

**Greenwich Public Schools**  
**Investigation Report:**  
**Jeremy Boland,**  
**Assistant Principal, Cos Cob Elementary School**

**Conducted and written by:**  
**Jonathan S. Budd, Ph.D.**  
**Chief Human Resources Officer**

~~**September 28, 2022**~~  
**October 4, 2022** (*editorial corrections pp. 3, 4, 5, 7, 13, 14, 16, & 37*)

## **I. Context and Background**

On the evening of August 30, 2022, Project Veritas distributed nationally the first part of a video series “The Secret Curriculum,” accompanied by a press release<sup>1</sup>. The 12:03 video and press release garnered negative local, state, and national media attention nearly immediately given the image of Cos Cob Elementary School Assistant Principal Jeremy Boland commenting about work-related topics including the hiring of public schools staff, the inclusion of political beliefs in classroom teaching, and parents’ roles in the public schools. Several of the comments appeared to violate not only Greenwich Public Schools policies, but also the Connecticut Code of Professional Responsibility for School Administrators, and State of Connecticut and federal laws related to non-discrimination.

A transcript of the published video has been developed.<sup>2</sup>

Based on the nature of the comments presented on the released video, Mr. Boland was placed on administrative leave effective immediately the morning of August 31, 2022<sup>3</sup>, and this investigation commenced.

## **II. Initial Investigatory Interview of Mr. Boland**

In an initial investigatory interview conducted on September 8, 2022<sup>4</sup>, Mr. Boland admitted that the image in the published video was his image, and that the words in the published video were his words. However, Mr. Boland contended that the words themselves represented ideas he did not support, and facts that were untrue.

Mr. Boland repeatedly disclaimed the veracity of the comments he made on the published video excerpts, saying that they were not “accurate to who I am,” that they did not represent “my personal or professional character.”

When asked why he would make comments that were untruthful, Mr. Boland said that he was “embellishing to make myself look more important” in the context of what he believed was a private conversation with an individual whom he was seeking to impress. Such embellishment, in Mr. Boland’s words, could be seen as “grandstanding” to make himself “seem more intelligent, more capable, more of an authority figure” to that other individual. Mr. Boland repeatedly explained his comments in terms of “grandstanding . . . to make it look like I have more control than I do, to make me seem more important.” Mr. Boland expressed that the individual to whom he was speaking was in conversation with him in a restaurant setting, and that the individual, whom Mr. Boland had met on a social media application, had presented herself as supportive of certain political ideas. Therefore, Mr. Boland had crafted, he said, conversational answers he felt she would like to hear in order to “establish a connection” with

---

<sup>1</sup> See Appendix 1.

<sup>2</sup> See Appendix 2.

<sup>3</sup> See Appendix 3.

<sup>4</sup> Mr. Boland was represented for this and all subsequent interviews by counsel for his collective bargaining association.

her. The release of the video on August 30, 2022, was Mr. Boland's realization that the individual was an undercover journalist.

Asked to view and respond to segments of the published video, Mr. Boland disclaimed significant portions of the words he said:

- In relation to his comments throughout the published video that he would not hire individuals of certain political leanings, Mr. Boland denied to this investigator even the possibility: "I would have absolutely no way of knowing their political leanings through the interview process."
- Mr. Boland specifically disclaimed to this investigator his published video discussion of trying to "get past the parents" (1:49-2:16)<sup>5</sup>, saying that his prevailing goal is "just being a positive role model, encouraging and supporting [students] in their education," and that he therefore aims to "hire the strongest teachers to deliver to the kids the best educational experience," meaning "delivering context accurately from various curriculum, . . . doing so in a supportive, nurturing way so the kids feel comfortable to learn."
- In relation to his published video comment agreeing with the undercover journalist that "it's not about the parenting" (2:17-2:26), Mr. Boland said to this investigator, "I also believe we do work for the parents. . . . They are our employers."
- Mr. Boland also specifically disclaimed to this investigator creating interview questions to discern individuals' political viewpoints (3:48-4:38): "I've never developed a set of questions."
- In relation to his saying in the published video that he might include in the future an interview question related to transgender students, and that he would predict that "hardcore religious, or hardcore conservative" applicants would not succeed in answering such a question (4:39-5:41), Mr. Boland said to this investigator, "I would never include a question like that in an interview," and stated that he had never seen a question like that during his time working for the Greenwich Public Schools.
- Mr. Boland also specifically disclaimed to this investigator his comments about religious individuals, particularly Catholic individuals, and his comments in the published video that he would not want to hire such individuals (6:19-7:18): "At no point in the hiring process would I ever know anyone's religion."; "I have no professional perspective on Catholicism or any other religion."; "[The segment] doesn't accurately reflect my true beliefs as a private person or a professional."
- In relation to his saying in the published video that he does not interview "older" individuals (7:52-8:24), Mr. Boland said to this investigator it was "not an accurate statement," and that age "isn't a factor that I use in screening candidates. I know that age is not supposed to be a factor." Mr. Boland mentioned to this investigator Board of Education policy in relation to this topic.
- Mr. Boland explained to this investigator his published video comment about not interviewing "anybody over the age of 30" in a pool with approximately "30 applicants" (8:25-9:19) as referring to the applicant pool to hire one or more special education teachers at Cos Cob Elementary School in the spring of 2022; however, he said his comment in the published video referencing the age of applicants "was not accurate."

