

00:00:00 - 00:00:09

And now that I've hit record, um Miss Kimberly does not need to stay on the link for, to assist me with note taking.

00:00:09 - 00:00:17

Um she will be able to fall off and it will just be the two of us unless uh Cullen uh frees up from his meeting and gets to hop in.

00:00:17 - 00:00:20

Ok? If you need me, let me know and I hope you feel better.

00:00:20 - 00:00:23

Thanks and good to meet you. Nice to meet you.

00:00:23 - 00:00:30

All right. Well, Mr Cameras, thank you for giving me the opportunity to have a conversation with you.

00:00:30 - 00:00:39

I surely hope that I would not hold you up too long, particularly since I can tell you are still not feeling very well, but you look great.

00:00:39 - 00:00:46

Your coloring is good. So there's, there's that, um, you don't look like you for sure.

00:00:46 - 00:00:54

All right. So, um the report is almost fully drafted.

00:00:54 - 00:01:01

I think there are a few pieces that we're just kind of doing some last minute, putting, pulling things in and moving things around, that kind of thing.

00:01:01 - 00:01:15

Um So I, in my head, I have a sort of the whole picture of what staff has advised what the documents indicate um and what the interviews have revealed.

00:01:15 - 00:01:38

So my questions to you are, are not going to be sort of the foundational things that I would have started with when I spoke with Miss Parks and even near the end with Mr Mr Jefferson, but mine are gonna kind of be more in the area of just kind of looping back to get your thoughts or impressions of information or concepts that we've already started to, to wrestle with.

00:01:38 - 00:01:51

Um so, and, and, and as we go along, please feel free to stop me to ask questions and um at least for you, I know for some of the others I did walk through sort of the events of June 6th.

00:01:51 - 00:02:05

I don't feel the need to walk through those with you because I have had um I feel like I have everything I need and related to that and I don't wish to re traumatize people unnecessarily.

00:02:05 - 00:02:15

Um But if there is anything that I don't ask that you would like to contribute, whether it's related to that day or anything else, please do feel free to let me know.

00:02:15 - 00:02:23

So I kind of wanted to start with um Mr Gilstrap.

00:02:23 - 00:02:29

Um I know he was a principal, long time principal at Huguenot High School.

00:02:29 - 00:02:49

I do have um an interview of one of your senior staff that basically advised that during the 2223 year, 2223 school year, he was in in the words of your staff member checked out sort of just not really engaged with, with the building.

00:02:49 - 00:02:57

Um, did you, did that sort of information ever make its way to you?

00:02:57 - 00:03:03

Um, at any, at any point, contemporaneous to the 2223 school year.

00:03:03 - 00:03:17

Um, I mean, I didn't really perceive him to be checked out so I can't really remember having any sort of discussion with staff about that.

00:03:17 - 00:03:37

Ok. And I know during that time period, there was um a lot of movement internally with, with um senior staff within the HHS building as well as um the structure that would have oversight of, of secondary principals.

00:03:37 - 00:03:53

Can you tell me a little bit about what was going on during that time and sort of how the division was, was compensating for um sort of that movement and, and vacancies vacancies at the division level or do you mean that?

00:03:53 - 00:03:58

Yeah, let's start with the division level as it related to the supervision of secondary principals.

00:03:58 - 00:04:03

And then we'll, we'll sort of drop down into the Huguenot high school vacancies.

00:04:03 - 00:04:30

Well, for a while, we did not have a chief academic officer who kind of oversaw not just the kind of central office, academic functions, but also um was the line manager of principles.

00:04:30 - 00:04:55

And so um after uh a lot of reflection, I ultimately decided to just split that job up and elevate Miss or Doctor Williams and Mr Jefferson into kind of a, a split role, one for elementary and one for secondary.

00:04:55 - 00:05:15

Um And to be honest, I can't even remember exactly when that occurred, but sometime in the spring of uh, yeah, I wanna say late winter, early spring of 23.

00:05:15 - 00:05:21

And so asked Mr Jefferson to take over that role on the secondary side.

00:05:21 - 00:05:31

Um We did not have a uh what we call principal director over high schools at the time.

