in the room that you believed want to kill the student and then you kind of do sort of do we need to keep these folks separate?

00:17:10 - 00:17:13

Is this actually true? Is this just that kind of thing?

00:17:13 - 00:17:49

So in this case, that didn't happen because the person who received the information didn't take it to security didn't take it to the building level principal, at least as far as we know and just made other arrangements for the students testing and I'm not aware, um, is, and there is again and I, and I'm, I'm asked this before but maybe not as directly, there's nothing in writing no policy or procedure other than, I mean, would you run that through the threat assessment protocol?

00:17:49 - 00:18:01

Uh, it did, I would need some more information but it could, um, once I found out what, what she's, what, what she was saying, like they wanted to kill you, where, what is that coming from?

00:18:01 - 00:18:04

Like where is that, that someone made a, a direct threat?

00:18:04 - 00:18:07

They sent you a media, you're hearing it from other people.

00:18:07 - 00:18:10

Like where is that even coming from? That?

00:18:10 - 00:18:14

You believe that um you know, did they, did they actually do something like that?

00:18:14 - 00:18:27

Like, so I need it than that and then yes, that would trigger uh um the next level if she put, if they were able to put some meat to it and identify people.

00:18:27 - 00:18:43

Right. So we, yeah, is that the kind of information you would expect on some level to make its way up to your office or, or at least make its way to the building level administrator to decide whether it needs to get downtown to you.

00:18:43 - 00:18:55

Um It could be, it could be. I like, again, it's um I, I would need more information.

00:18:55 - 00:19:07

So it's possible if the information she added to it with some questioning, I would expect some follow up questioning at some level, um, that would help determine next steps.

00:19:07 - 00:19:30

And so, and this is just, you know, because II, I don't know the policies and procedures or the training or the supervision around this, how would a person know what to do with that information or to know that they need to do anything with that information?

00:19:30 - 00:19:45

Um, through the threat assessment training. I think that's probably the space it's most directly identified um through bullying training.

00:19:45 - 00:19:58

I mean, there are various trainings that have happened in the past and I'm hesitating right there because I'm, I would not be able to speak to if that counsel had had what trainings?

00:19:58 - 00:20:04

Um and when, how, how is the uh threat assessment training rolled out?

00:20:04 - 00:20:13

So it has been done by in the past, by um D CJ S.

00:20:13 - 00:20:33

They offer um statewide training and then last August of 2022 we did, we held a Wellness Institute and we provided a training at that time, you said 2022 or 2023 22 22 a year ago.

00:20:33 - 00:20:43

Yeah, we did threat assessment training in the summer training for our mental health staff that would not include school counselors.

00:20:43 - 00:21:08

Yes, it would include school counselors. Ok.

00:21:08 - 00:21:18

So D C J S does a statewide. The last August 2022 you did a threat assessment training for all mental health staff that includes school counselors.

00:21:18 - 00:21:31

And was that mandatory, it was not mandatory and then the Code of Virginia has changed this year.

00:21:31 - 00:21:35

So effective July 1. So that's obviously 2023.

00:21:35 - 00:21:50

And so we will be doing, it's now mandated and we will be doing training and I um, um, one of the certified trainers for, for doing that, but we have not done it yet this year.

00:21:50 - 00:22:03

So it's mandated now. Mhm. To be for all staff or who, who's mandated to all staff who serve on threat assessment teams?

00:22:03 - 00:22:17

And is it annual, um, that the code reads every three years?

00:22:17 - 00:22:27

Ok. And do all counselors serve on threat assessment team or is it select, it depends on the school.

00:22:27 - 00:22:32

Um, but there are counselors from every school on a threat assessment team.

00:22:32 - 00:22:34

But, um, you know, it depends on the school.

00:22:34 - 00:22:40

Like the school only has one counselor. They're definitely the person, if the school has five counselors, it could be one of them.

00:22:40 - 00:23:09

Yeah. Exactly. Exactly. All right. Um, and then just generally if a student parent reported our house was shot up by some kids that want to do harm to my son that he used to go to school with, is that some information that you would expect?

00:23:09 - 00:23:12

And that information went to someone in rps.

00:23:12 - 00:23:18

Is that some information that you would expect to be reported and then make its way to your office?

00:23:18 - 00:23:22

Uh, yes, to mine or two or two.

00:23:22 - 00:23:49

Beasley's. Um, then those situations do happen and under what protocol or expectation with that should, would some would a staff know that that should make its way beyond just their email box?

00:23:49 - 00:24:27

Um We do not, we do not have uh that I can think of have a protocol for how staff should handle things that happen, not in the school and, and I will probably get to more specific but be just so I don't lose the thought.