---

<sup>5</sup> See Appendix 2 for full video transcript with time markings.

- In relation to his comments in the published video expanding on an idea that teachers “make . . . the norm” “delivering a Democratic message without really ever having to mention their politics” (9:43-11:23), Mr. Boland said to this investigator that his interest is not “liberal” in a specific political sense, but rather “liberal” in a sense of being “open-minded,” and that his comments were continued “grandstanding”; he also stated that he had never seen evidence of Greenwich teachers ever so “instructing in a ‘savvy’ way.”
- Mr. Boland also specifically disclaimed to this investigator his published video comment agreeing with the undercover journalist that he “subconsciously influenc[ed] the kids to vote liberal in a way, but it’s not doing it in such an explicit way to where the parents can actually get mad at you for it” (11:24-11:36): noting that parents are very important part of “our team,” he commented, “I’ve never tried to mislead parents in any way.”

Mr. Boland also noted to this investigator that the 12:03 published video splices together portions of video clips from what were 3 hours of social conversation between him and the undercover journalist across three social meetings: July 5, July 7, and July 25. To date, the full video footage has not been released, nor would it appear germane to this investigation, as Mr. Boland did not articulate any specific comments in the other moments of videotape that would be relevant to this investigation, which is of the comments that were published.

Mr. Boland also said to this investigator that the month of July 2022 was particularly stressful for him in relation to assuming the role of Acting Principal of Cos Cob School<sup>6</sup> since the replacement for retired Principal Gene Schmidt had not yet been hired; therefore, in a social setting with an individual he believed to be personally interested in him, he had developed conversational threads that did not truly represent his beliefs or actions.

Mr. Boland appeared credible and forthright to this investigator through the initial investigatory interview of nearly three hours.

### **III. Description of the Investigatory Process**

Mr. Boland’s apparent credibility and forthrightness could not, and did not, conclude this investigation. That Mr. Boland disclaimed the accuracy of the statements he made in the published video did not end the inquiry into whether Mr. Boland violated Greenwich Public Schools policies. Given the enormity of the comments ascribed to Mr. Boland, further investigation was undertaken to discern, where possible, whether Mr. Boland’s denial of inappropriate behavior could be independently corroborated.

The further investigation was structured on the three stages of Mr. Boland’s career in the Greenwich Public Schools:

1. He was employed as a physical education teacher at the International School at Dundee (ISD) from September 2006 through June 2018.
2. He was employed as K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences, an administrative position, from August 2018 through June 2020.

---

<sup>6</sup> Mr. Boland was not officially appointed Acting Principal, but was approved, on June 24, 2022, to work extra days during the summer in the period between principals.

3. He has been employed as Assistant Principal at Cos Cob Elementary School (CC), an administrative position, from July 2020 to the present, and served as Acting Principal<sup>7</sup> during the weeks of summer 2022 between the retirement of Gene Schmidt as Principal and the appointment of Kerry Gavin as Interim Principal.

As a teacher for Stage 1 of his GPS career, one could reasonably hypothesize that Mr. Boland would have had limited involvement in hiring staff, although he may have served as a member of interview committees for certified staff. Mr. Boland claimed to this investigator that his involvement in hiring staff during Stage 1 of his GPS career was limited to involvement on a committee to hire a physical education teacher for ISD, and that his involvement was appropriate.<sup>8</sup> This investigation did not take the hypothesis or Mr. Boland's claim at face value, but instead investigated all hires of ISD staff during the years of Mr. Boland's Stage 1 employment.

As a program administrator for Stage 2 of his GPS career, one could reasonably hypothesize that Mr. Boland would have had some, although not sole, involvement in hiring physical education/health and family & consumer sciences teachers for the district. Mr. Boland claimed to this investigator that his involvement in hiring staff during Stage 2 of his GPS career was generally limited to co-chairing some committees for hiring such teachers, and that his involvement was appropriate. This investigation did not take the hypothesis or Mr. Boland's claim at face value, but instead investigated all hires of physical education/health and family & consumer sciences staff during the years of Mr. Boland's Stage 2 employment.