00:05:31 - 00:05:43

So, uh he was sort of playing multiple roles, both kind of uh chief academic officer for secondary, but also the line manager of high school principals.

00:05:43 - 00:05:50

So, um yeah, he, he had multiple hats until we were able to fill in all those spots.

00:05:50 - 00:06:02

And in that same time period, I believe um the prince, there was a vacancy, there became a vacancy at George with high school.

00:06:02 - 00:06:25

Um due to the unfortunate, I believe death of a principal there and did and did that impact sort of focus or priorities or, or resources as it related to oversight, the the sort of princip the director of principles or I believe, I don't know, principal director of secondary.

00:06:25 - 00:06:43

Um I mean, we certainly had to pay a lot of attention to George with no doubt and given that um the very tragic loss of, of Riddick Parker, literally the the week before school started.

00:06:43 - 00:06:52

Um and then uh certainly had to work quickly to find somebody to step into that role.

00:06:52 - 00:07:25

And then um Principal Olds who was an A P at Huguenot, um, uh, you know, his name came up and went through the kind of, um, accelerated interview process and then we put him in as interim over at, um, over at, with and then when Mr Old was promoted into that position, that left a vacancy at Huguenot in the A P level as the, the 12th grade A P.

00:07:25 - 00:07:49

Um. Correct. Correct. And so during that time, I, I believe Mr Olds, I, I do have a, did have a timeline of when Mr Olds left, but when Mr Olds left, I guess there was some time at Huguenot that there was a little bit of a vacancy in the A P for, for the 12th grade class.

00:07:49 - 00:07:51

You, you, you were familiar with that?

00:07:51 - 00:08:08

Right. Um, to be honest, I didn't iii I did not know at the time what class Mr Olds had, but yes, have subsequently learned of course that he was over the 12th grade class.

00:08:08 - 00:08:23

And do you, I mean, I don't know if you just did at your level, how familiar you are would be, would be, you would be with the personal management style of someone like, say at Mr Olds level or Mr Gil Strap's level.

00:08:23 - 00:08:39

Was that something that you could get to know from your level or is that something you would rely on their managers to, um, I mean, I would know a little bit more, uh, for our long time sitting principles like Jenifer Del Strap.

00:08:39 - 00:08:45

Um but really did not know Mr Olds well at all.

00:08:45 - 00:09:18

Um, so, um, yeah, and just in looking at the sort of the fuller picture, did you have any sense that sort of the, the vacancies and pulling up in an A P and then sort of needing what was needing to do, sort of all the movement that, that had any impact on decision making within the building of Huguenot high school or oversight or policy implementation, that kind of thing.

00:09:18 - 00:09:29

I don't think I really had much insight into kind of that level of decision making going on in Huguenot.

00:09:29 - 00:09:32

Certainly, I knew that they were going through transition.

00:09:32 - 00:09:59

And with Mr Old's departure, then there had to be more um you know, folks had to pinch hit, so to speak as they were working to fill that vacancy, but I typically don't get involved or, or am clued into sort of the day to day um at that level in, in most of our seats.

00:09:59 - 00:10:31

OK. Um Just sort of a, a broad question when a building administrator such as a principal, let's well, when a principal creates sort of a designee for any function in a building, is that something that there is a policy, a process training or an expectation that designees would be made through some official process?

00:10:31 - 00:10:39

Or is that I mean with, from your level, would there be some expectation that there would be a process or documentation of that.

00:10:39 - 00:10:47

Um You know, I think we should have more clarity on that.

00:10:47 - 00:11:02

Um But my sense of how it has generally worked is it's more of a um uh uh uh an understood or kind of implicit kind of thing.

00:11:02 - 00:11:09

Um Like you're over this department, so you handle this, you're over this, so you handle this.

00:11:09 - 00:11:25

And I think, you know, a lot of that is articulated, but I don't know that there is a, you know, a formal process like here, I'm gonna write this down and we were formally designated as this designee or that designee.

00:11:25 - 00:11:32

And I think that's something that certainly as we've learned through this process, we wanna be much clearer about.

00:11:32 - 00:11:51

And Mr Jefferson talked about sort of a, a Excel spreadsheet that he um was a aware of, at least on before he, he advanced to the secondary level that he had been implementing on the primary level.