00:24:27 - 00:24:45

In this case, was your office. Um made aware that one of the counsel was advised that the students family had to move because the house had just been shot up by some folks that he either went to school with or used to go to school with.

00:24:45 - 00:24:50

Did that in information ever get to your office for vetting?

00:24:50 - 00:24:56

I do not. I have no recollection of um that kind of a report.

00:24:56 - 00:25:09

And if the, if it had, would you generate some kind of report or document relate from that?

00:25:09 - 00:25:30

If I receive that information, I, what I typically do would be reach out to my RPD liaison to validate, to verify and to report that, that we had received that we are, you know, um we have people in our office uh like our student support specialist, our coordinator that we, we follow up when we get that kind of information.

00:25:30 - 00:25:40

Um again, formally or informally, we follow up to one verify that these things are even true, but we'd start with um even asking the parent.

00:25:40 - 00:25:44

Did you file a police report? Like is this, has this been done?

00:25:44 - 00:25:57

If they would, if they had come to our attention, we would attempt outreach and you have no recollection or record of, have that having made its way to your office for you to initiate that process.

00:25:57 - 00:26:02

I do not recall. That's not how that came to my attention.

00:26:02 - 00:26:19

Did any information regarding this young man Shawn Jackson make its way to your office prior to June 6th?

00:26:19 - 00:26:41

Yes. What kind of information was that? Um, he was in, I was initially alerted um, when he was shot um, in 2020 January 8th of 2020.

00:26:41 - 00:26:46

And did you know the circumstances to that?

00:26:46 - 00:27:05

Um uh uh the circumstances were um questionable around it with regard to, there was question as to whether he shot himself, was it an accident like how, how it even happened?

00:27:05 - 00:27:22

Um And if it was accidental or self like on purpose and I never did get resolution to that um, outside of the outside of, I know that he had other mental health supports after that.

00:27:22 - 00:27:30

So I'm aware of that. And then he um mom, I have an email.

00:27:30 - 00:27:39

Uh, he was for, I was forwarded an email when mom reached out to upper administration for um, just kind of saying I'm kind of concerned about my child.

00:27:39 - 00:27:42

He's been on the homebound, there's stuff that's been happening.

00:27:42 - 00:27:47

Um And I kind of had she was asking for access to her, I think to, um, virtual school.

00:27:47 - 00:27:51

And that was this past, uh, January of 23.

00:27:51 - 00:28:02

Ok. And so, um, when that happened in 20 he was kind of on the radar.

00:28:02 - 00:28:06

Never got any resolution about the facts of that.

00:28:06 - 00:28:10

And so nothing really changed. It's just, you know, correct.

00:28:10 - 00:28:16

And he was on the radar. I wanna be really clear that because the circumstances were about self inflicted.

00:28:16 - 00:28:22

It wasn't about neighborhood violence, it wasn't about somebody else being after him.

00:28:22 - 00:28:28

It was he had a weapon, he had a weapon and it, it was self inflicted.

00:28:28 - 00:28:41

So honestly, at that time, my mind was more around um suicidal ideation or that and then that was a big extent of what the police were allowed to share without parental consent and all those other pieces.

00:28:41 - 00:28:54

Mm And then other than that instance, what was did was any information regarding this student ever brought to your attention?

00:28:54 - 00:29:07

Just the e the email that was forwarded to me when mom reached out in January of 23 and that was regarding get it uh get it, keeping the home bound going.

00:29:07 - 00:29:13

Yeah. Yeah, she was concerned. Um I actually have it in front of me.

00:29:13 - 00:29:22

She um she cited his mental troubles. Um but she was concerned that people are out and feels like nothing's gonna happen until he's actually killed.

00:29:22 - 00:29:28

Um But she wanted to have virtual um just trying to ask for some help.

00:29:28 - 00:29:48

And who was that email address to? I know, I believe is that the one that made his way to Mr Cameras as well?

00:29:48 - 00:29:52

It is and he sort of asked for the different people to take action on it.

00:29:52 - 00:29:55

Correct. He forwarded, he looped it that thank you.

00:29:55 - 00:30:15

He looped me in for follow up. So, um other than going on virtual, what was the, was there any other intervention that the, that the school sort of initiated in response to that request?

00:30:15 - 00:30:34

Other than? Well, so we did. So based on what she shared in the, the um and her concerns that she shared, I reached out to her for contact information other than email and then assigned this to our coordinator, a division level person, uh student um support specialist.

00:30:34 - 00:30:47

So the coordinator of um student services and he reached out and he actually met with um mom who was that person?

00:30:47 - 00:30:57

Chuck Charles Johnson. Ok. Coordinator of student support services in this office.