As an assistant principal for Stage 3 of his GPS career, one could reasonably hypothesize that Mr. Boland would have had some, although not sole, involvement, in hiring both certified and non-certified staff for Cos Cob School. Mr. Boland claimed to this investigator that his involvement in hiring staff during Stage 3 of his GPS career included screening applicants, co-chairing some committees for hiring such staff, some conducting of reference checks, and some completion of recommendations to hire, and that his involvement was appropriate. This

---

<sup>7</sup> Mr. Boland was not officially appointed Acting Principal, but was approved, on June 24, 2022, to work extra days during the summer in the period between principals.

<sup>8</sup> During the years that are the subject of this investigation, Greenwich Public Schools appears to have utilized a six-phase process for hiring staff:

- (1) Determining & posting the vacancy (with the posting conducted by the Town of Greenwich for non-certified staff other than professional assistants);
- (2) Screening of applications (conducted by the Town of Greenwich for non-certified staff other than professional assistants);
- (3) Interviewing, typically by a committee;
- (4) Demonstration lessons (optional, and for teacher candidates only);
- (5) Reference checks; and
- (6) Review, approval, & potential hire by the Human Resources Department subsequent to a Recommendation for Hire from the program and/or school administrator.

In general, Phases (2), (3), (4), & (5) are conducted by program and/or school administrators, whereas Phases (1) & (6) are conducted by Central Office administrators in the Department of Human Resources.

investigation did not take the hypothesis or Mr. Boland's claim at face value, but instead investigated all hires of Cos Cob staff during the years of Mr. Boland's Stage 3 employment.

The further investigation included:

- Additional Interviews:
  - Three additional interviews with Mr. Boland.
  - Thirty-eight interviews with current or retired Greenwich Public Schools employees reasonably believed to be witnesses to Mr. Boland's conduct relevant to this investigation.<sup>9</sup>
- Document Review:
  - Review of personnel records for: (a) all staff hired at ISD between September 2006 and June 2018; (b) all physical education/health and family & consumer science teachers hired between July 2018 and June 2020; and (c) all staff hired at CC between July 2020 and August 2022; review of available Frontline application system documents and Neogov application system documents associated with such hires.<sup>10</sup>
  - Review of documents saved on Mr. Boland's Google Drive to retrieve documents potentially related to hiring of staff.
  - Review of documents saved on Mr. Boland's GPS-issued technology devices to retrieve documents potentially related to hiring of staff.
  - Review of Mr. Boland's electronic mail to retrieve received or sent e-mail potentially related to hiring of staff (e.g., with keywords "hire," "hiring," "job," "interview").
  - Review of materials in Mr. Boland's office to retrieve documents potentially related to hiring of staff (e.g., files with interview questions, calendar and memo logs).
  - Review of Mr. Boland's personnel file, including his performance evaluations.

#### **IV. Analysis**

The full investigation as described in Part III above has encompassed analysis of 59 hires in the Greenwich Public Schools between July 2006 and August 2022: the 59 hires in which Mr. Boland's role may have provided him involvement. Appendix 5 charts all 59 of these hires in chronological order, with the rightmost column ("Investigative Conclusion: Was Mr. Boland Involved in This Hire?") presenting this investigation's conclusion in relation to each hire: of the 59 hires potentially associated with Mr. Boland, Mr. Boland had no involvement in 34 of the hires, and some involvement in 25 of the hires.

Appendix 6 presents the 34 GPS hires for which Mr. Boland's role in GPS may have provided him involvement, but for which this investigation supports Mr. Boland's assertions that he had no involvement in any of them.

The following section of the Investigation Report will analyze the 25 GPS hires in which Mr. Boland did have involvement, organized by stage of Mr. Boland's GPS career.

---

<sup>9</sup> See Appendix 4 for total interview list.

<sup>10</sup> Over the past several years, applications for GPS vacancies for teachers, administrators, and professional assistants have been submitted on the Frontline (previously AppliTrack) system; applications for Town of Greenwich vacancies for the Board of Education (e.g., administrative assistants) have been submitted on the Neogov system.

## **Stage 1: Physical Education Teacher at ISD (9/2006 – 6/2018)**

Mr. Boland has asserted that his involvement in hiring staff during Stage 1 of his GPS career was limited to involvement on a committee to hire a physical education teacher for ISD, and that his involvement was appropriate. As presented below, the investigation supports these assertions.