00:11:51 - 00:12:10

Um where sort of the ta I believe he called it the task workflow or task um spreadsheet where that kind of thing was expected of principles that you the principal would say, OK, this is, I'm the principal, this is what I do the assistant principal, this is what you do.

00:12:10 - 00:12:15

And when I can't do this, this is the assistant principal steps into this role.

00:12:15 - 00:12:29

Were you aware that there was, there was an expectation that the principals would be doing that on the secondary level I was not aware of a specific uh I can't remember the terms of use task flow.

00:12:29 - 00:12:36

Um You know, that's the kind of thing that I would let the principal directors manage.

00:12:36 - 00:13:15

Um But it doesn't, it, it's not surprising to me and in a case where a principal uh makes a designee for any decision making when he has, I believe five A PS, would it be expected that his first designee would be one of the A PS um in his, in his absence or in, in the, in the instance where he just, he says I will not make this decision, generally speaking.

00:13:15 - 00:13:35

Yes. Yeah, I think that would, that's generally the way things work and when a designee might be made, that's not an A P when there is an A P in place, is there, is there some expectation that there would be an ex a reason for that or um, that somebody should explain why that would happen?

00:13:35 - 00:13:58

Um You know, I think when an A P isn't in place or not available, you know, for example, in this case with the counselor, um I think sometimes it's kind of an understood kind of like, well, this is my area of work.

00:13:58 - 00:14:07

So I'm gonna, um I'm gonna, you know, take responsibility for, for what needs to happen here.

00:14:07 - 00:14:15

Um Again, I, I think it should be more explicit than, you know, probably it has been in the past.

00:14:15 - 00:14:24

And certainly, I think this, this case raises the need to, to be very clear about, um, you know, what is that transfer of authority?

00:14:24 - 00:14:40

Just gonna pivot a little bit to some specifics about the home instruction um manual in 2022 23.

00:14:40 - 00:14:54

Uh, the home instruction manual advises that students were prohibited from being on school property or, and, or being on school at school related events without authorization of the principal.

00:14:54 - 00:15:11

Um, I've talked to a lot of people in the division on a, on a number of levels and there are different views about whether that home instruction manual represented policy or just suggested practice.

00:15:11 - 00:15:16

Do you, did you have a feeling or a view or an expectation about that?

00:15:16 - 00:15:26

No, I mean, to be honest, uh uh the first time I really got a close look at that was after this incident.

00:15:26 - 00:15:34

Um And, you know, I raised the question, well, does this apply to graduations or not?

00:15:34 - 00:15:42

And, um, sort of what I heard was, well, homeschool kids have always participated in graduation.

00:15:42 - 00:15:47

So we don't really interpret this as uh being in reference to that.

00:15:47 - 00:15:52

Certainly not when I looked at it, I never perceived it as policy.

00:15:52 - 00:15:56

Seemed to me. I, I don't believe it's an inboard policy.

00:15:56 - 00:16:02

I could be wrong but it, to me seemed more like a administrative procedure.

00:16:02 - 00:16:19

Um I II, I heard from the Home instruction uh office of Home instruction.

00:16:19 - 00:16:31

Um If I'm saying that wrong or the program of home instruction, whatever it's called over at RB A um, that in their view that was policy and policy was to be followed.

00:16:31 - 00:16:44

Um, but I, it, when I read the manual, it says sort of guidance to parents, to teachers, to students on how the home instruction process works.

00:16:44 - 00:17:02

Is there? Well, we don't need to think forward but just in terms of, from an employee looking at that, does it seem like there was some room for misunderstanding, sort of what it represented?

00:17:02 - 00:17:10

Uh I mean, again, I don't, I don't think it was policy.

00:17:10 - 00:17:17

Usually when we have policy, it's articulated, you know, policy, Southern dash, whatever.

00:17:17 - 00:17:28

Um But again, I, I don't know when that actual document was created.

00:17:28 - 00:17:40

I don't know what the circumstances of its creation were like, you know, whether it was done by the Home instruction department and when and whatnot.

00:17:40 - 00:17:48

So I, I honestly can't speak to you, you know, its provenance or, or how it was originally how it came into being.