00:30:57 - 00:31:03

Yeah, and he did meet with mom. Um They set up a couple of meetings.

00:31:03 - 00:31:23

Um I'd have to get the exact dates but there was a delay because someone in the house got COVID um but Sean refused to meet um and they refused to give any, any informa any detailed information, they just wanted the moves to happen um without providing any details and no help.

00:31:23 - 00:31:28

Um like she wasn't, I don't. And, and I remember her coming in the in the office.

00:31:28 - 00:31:33

She wasn't um like defiant, like I'm like difficult.

00:31:33 - 00:31:40

She just, I'm not, she just refused to share a note, not one name, not one incident, not anything about what I think this could be about.

00:31:40 - 00:31:50

Um Just that, that it was rough. Um And again, he, he refused to come in.

00:31:50 - 00:32:05

And so you're saying she, she wanted like the Virtual and she wanted rps to sort of give her the support but did not want to provide the details about what was going on.

00:32:05 - 00:32:10

Why was he? So none of the things about, right?

00:32:10 - 00:32:21

So it was kind of like, like just kind of like have the email, read their kids you want.

00:32:21 - 00:32:36

Well, who, where do they live? How do you know, like and um yeah, she just wasn't willing and I cannot speculate if it was fear if it was, I don't know what, what the deal was, but she would not.

00:32:36 - 00:32:42

And shortly thereafter, things fell back in place for the mental health support.

00:32:42 - 00:32:49

I know Chuck followed up with RBH A, you know, to make sure, but he was open to RBH A and receiving psychiatric services.

00:32:49 - 00:32:57

And so that's fell back into place. So he kind of came back off our radar because it was resolved in that sense.

00:32:57 - 00:33:08

So RBH A took, took over sort of the mental health piece and there was kind of nothing else for y'all to do because he was getting the mental health and he was in virtual status through the home?

00:33:08 - 00:33:23

Anything else of that? Was it an issue there or that came to your attention re related to the student?

00:33:23 - 00:33:42

No, not that I can think of. Do you have any interaction with um the homebound home instruction office?

00:33:42 - 00:33:49

Say Miss ports portfolio related to um students who are on homebound and why they're on home bound?

00:33:49 - 00:34:03

I have access to not homebound. No, she also supports us with our Children who have serious charges that have to go home like a home based home base.

00:34:03 - 00:34:08

Yeah, so, so I know that piece, but I don't, I do not get involved in the homebound piece.

00:34:08 - 00:34:28

The illness and mental health. And were you, were you um present on the graduate at the graduation that day?

00:34:28 - 00:34:52

No. Are there just in terms of policies and procedures?

00:34:52 - 00:35:03

I've, you know, I've taken a look at, you know, the public policies that are on board docs but sometimes there are internal sops or training documents or anything like that.

00:35:03 - 00:35:09

Are you aware of any policies, sops training documents related to any of the things we've discussed?

00:35:09 - 00:35:20

Like um threat assessment, threat assessment like II I was sent the threat assessment but I was sent the threat assessment document for 23 24.

00:35:20 - 00:35:24

Was there one for 22 20 three? I just, we just sent it to Rene Park.

00:35:24 - 00:35:26

She, she will get it to you. Yeah.

00:35:26 - 00:35:31

Ok. So there is a extremely sim similar except for some names.

00:35:31 - 00:35:33

But yes, we, we have, we sent the document.

00:35:33 - 00:35:48

Yeah. Ok. And then, um, any other policies or internal sops related to what expectations and what the mandatory reporting or any of those things?

00:35:48 - 00:35:52

Do you all have, like, written documents about those?

00:35:52 - 00:36:04

That mean we have to staff? Yeah, I mean, that, like, the mandatory, mandated reporting would come through our CP si mean, we have that, but it's, I'm not sure that that's what you're looking for here.

00:36:04 - 00:36:26

Yeah, I was just, just because I talked to one staffer who, who basically said something to the effect of we were expected to make sure everybody walked across that stage, you know, no matter what their circumstances were.

00:36:26 - 00:36:35

And then when I kind of showed them a talk to them about a policy about who needs to make approval for that.

00:36:35 - 00:36:44

They said, oh, well, I didn't know that that the policy said that or I didn't know that that was, that there was a policy about that.

00:36:44 - 00:36:45

I just thought we were supposed to do this.

00:36:45 - 00:36:56

So I'm trying to find any anything that says, you know, this is what rps expected and this is how you knew what rps expected by some, some document.

00:36:56 - 00:37:14

And so if there's anything you can think of that um kind of helps what you in your mind, expect the people who work in rps to do any way that, you know, in writing or through training that that's communicated.

00:37:14 - 00:37:21

I cannot think of anything right off hand.