- **#9<sup>11</sup>:**
  - A four-member interview committee was utilized in the process that led to the hiring of J.J.: Mr. Boland; K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences<sup>12</sup> Colleen Morey; ISD Principal Teresa Ricci; and CC physical education teacher Cathleen Mahoney.
  - Although his recollection of this process was more vague than specific, Mr. Boland recollected Ms. Ricci as having chaired the interview committee, and likely having screened the applicants. Ms. Mahoney recollected Ms. Morey as having chaired the interview committee, and likely having screened the applicants.<sup>13</sup>
  - Interview report forms appropriately completed by Mr. Boland, Ms. Moray, Ms. Ricci, and Ms. Mahoney on June 18, 2012, were located. No copy of the interview questions was provided/located as part of this investigation.
  - Observation report forms appropriately completed by Mr. Boland, Ms. Moray, Ms. Ricci, and Ms. Mahoney on June 20, 2012, were located.
  - Telephone reference check forms completed by Ms. Ricci on July 2, 2012, were located.
  - Ms. Morey completed the “Recommendation for Employment” for J.J. on June 30, 2012; of note, the committee’s first choice from among the six individuals interviewed was another applicant; however, when that applicant declined the position, it was offered to J.J. The “Recommendation for Employment” was subsequently signed by Assistant Director of Human Resources Regina Williams on July 12, 2012.
  - The formal document hiring J.J. was signed by Director of Human Resources Dr. Robert V. Lichtenfeld on July 18, 2012.
  - Ms. Mahoney asserted no outsized influence of Mr. Boland on the interview committee.
  - Sources: 9/16 J. Boland phone call; 9/22 C. Mahoney interview; Document review.
- **#11:**
  - The documents located for the ultimate hire of L.L. indicate that her committee interview was as part of the process described above for Hire #9 a year prior. Interview report forms appropriately completed by Mr. Boland, Ms. Moray, Ms. Ricci, and Ms. Mahoney on June 12, 2012, were located.

---

<sup>11</sup> Each hire is referred to via the “Investigation Control #” noted in the leftmost column of Appendix 5.

<sup>12</sup> Titles used throughout the analysis section of this Investigation Report will be the titles of individuals at the time of the actions described.

<sup>13</sup> Ms. Morey, traveling outside the United States, was not accessible to this investigator.

- Telephone reference check forms completed by Ms. Ricci on May 15/20, 2013, were located.
- Ms. Morey completed the “Recommendation for Employment” for L.L. on May 6, 2013, indicating again the committee of herself, Ms. Ricci, Mr. Boland, and Ms. Mahoney, and six individuals having been interviewed.
- The formal document hiring L.L. was signed by Director of Human Resources Dr. Robert V. Lichtenfeld on May 31, 2013.
- Source: Document review.

Thus, the investigation supports Mr. Boland’s assertions that his involvement in hiring staff during Stage 1 of his GPS career was limited to involvement on a committee to hire a physical education teacher for ISD, and that his involvement was appropriate.

## **Stage 2: K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences (8/2018 – 6/2020)**

Mr. Boland has asserted that his involvement in hiring staff during Stage 2 of his GPS career was generally limited to co-chairing some committees for hiring physical education/health and family & consumer sciences teachers, and that his involvement was appropriate. As presented below, the investigation supports these assertions on the whole, with one exception (#42).

### **• #35:**

- A five-member interview committee was utilized in the process that led to the hiring of D.A.: Mr. Boland; ISD Principal Terry Ricci; ISD Assistant Principal Eugene Matejek; North Mianus (NM) Elementary School Principal Angela Schmidt; and ISD physical education teacher Patrick Bragdon.
- Mr. Boland, Ms. Ricci, Mr. Matejek, Ms. Schmidt, and Mr. Bragdon differed in their recollections as to who screened the applicants and who chaired the interview committee. However, all individuals independently referenced that the role of ISD administrators Ms. Ricci and Mr. Matejek was prominent in the hiring process, certainly as much so as Mr. Boland’s.
- In terms of the committee interview questions that were asked, Mr. Boland reported having developed one interview question that was vetted by the full interview committee. No copy of the interview questions was provided/located as part of this investigation.
- In an October 2, 2018, e-mail, Mr. Boland wrote Chief Human Resources Officer Robert A. Stacy, Assistant Director of Human Resources Shamain Johnson, Ms. Schmidt, and Chief Academic Officer Irene Parisi, “Terry Ricci and I have just concluded a conference call with our chosen candidate to fill the Phys. Ed. Position at ISD/North Mianus . . . . I will begin the paperwork process through Applitrack this afternoon. Any information that I may need to be aware of, please let me know as this is my first time through this stage of the process.”
- The formal document hiring D.A. was signed by Chief Human Resources Officer Robert A. Stacy on October 12, 2018.