00:17:48 - 00:18:12

But again, I, when I looked at it, I looked at it as, you know, this is like an operating manual for the home school program, not policy per se and, and talking to some staff um for testing just related to homebound students.

00:18:12 - 00:18:33

Um I, I heard from two different people on the counseling level, I think or maybe three that they felt like there was even though homebound students are homebound for a reason that they, they felt like there was an expectation or a push that homebound students should be tested in the building.

00:18:33 - 00:18:40

Was there any guidance? And, but none of them could point to anything that said yes, this is why we thought they were pushing it back to the building.

00:18:40 - 00:18:51

Was there any guidance or expectation that you were aware of that homebound students should be sort of primarily pushed to the building for testing?

00:18:51 - 00:18:59

Well, I think for some tests, you know, some state required tests, you have to take it in person.

00:18:59 - 00:19:03

Like I don't, I don't think there is a home option.

00:19:03 - 00:19:11

I could be wrong about that. But for example, like sol tests, I think folks have to come in to, to take the test.

00:19:11 - 00:19:17

And so my my sense is that was probably the the derivation of that.

00:19:17 - 00:19:36

Well, I I some of them advise me that under those circumstances, if there are reasons, the student can't come in that they have an option called a thing called paper and pencil where they send out a paper and pencil test and a proctor and they take these tests elsewhere.



00:19:36 - 00:19:45

Uh But yeah, yes, I mean, again, uh this is not my area of, of expertise.

00:19:45 - 00:19:51

Um So should it be one person cannot know everything for sure.

00:19:51 - 00:20:05

Um So my apologies. Um but I think that the my sense from talking with folks, you know, afterwards, all this is the default was to try to get kids to come in.

00:20:05 - 00:20:14

It's just a more secure environment and um more standardized and, and, you know, so on and so forth.

00:20:14 - 00:20:43

Ok. Is there um a process of tracking training related to policy or procedures that staff are expected to implement or some things, you know, things like um being a mandated reporter and title nine, you know, things of that nature.

00:20:43 - 00:20:48

We have a, a set of trainings that folks have to go through every year.

00:20:48 - 00:20:54

Um, but not on, you know, every board policy that, that we have.

00:20:54 - 00:21:02

So I, I, I don't think we have something, it was specifically related to testing or something of that nature.

00:21:02 - 00:21:08

Are you aware if there is such a thing related to your threat assessment policy?

00:21:08 - 00:21:28

Uh, in terms of training? Yes. Um, I don't know that we have as part of that sort of, you know, standard set of trainings.

00:21:28 - 00:21:34

That threat assessment is one of them. I know we've done a lot more with that over the last few years.

00:21:34 - 00:21:41

Um, certainly since, um, Miss Parks has come on board.

00:21:41 - 00:21:46

Um, I, I just, I honestly can't say I'm not sure.

00:21:46 - 00:21:53

I, I, sorry, I'm just thinking a lot.

00:21:53 - 00:22:15

Um, I do think since Miss Parks has come on board, we've certainly been clear about certain people need to go through the threat assessment training principles and I think a few others, but I don't think it's, I'm, I'm pretty sure we don't have it as part of the like every employee in RPS has to go through this set of training.

00:22:15 - 00:22:35

But I do know, for example, pretty sure you would have to confirm this like when we do our summer Leadership Academy for Principals and A PS um that Marsha does or her team does like a threat assessment training for leaders during that time.

00:22:35 - 00:22:45

Um But, but she would be a better source to confirm that thing and that leadership training would not include school counselors.

00:22:45 - 00:23:00

Correct. Um The the summer Leadership Institute typically does not, but um Miss Parts and her team have started a Summer Wellness Institute and I do believe the counselors are part of that.

00:23:00 - 00:23:11

I cannot recall though, if threat assessment training was specifically part of that, it may very well have been from just I'm sure you'd have to check with many.

00:23:11 - 00:23:29

So mm mm in um talking to sort of trying to understand the the Homebound certification process and, and how Homebound was implemented at least in 2223.

00:23:29 - 00:23:35

Um sort of from a big picture view.