00:37:21 - 00:37:45

Um, I, I can't think of anything right off hand beyond what we just talked about the threat assessment or, and who would, who would, um, maintain a file that says who received the threat assessment training that you spoke of in August of 22?

00:37:45 - 00:37:58

Um, I believe our office associate, I mean, our um, specialist would have the sign in sheet like it was literally signing sheets.

00:37:58 - 00:38:09

The so is that like somebody in hr no, in my office, Rachel Mines?

00:38:09 - 00:38:19

Ok. Is it possible that tomorrow when you're everybody's back, if you could check and see if there is a uh a sign.

00:38:19 - 00:38:35

And so we know who received that training, I'll ask her and then, and this is probably something I need to follow up and ask Miss Portee.

00:38:35 - 00:38:43

But you may know, is there any, I don't know if you are familiar with the home instruction manual that Miss Porter's office puts out?

00:38:43 - 00:38:51

I have not seen hers. Um I have not seen hers.

00:38:51 - 00:39:28

OK. Do you uh the whichever one that you have seen and you're aware of as I read it, it, it says like a manual for parents, teachers and students regarding home home instruction just from what, you know, just generally in terms of practice at RPS, is that kind of thing considered policy or is that just like a communication to parents that, oh, this is how you know, things may be, this is how things ideally should work and you should just know this process.

00:39:28 - 00:39:33

It's communication and pra practice I think, versus a policy.

00:39:33 - 00:39:54

Ok. Trying to think. I think that is all.

00:39:54 - 00:40:08

Just let me double check. Ok. Oh, how long have you been in the role as a director?

00:40:08 - 00:40:17

Director of um 2014? It's, it's, the name has changed a couple of times, but it's the same role.

00:40:17 - 00:40:24

Ok. August of 2014. And were you at RPS before that?

00:40:24 - 00:40:28

What would you have? This is my 29th year.

00:40:28 - 00:40:31

Uh, no, don't say that out loud.

00:40:31 - 00:40:38

Isn't it amazing how those years go by and suddenly up?

00:40:38 - 00:40:41

And it's like 20 what? Then it's 20.

00:40:41 - 00:40:48

I know. I, I've been a practicing lawyer for 30 years and I look up and I'm like, uh, yeah, where did the time go?

00:40:48 - 00:40:51

And I feel like I just came out of law school.

00:40:51 - 00:40:60

I know. I know. So, before that, what, what was your role before?

00:40:60 - 00:41:04

What? I'm sorry, before this, um, director director?

00:41:04 - 00:41:14

Oh. I was a school psychologist. Oh, that's the fun stuff.

00:41:14 - 00:41:19

Yeah. Yeah. But I coordinate our truancy attendance and truancy programs.

00:41:19 - 00:41:33

Ok. Um, I think that's really all that I have.

00:41:33 - 00:41:38

Uh, you know, of course, this is still ongoing.

00:41:38 - 00:41:41

We haven't even shifted pivoted to the writing phase.

00:41:41 - 00:41:43

We thought we'd be writing the report by now.

00:41:43 - 00:41:49

But each interview it's kind of like AAA downward funnel.

00:41:49 - 00:41:58

Like if we interview one person and they say, oh, this policy existed or this person knew that then it's like expanding, expanding instead of like contracting and tightening.

00:41:58 - 00:42:15

Uh So if there's any questions that you have that, that I can answer at this phase, I'm happy to answer them um to the extent that I can, I don't think so.

00:42:15 - 00:42:21

Ok, I don't think so. All right.

00:42:21 - 00:42:26

Well, thank you very much and I know it's late in the day and I have been interviewing people all day.

00:42:26 - 00:42:33

So I'm going to log off and walk in that room over there and get myself a big glass of wine.

00:42:33 - 00:42:37

It's been a long day. Yes, I bet it has.

00:42:37 - 00:42:42

I bet it has. All right, I will work on the um, the sign in sheets for you.

00:42:42 - 00:42:46

That would be fantastic and you can, and my email is attached to the Zoom.

00:42:46 - 00:42:49

Invite you just send it directly to me.

00:42:49 - 00:42:53

Ok. I'm probably will go through Risha, but I'll just, just so, you know.

00:42:53 - 00:43:03

Oh, absolutely. Yeah, either. However, whatever the protocol work works best because it makes sense that she should be aware of everything that's coming in and out.

00:43:03 - 00:43:06

So that's probably the best Conduit. You're right.

00:43:06 - 00:43:09

Ok. All right. Thank you very much and thank you.

00:43:09 - 00:43:12

Good evening. You do the same. Appreciate it.

00:43:12 - 00:43:13

Bye bye.