- In an October 30, 2018, e-mail, Mr. Boland wrote D.A., “Given that you are the first person I’ve ever gone through the process of hiring, I’m learning a little bit as we go.”
  - All committee members independently articulated as part of this investigation clear, non-discriminatory reasons why D.A. was the successful applicant. (e.g., D.A. had strong prior teaching experience.; D.A. showed strong rapport with the students during a demonstration lesson.) In addition, D.A. had been a successful student teacher in Greenwich Public Schools.
  - All committee members asserted no outsized influence of Mr. Boland on the interview committee.
  - Sources: 9/8 J. Boland interview; 9/12 E. Matejek interview; 9/12 T. Ricci interview; 9/13 A. Schmidt interview; 9/15 P. Bragdon interview; Document review.
- **#36:**
    - This part-time vacancy was caused by minor additional physical education teaching needs at North Mianus Elementary School, and was ultimately filled via post-retirement hiring of E.A., a retired GPS elementary physical education teacher.
    - Geraldine Thompson, Confidential Assistant to the Chief Human Resources Officer, e-mailed Mr. Boland on October 29, 2018, “Shamain [Johnson] has ask [sic] that you please send, today, the Recommendation to Hire for [E.A.] to fill the .1 at NM.” Mr. Boland responded, “I tried several times to complete the Recommendation to Hire for [E.A.] to fill the .1 position at North Mianus but was unsuccessful. I reached out to Deb Perry (AA at North Mianus) and asked for assistance. She said she would take care of the Rec. to Hire.” Ms. Thompson replied, “Thank you Jeremy!”
    - North Mianus Principal Angela Schmidt completed the “Recommendation to Hire” for E.A. on November 1, 2018; it was subsequently electronically signed by Assistant Director of Human Resources Shamain Johnson on the same day.
    - The formal document hiring E.A. was signed by Chief Human Resources Officer Robert A. Stacy on November 1, 2018.
    - Sources: 9/14 J. Boland interview; Document review.
  - **#37:**
    - A four-member interview committee was utilized in the process that led to the hiring of F.A.: Mr. Boland; Windrose School Administrator Diane Chiappetta Fox; Windrose special education teacher Richard Kahn; and Windrose school counselor Luis Rivera. (Although Mr. Rivera did not recall participating on the committee, the other three individuals on the committee independently named him as a member of the committee, and document review supports his involvement as well.)
    - Mr. Boland, Ms. Fox, and Mr. Kahn did not recall who screened the applicants; however, contemporaneous documents provided by Ms. Fox as part of this investigation demonstrated that four individuals were interviewed.
    - Based on the recollections of Mr. Boland, Ms. Fox, and Mr. Kahn, and the contemporaneous documents retained by Ms. Fox, either Ms. Fox chaired the committee or Ms. Fox and Mr. Boland co-chaired the committee.

- In terms of the committee interview questions that were asked, Ms. Fox provided this investigator a contemporaneous document of six non-discriminatory questions.<sup>14</sup> The initials in the left column indicate that Mr. Boland (“J”) asked two questions: one related to student engagement, and one related to health education.
  - Mr. Boland appropriately completed the “Recommendation to Hire” for F.A. on December 4, 2018; it was subsequently electronically signed by Assistant Director of Human Resources Shamain Johnson on the same day.
  - The formal document hiring F.A. was signed by Chief Human Resources Officer Robert A. Stacy on December 12, 2018.
  - Mr. Boland, Ms. Fox, and Mr. Kahn independently articulated as part of this investigation clear, non-discriminatory reasons why F.A. was the successful applicant. (e.g., F.A. had significant interest in sports education.) (Of significance, the committee’s first choice from among the four individuals interviewed was another applicant; however, when that applicant declined the position, it was offered to F.A.)
  - All committee members asserted no outsized influence of Mr. Boland on the interview committee.
  - Sources: 9/8 J. Boland interview; 9/12 D. Chiappetta Fox interview; 9/15 R. Kahn interview; 9/15 L. Rivera interview; Document review.
- **#38:**
    - At the time of this hire, F.A. was employed by Greenwich Public Schools as a .2 long-term substitute physical education teacher at Windrose School, with the remainder of his time spent as a substitute physical education teacher for the district. (See #37 above.) The expansion of F.A.’s role such that the .8 would be as a long-term substitute physical education teacher at North Mianus Elementary School was articulated by Mr. Boland, as K-12 Program Coordinator for Physical Education/Health, in a document entitled “3/20/19 – North Mianus – Long Term Leave Replacement Proposal.”
    - This expansion of F.A.’s role was an administrative adjustment codified in a formal document signed by Chief Human Resources Officer Robert A. Stacy on March 25, 2019.
    - Source: 9/14 J. Boland interview; Document review.
  - **#39:**
    - At the time of this hire, F.A. was employed by Greenwich Public Schools as a 1.0 long-term substitute physical education teacher, with time divided between Windrose (.2) and North Mianus (.8). (See #38 above.)
    - A four-member interview committee was utilized in the process that led to the hiring of F.A. into a permanent role: Mr. Boland; New Lebanon (NL) Elementary School Principal Barbara Riccio; New Lebanon Elementary School Assistant Principal Klara Monaco; and North Mianus Principal Angela Schmidt.
    - Mr. Boland, Ms. Monaco, and Ms. Schmidt recollected that F.A. was moved from a long-term substitute role to a regular teacher role based on a demonstration lesson in

---

<sup>14</sup> See Appendix 7.

May 2019 and a subsequent interview. No additional information on the interview was provided/located.