00:23:35 - 00:23:44

It seems the process in 22 was the administrative process for Homebound was in the office of Home Instruction, right?

00:23:44 - 00:23:52

Certification forms, dealing with the doctor's approvals, dispatching a um a home instructor, that kind of thing.

00:23:52 - 00:24:09

Um And then the actual sort of on the ground implementation of what was going to happen with the kid was really more on the building level and I know, now that R VA is a school and not a program that kind of pulled all that up.

00:24:09 - 00:24:12

Can you talk to me a little bit about that?

00:24:12 - 00:24:19

At least as it existed in 22 I believe how you articulated it is sort of how it worked.

00:24:19 - 00:24:28

Um But there was a lot of transition when RB A took over.

00:24:28 - 00:24:40

And, um you know, I'm not sure that in that transition, everything was clearly articulated as well as it should have been um in, in full transparency.

00:24:40 - 00:24:48

And so I think, um I think there was probably a fair amount of gray during that transition period.

00:24:48 - 00:24:56

And so, but as you described, it sounds generally right to me as to how it was.

00:24:56 - 00:25:22

And in speaking with one of your staff, what, what they expressed was someone held the information about what the students um needs were that caused them to be on home bound and then someone else and that, that's through the medical certification form.

00:25:22 - 00:25:30

But then the folks sort of who were touching that student every day never saw sort of what, what those things were.

00:25:30 - 00:25:33

And, and I'll just be very specific in this case.

00:25:33 - 00:25:51

I believe the students. Um there is a question about, are there any environmental factors that cause that you want to make that, that the student we should be aware of in, in providing education to the student, something to that effect.

00:25:51 - 00:26:02

And it said things like, you know, dealing with staff being in the school setting, with a large amount of peers, et cetera, et cetera.

00:26:02 - 00:26:10

Said all these things. And I asked the person who was sort of implementing his education, were you aware of that?

00:26:10 - 00:26:29

And they were not aware of that? And so it seems like sort of a disconnect between, you know, one office holds the information, the other office might need that information in order to provide the appropriate accommodations for that student in the educational setting.

00:26:29 - 00:26:51

Could you speak to that as to whether you just had, I mean, I know that's really kind of granular level, probably not something that you would be thinking about in a form, but just in terms of systemically is that, does that complicate the ability for people to, to do the, to make this, to have good decision making?

00:26:51 - 00:27:02

Does it, does it complicate I'm sorry, say that again, would, would in your mind, would that complicate the the ability for the people who are implementing to have good decision making?

00:27:02 - 00:27:26

I mean, it certainly seems like it does, it certainly seems like if there were um you know, factors that were germane to the reason the young person was getting homebound, that the people doing the instruction of the homebound um should be aware of this to the extent that they can provided by the law and whatnot.

00:27:26 - 00:27:41

Um So yeah, I do think having um you know, a greater line of sight there is ultimately what would best serve kids and that's what we're trying to do.

00:27:41 - 00:27:56

So, um, but to your point that is a level of specificity that, um, I'm just not involved in or aware of, nor would I expect you for.

00:27:56 - 00:28:02

Um, I wouldn't expect the small division superintended to have that level of insight, certainly level.

00:28:02 - 00:28:18

But I just thought I would, yeah, because that's sort of become a recurring, uh, theme like a a I don't mean to put words in your mouth, but a sort of like a silo between those two worlds so to speak.

00:28:18 - 00:28:23

That is, that's very interesting. I wrote the word silo there.

00:28:23 - 00:28:28

So yes, that is exactly sort of what the concept that keeps emerging.

00:28:28 - 00:28:39

And I believe you might even see that word silo in the report just because that was sort of in re emerging concept that one person knew something, the other person didn't know it.

00:28:39 - 00:28:45

And if they had known that perhaps their decision making would have been different.

00:28:45 - 00:28:52

Um So that is just kind of, yes, silo was the, was the sort of concept that emerged from that.

00:28:52 - 00:29:08

Um I just kind of want to go specifically and I, and again, um for a large school division superintendent, I'm just impressed that you even were able to respond to this email chain from 2022.

00:29:08 - 00:29:21

But you did when um this was the email chain when mom was having trouble getting response from anyone about extending home service and she advised her home had been shut up.