- To an e-mail inquiry to him, Ms. Monaco, and Chief Human Resources Officer Robert A. Stacy by Assistant Director of Human Resources Shamain Johnson on May 9, 2019, Mr. Boland appropriately responded, with additional copy to Ms. Riccio, “[F.A.] is scheduled to meet with Barbara Riccio this afternoon. It is my hope that everything goes well, and we can move forward. For my part, I would like to move forward with a recommendation to hire.” Ms. Johnson responded, “Thanks for the update. I look forward to hearing from Barbara later today.”
  - Mr. Boland appropriately completed the “Recommendation for Employment” for F.A. on May 17, 2019.
  - The formal document hiring F.A. into a permanent role was signed by Chief Human Resources Officer Robert A. Stacy on June 4, 2019.
  - Mr. Boland and Ms. Monaco independently articulated as part of this investigation clear, non-discriminatory reasons why F.A.’s hire into a permanent role was appropriate. (E.g., F.A. had proven to be a very strong teacher at Windrose School.; F.A. had a strong demonstration lesson at North Mianus School.)
  - Sources: 9/8 J. Boland interview; 9/15 K. Monaco interview; Document review.
- **#40:**
    - A four-member interview committee was utilized in the process that led to the hiring of G.A.: Mr. Boland; Greenwich High School (GHS) Clark House Administrator David Walko; GHS family & consumer science teacher Debra Chauvin; and GHS family & consumer science teacher Linda Turbert.
    - Mr. Boland, Mr. Walko, and Ms. Chauvin recollected either Mr. Walko himself, or Mr. Walko in concert with Mr. Boland, having screened the applicants. Based on the recollections of most of these individuals, as well as the “Recommendation to Hire,” Ms. Schule was the only individual interviewed. (As memorialized in a contemporaneous e-mail from Mr. Boland to the other committee members on June 19, 2022, a second candidate who was to be interviewed withdrew based on the part-time nature of the position.) The Frontline applicant pool as viewed retrospectively for this investigation includes a maximum of four potential timely applicants.
    - Mr. Walko provided a document that was identical to the document stored as “Questions FCS interview” on Mr. Boland’s Google Drive, and which can reasonably be assumed to be the set of eleven non-discriminatory questions used by this interview committee.<sup>15</sup>
    - Mr. Boland appropriately completed the “Recommendation to Hire” for G.A. on June 25, 2019; it was subsequently electronically forwarded to, and approved by, GHS Headmaster Richard Piotrkowski on the same day, and subsequently electronically signed by Assistant Director of Human Resources Shamain Johnson on the same day.
    - The formal document hiring G.A. was signed by Chief Human Resources Officer Robert A. Stacy on July 2, 2019.
    - Mr. Boland, Mr. Walko, and Ms. Chauvin independently articulated as part of this investigation clear, non-discriminatory reasons why G.A. was the successful

---

<sup>15</sup> See Appendix 8.

- applicant. (e.g., G.A. had a culinary education background from a well-respected culinary institute.; G.A. had worked at a local bakery.; G.A. was energetic.)
- All committee members asserted no outsized influence of Mr. Boland on the interview committee.
  - Sources: 9/8 J. Boland interview; 9/12 D. Walko interview; 9/15 D. Chauvin interview; Document review.
- **#41:**
    - This long-term substitute vacancy was caused by the sudden passing of a physical education/health teacher at Greenwich High School shortly before the school year began.
    - Mr. Boland appropriately completed the “Recommendation to Hire” for H.A. on August 22, 2019; it was subsequently electronically signed by Assistant Director of Human Resources Shamain Johnson on the same day.
    - The “Recommendation to Hire” indicates that only H.A. was interviewed for the position, and that H.A. was interviewed by both Mr. Boland and GHS physical education teacher Lillian Perone. Neither Mr. Boland nor Ms. Perone recalls details regarding this process, which was complex and time-sensitive due to the sudden passing of the predecessor teacher on August 20, 2019, and the start of the school year on August 29, 2019.
    - The formal document hiring H.A. was signed by Chief Human Resources Officer Robert A. Stacy on August 27, 2019.
    - H.A. had been a successful student teacher the year before at Greenwich High School, and had then served as a physical education substitute teacher for the district.
    - Sources: 9/14 J. Boland interview; 9/16 L. Perone interview; Document review.
  - **#42:**
    - The Frontline posting for this position (Job #1101) opened on November 15, 2019.
    - Mr. Boland appropriately completed the “Recommendation to Hire” for J.A. on December 12, 2019; it was subsequently electronically signed by Assistant Director of Human Resources Shamain Johnson on December 16, 2019.
    - The “Recommendation to Hire” indicates that J.A. and one other applicant were interviewed for the position, and that the two applicants were interviewed by both Mr. Boland and K-12 Program Coordinator for the Arts Laura Newell. Neither Mr. Boland nor Ms. Newell recalls significant details regarding this process. The Frontline applicant pool as viewed retrospectively for this investigation includes a maximum of five potential timely applicants.
    - The formal document hiring J.A. was signed by Assistant Director of Human Resources Shamain Johnson on December 19, 2019.
    - J.A. had been a prior building substitute and professional assistant for the Greenwich Public Schools, and had recently completed student teaching in GPS. On November 7, 2019, J.A. e-mailed Mr. Boland, “For Bobby’s medical leave, I know that we briefly discussed my situation. The woman (Jody Green) wrote me stating that she needs a written letter of intent from the school district before I would be granted the internship certification for New York. . . . Please let me know if you there [sic] is anything else I can do to help expedite this.” A document entitled “Letter of Intent”

retrieved from Mr. Boland's Google Drive is a letter dated November 7, 2019, to a "Ms. Green" indicating, "It is the purpose of this letter to express the intent of the Greenwich Public Schools, Physical Education/Health Department to offer the position of Physical Education teacher for a long-term, medical leave replacement, to [J.A.]. This position will begin on January 18th, 2020 and will continue until the last day of school on or about June 23, 2020. . . . We look forward to being able to have [J.A.] join our team for the remainder of the 2019/20 school year." An e-mail record demonstrates that Mr. Boland sent this document to Ms. Green at Manhattanville College on November 7, 2019. Mr. Boland's assertion on November 7, 2019, that the Greenwich Public Schools had an "intent . . . to offer the position" to J.A. was improper, since the job had not yet been posted for application; indeed, Human Resources approval of the recommended finalist would not come for more than another month.

- Sources: 9/14 J. Boland interview; 9/15 L. Newell interview; Document review.

- **#43:**

- Mr. Boland appropriately completed the "Recommendation to Hire" for K.A. on December 12, 2019; it was subsequently electronically signed by Assistant Director of Human Resources Shamain Johnson on December 16, 2019.
- The "Recommendation to Hire" indicates that K.A. and one other applicant were interviewed for the position, and that the two applicants were interviewed by both Mr. Boland and K-12 Program Coordinator for the Arts Laura Newell. Neither Mr. Boland nor Ms. Newell recalls significant details regarding this process. The Frontline applicant pool as viewed retrospectively for this investigation includes a maximum of two potential timely applicants. (However, based on the names provided on the "Recommendation to Hire," one of the Frontline applicants for this position was not interviewed, and the successful candidate for Hire #42 was interviewed along with the successful candidate for this position.)
- The formal document hiring K.A. was signed by Assistant Director of Human Resources Shamain Johnson on January 2, 2020.
- Sources: 9/14 J. Boland interview; 9/15 L. Newell interview; Document review.

- **#44:**

- At the time of this hire, L.A. was employed by Greenwich Public Schools as a physical education/health teacher at Central Middle School.
- The Frontline posting for this position (Job #1123) was an "INTERNAL POSTING."
- The Frontline applicant pool as viewed retrospectively for this investigation includes a maximum of four potential timely applicants for two positions.
- A five-member interview committee was utilized in the process that led to the hiring of L.A.: Mr. Boland; GHS Clark House Administrator David Walko; K-12 physical education/health lead teacher Lillian Perone; GHS physical education/health teacher William Brehm; and GHS physical education/health teacher Kathy Steiner. Mr. Boland, Mr. Walko, Ms. Perone, Mr. Brehm, and Ms. Steiner mentioned either Mr. Boland or Mr. Walko as having chaired the interview committee.<sup>16</sup>

---

<sup>16</sup> Jobs #44 & #45 were filled via the same process.