00:29:21 - 00:29:33

Um, when they're basically homeless, you responded and you tasked the, the folks Miss Falcone, the HHS team basically do something.

00:29:33 - 00:29:48

Support this family support. This kid. Was there any, after sort of, after the immediate days, I, I didn't, if there was any further activity on, on that issue, it wasn't provided to me.

00:29:48 - 00:30:08

But were you involved or engaged or aware of any follow up other than just sort of getting the kids set up with extending homebound that came back to you because I, I was not able to see anything, to be perfectly honest.

00:30:08 - 00:30:14

I haven't even recalled that interaction until after the shooting.

00:30:14 - 00:30:19

And then, you know, we pulled all the emails and then I saw that that had occurred.

00:30:19 - 00:30:29

Unfortunately, uh, parents reach out to me every day, um, all across the division and I try really hard to get back to them all.

00:30:29 - 00:30:35

But usually it's, I think what you saw, which is just looping in the right people to, to help.

00:30:35 - 00:30:41

Um, and then I, my expectation the team knows is that they follow up.

00:30:41 - 00:30:47

Um, but it's, it's rare that then, you know, it comes back to me again.

00:30:47 - 00:31:05

Usually it comes back to me again, if something, you know, isn't followed up on or something of that nature and in, in, in your office is there, is, is there a sort of a point person for that kind of thing that says, hey, I sent out this email tasking HHS staff to get on this.

00:31:05 - 00:31:12

You make sure that happens or anything of that nature that happens so that you can be out of it.

00:31:12 - 00:31:19

But sort of everyone knows that you'll have sort of someone following up to make sure that they do what they need.

00:31:19 - 00:31:30

So one so that you don't have to get that later email from mom saying nothing happened or usually I'll loop in.

00:31:30 - 00:31:36

So again, to be honest, I don't remember who was on the chain other than Miss Jackson.

00:31:36 - 00:31:58

Um I'm not sure who I if I looped in principal Gilstrap or if it was others, but usually, um I mean, like my expectation principals know this is that when I loop you in my expectation is you get it done and there shouldn't need to be someone following after you to check, but sometimes I will loop in their supervisor.

00:31:58 - 00:32:04

So the principal director, I think in this case, it would have been given all the vacancies, Mr Jefferson.

00:32:04 - 00:32:14

Um Sometimes if it's, you know, nowadays, if it's um kind of a wellness related issue, I might loop in uh Miss Parks.

00:32:14 - 00:32:25

Um And uh Miss Jones, um just they might have insight into the issue that the principal might not have given their roles.

00:32:25 - 00:32:32

Um But there's no designated like nagger who comes back around and says, hey, did you do it?

00:32:32 - 00:32:38

It's my expectation is that once I've looped in the appropriate people that they, that they do what they're supposed to do.

00:32:38 - 00:32:55

Um I had a question about R VA but I think we covered that again.

00:32:55 - 00:33:03

Um So many of the issues that came up in this case were very granular, you know, sort of on the ground kind of issue.

00:33:03 - 00:33:12

So there's not a whole lot of systemic big picture issues that, you know, that I would expect you to be able to address.

00:33:12 - 00:33:17

So th that's really all I have, I don't know if you have any questions for me.

00:33:17 - 00:33:29

No, I'm eager to see the fire. Um Yeah, and I'm, have you gotten everything you needed?

00:33:29 - 00:33:45

Did everyone I, I will tell you that um Miss Parks was fantastic in making pushes for information and for interviews, we did not get the participation of a few people that we would have expected.

00:33:45 - 00:33:55

Um And you know, I don't wanna bog you down with that, but um is there any additional push that I could make to be helpful to you?

00:33:55 - 00:34:18

Um Well, we were, we really were looking, we're hoping to have a conversation with Mr Old, but at this point, I, you know, the reports pretty much in the bag now and, and to add sort of another Mr Olds declined to, to talk, uh we just, he just did not respond and I know Miss Parks made an additional push.

00:34:18 - 00:34:26

Um of course, out outside of your span of control is Mr Gilstrap declined to be interviewed.

00:34:26 - 00:34:33

We did not, we did not get um MS Rojas, the testing coordinator at HHS.

00:34:33 - 00:34:40

She, she just did not respond. Um And there were a few documents here and there that we were hoping to see that.

00:34:40 - 00:34:46

I think probably just, there was no sort of resistance to give them, but I think it was a lot, there was a lot going on.

00:34:46 - 00:34:58

So, um but in terms of the big picture, you know, your staff has been responsive and helpful and just very willing to, to provide access to anything and everything we asked for.

00:34:58 - 00:35:03

So there would not be any, I can just tell you this much.

00:35:03 - 00:35:13

There's not gonna be anything in the report that suggests that you all weren't forthcoming and, and open and transparent and uh assisting in this process.

00:35:13 - 00:35:15

Well, good. I'm glad to hear that.

00:35:15 - 00:35:22

Um And so I know you're gonna share the report in a closed session on Monday.

00:35:22 - 00:35:34

Um But I can't recall. Was there any final discussion around um like a executive summary or read out or anything like that?

00:35:34 - 00:35:54

Well, you may, I don't know if you were copied on that chain, but there was a little bit of a conversation um amongst the school board members about the process for sharing the report and I made sure I stayed out of that because I wanted that to be sort of that was, that was outside of my wheelhouse.

00:35:54 - 00:36:21

Above my pay grade as they say. Um I did have a conversation however, with your school board attorney, um, who, who was copied in that chain and he sort of took the conversation offline and at this point based on what he expressed to me, um, the process will be that Monday, I will bring copies of one copy of the report for each person present school board member yourself.

00:36:21 - 00:36:28

I believe your school board attorney. Um and I will bring one binder with exhibits that they can read.

00:36:28 - 00:36:44

Anyone can reference as they read the report instead of attaching, you know, and it was the request that I after everyone has read them, asked questions, reviewed exhibits that all of the copies be collected.

00:36:44 - 00:37:08

Um And I don't know if I will take them or if the school board attorney will take them what and then following that um sort of interaction that the I would be, we would be directed whether or not um there is a request to condense it into an executive summary for public release.



00:37:08 - 00:37:13

So at this point, so I won't be walking in the room with an executive summary and a report.

00:37:13 - 00:37:23

I'm just walking in with the report and the exhibits and then seeking, you know, prepared for any guidance as to whether you would, you all would like an executive report.

00:37:23 - 00:37:35

That would be the easy part. Just it's probably gonna be about a 25 page report and it will be distilled probably down into two pages for an executive summary, something, something to that effect.

00:37:35 - 00:38:02

Um Sounds good. Um Do you know, do you know uh how many hours and how much ultimately it's gonna run us just so I can get back, I can advise you for sure that we are well beyond the 50 mark because we have done and I asked my paralegal, could you please just tell me how many hours of interviewing we've done?

00:38:02 - 00:38:06

We exceeded 27 hours of in, in just an interview.

00:38:06 - 00:38:25

Um And beyond that, just in collecting all of the documents and getting interviews set, you know, my paralegal in, you know, in her own right, probably another 1520 hours and then someone has to review all those documents, which in this case was me.

00:38:25 - 00:38:32

So we are probably, I want to say almost double the 50 hours.

00:38:32 - 00:38:38

Um but it is my goal to not let it get too far behi above that 100.

00:38:38 - 00:38:53

So I am really kind of at this point working free for you all because I don't, well, like you were exceedingly clear that these were estimates and I tried to make that very clear to the board as well.

00:38:53 - 00:39:02

So um a somewhat more expensive but thorough job is better than a cheap and un thorough one.

00:39:02 - 00:39:09

So yeah, I think it would be fine with this volume of information that you know, to do due diligence.

00:39:09 - 00:39:18

I mean, there's just, there was just too much information, too many people involved to, to have done it any differently.

00:39:18 - 00:39:26

Would have been a poor investment of a small amount of your money because you would have gotten very little information for that.

00:39:26 - 00:39:38

So, um will, well, what's the right way to say this?

00:39:38 - 00:39:52

Will there be any value to a as I work to um improve the systems and such of the school system?

00:39:52 - 00:40:10

Do you feel everything that I would need to do so will be laid out in the report or is there some value to a like further debrief between myself and, and you and Colin or myself in the chair?

00:40:10 - 00:40:24

And you and Colin, I just, I wanna make sure like whatever the findings are, they are, I just want to make sure that we do our very best to improve and, and um respond to whatever um is found.

00:40:24 - 00:40:28

And so, yeah, will that all be very clear in the report?

00:40:28 - 00:40:36

And I can kind of go from there or if I had 20 follow up questions, I wanted to pick your brain on and you know, what's the right way to do that?

00:40:36 - 00:40:47

So, yeah, so our team, as we talked about how we would put the report together, we kept coming back to sort of what our charge was from the beginning.

00:40:47 - 00:40:51

And I recall, you know, very clearly one what the motion said.

00:40:51 - 00:40:57

And two, when we had our first conversation, you said something that has guided me throughout.

00:40:57 - 00:41:04

If you have any questions about what is or is not expected, your guidance is in the motion.

00:41:04 - 00:41:16

And so the motion did not explicitly or implicitly ask for sort of forward looking next steps.

00:41:16 - 00:41:20

How do we fix this? It looked, asked us three questions.

00:41:20 - 00:41:26

They wanted us to look at those answer, those, provide them information about them.

00:41:26 - 00:42:04

I think once you read the report, it will be pretty clear that, that, yeah, it might be a good idea to just look at the report and say, ok, oh, that doesn't, you know, maybe we can tighten up here, we can fix this or we can do that or we could train better on this or I think that would be clear, but to the extent it is not, I think sort of an after action briefing might, could be very, very useful um for your organization and, and we'd be happy to participate in that either with you all directly with your, as a handoff to your school board attorney to let them do it.

00:42:04 - 00:42:11

However you envision it happening, we would, we would be more than happy to, to participate.

00:42:11 - 00:42:15

Yeah, I mean, no, I think how your person is exactly right.

00:42:15 - 00:42:22

Um And as you said, I'm sure it'll be sure I'll be able to infer what needs to be tightened up from the report.

00:42:22 - 00:42:41

Um Yeah, if we, if, if anything needed further explication though, I just wanna make sure that we have the opportunity to kind of pick your brain since you guys have been in all these interviews and might have just uh um yeah, further clarity that would be helpful.

00:42:41 - 00:42:47

Yeah. And one other thing that you will have is, you know, all of the work product that we've created belongs to the client.

00:42:47 - 00:42:60

So all of the interviews roughly transcribed, when I say roughly transcribed, we do the Zoom transcription and I don't know if you've ever seen a Zoom transcription.

00:42:60 - 00:43:08

It's rough. But so, you know, I go through the transcript and I turn the video back on to try to make sense of what Zoom is telling me.

00:43:08 - 00:43:15

We actually said, so you will have access to all of those um or you can have access to none of them.

00:43:15 - 00:43:21

It just really depends on how you all decide you want, where you want this work product to terminate.

00:43:21 - 00:43:39

Sometimes it can be um a tenuous thing for the client to have all of that because it implicates Foia has foia implications and confidentiality and who's gonna have it and who thinks it should be released?

00:43:39 - 00:43:40

And well, what do I do with this?

00:43:40 - 00:43:43

And what? But that is the client's decision.

00:43:43 - 00:43:47

And we're always happy to talk through sort of the implications of, of that.

00:43:47 - 00:43:55

In fact, one of the benefits of having Cullen on this team is he sits on the Foia Council and he has for Virginia and he has for several years.

00:43:55 - 00:43:60

So anything foia related, open meetings related, all of those things.

00:43:60 - 00:44:03

He is our sort of in house expert.

00:44:03 - 00:44:14

So we can always talk through that aspect of this with, with you and with the board just for future decision, decision making about the work product.

00:44:14 - 00:44:20

Sounds good. All right. Well, cameras, it's been a pleasure talking to you.

00:44:20 - 00:44:30

You as well. Thank you again for um, the extensive work looking forward to, uh, reading the report and, um, go from there.

00:44:30 - 00:44:33

Thank you very much. You have a great afternoon.

00:44:33 - 00:44:35

Ok. Take care. Bye bye. Bye bye.