- Mr. Walko provided this investigator a document entitled “GHS – Physical Education/Health” whose Google Drive owner was shown to be Mr. Boland, and which was stored on Mr. Boland’s Google Drive as “Interview questions”; the document can reasonably be assumed to be the set of ten non-discriminatory questions used by this interview committee.<sup>17</sup> The names listed next to each question indicate that Mr. Boland (“Jeremy”) asked two questions: one related to philosophy of teaching physical education and health, and one related to an additional area of strength perceived by the candidate.
  - Calendar invites establish that Google Meet interviews were held on April 30, 2020.
  - E-mail correspondence between Mr. Boland and Mr. Walko, and Chief Human Resources Officer Shamain Johnson, indicate Ms. Johnson’s decision that only two of the four applicants were “viable” given the transfer nature of the internal posting; L.A. was one of the two “viable” applicants. Interviews confirm that this decision was made at the Central Office Human Resources level.
  - The formal document transferring L.A. was signed by Chief Human Resources Officer Shamain Johnson on June 5, 2020.
  - Sources: 9/22 J. Boland interview; 9/22 L. Perone interview; 9/22 K. Steiner interview; 9/22 D. Walko interview; 9/23 M. Adelberg interview; 9/23 W. Brehm interview; 9/23 D. Burke interview; 9/23 M. D’Agostino interview; Document review.
- **#45:**
    - At the time of this hire, M.A. was employed by Greenwich Public Schools as a physical education/health teacher at Glenville Elementary School.
    - The Frontline posting for this position (Job #1123) was an “INTERNAL POSTING” posted on April 8, 2020.
    - The Frontline applicant pool as viewed retrospectively for this investigation includes a maximum of four potential timely applicants for two positions.
    - A five-member interview committee was utilized in the process that led to the hiring of M.A.: Mr. Boland; GHS Clark House Administrator David Walko; K-12 physical education/health lead teacher Lillian Perone; GHS physical education/health teacher William Brehm; and GHS physical education/health teacher Kathy Steiner. Mr. Boland, Mr. Walko, Ms. Perone, Mr. Brehm, and Ms. Steiner mentioned either Mr. Boland or Mr. Walko as having chaired the interview committee.<sup>18</sup>
    - Mr. Walko provided a document entitled “GHS – Physical Education/Health” whose Google Drive owner was shown to be Mr. Boland, and which was stored on Mr. Boland’s Google Drive as “Interview questions”; the document can reasonably be assumed to be the set of ten non-discriminatory questions used by this interview committee.<sup>19</sup> The names listed next to each question indicate that Mr. Boland (“Jeremy”) asked two questions: one related to philosophy of teaching physical education and health, and one related to an additional area of strength perceived by the candidate.

---

<sup>17</sup> See Appendix 9.

<sup>18</sup> Jobs #44 & #45 were filled via the same process.

<sup>19</sup> See Appendix 9.

- Calendar invites establish that Google Meet interviews were held on April 30, 2020.
  - E-mail correspondence between Mr. Boland and Mr. Walko, and Chief Human Resources Officer Shamain Johnson, indicate Ms. Johnson's decision that only two of the four applicants were "viable" given the transfer nature of the internal posting; M.A. was one of the two "viable" applicants. Interviews confirm that this decision was made at the Central Office Human Resources level.
  - The formal document transferring M.A. was signed by Chief Human Resources Officer Shamain Johnson on June 5, 2020.
  - Additional investigation has revealed that Mr. Boland wrote and sent a April 14, 2020, letter of reference for M.A. "for the position of Physical Education and Health and Safety Teacher at Greenwich High School," and that M.A. included it in M.A.'s digital portfolio viewable by committee members prior to the committee interviews. Mr. Boland's writing such a letter is of questionable propriety given that it occurred after the Frontline posting and prior to the interview committee on which he could reasonably be expected to play a significant role. Mr. Boland has recognized to this investigator that, in retrospect, he sees how his writing of the letter of reference "could be a conflict." However, given that the Human Resources Department had determined that only two applicants were eligible for the two positions for which the committee was interviewing, Mr. Boland's support of one candidate would not have played a significant role, if any, in the committee's decision-making.
  - Sources: 9/22 J. Boland interview; 9/22 L. Perone interview; 9/22 K. Steiner interview; 9/22 D. Walko interview; 9/23 M. Adelberg interview; 9/23 W. Brehm interview; 9/23 D. Burke interview; 9/23 M. D'Agostino interview; Document review.
- **#46:**
    - At the time of this hire, G.A. was employed by Greenwich Public Schools as a .4 family consumer science teacher at Greenwich High School. (See #40 above.)
    - The Frontline posting for this position (Job #1122) was an "INTERNAL POSTING."
    - The Frontline applicant pool as viewed retrospectively for this investigation includes a maximum of one potential timely applicant for the position: G.A.
    - Mr. Boland appropriately completed the "Recommendation to Hire" for G.A. on April 24, 2020.
    - The "Recommendation to Hire" indicates that only G.A. was interviewed for the position, and that G.A. was interviewed by Mr. Boland and GHS Clark House Administrator David Walko.
    - The formal document hiring G.A. was signed by Chief Human Resources Officer Shamain Johnson on June 8, 2020.
    - Sources: 9/8 J. Boland interview; 9/12 D. Walko interview; Document review.

Thus, the investigation supports on the whole Mr. Boland's assertions that his involvement in hiring staff during Stage 2 of his GPS career was generally limited to co-chairing some committees for hiring physical education/health and family & consumer sciences teachers, and that his involvement was appropriate. However, the procedural impropriety related to Hire #42 is notable, as Mr. Boland articulated in writing an "intent" to hire a specific

individual prior to the process for accomplishing such hire, including even the posting of the vacancy for interested individuals to apply.

**Stage 3: Assistant Principal at Cos Cob Elementary School (7/2020 – present);  
Acting Principal (summer 2022)**

Mr. Boland has asserted that his involvement in hiring staff during Stage 3 of his GPS career included screening applicants, co-chairing some committees for hiring, some conducting of reference checks, and some completion of recommendations to hire, all for Cos Cob School, and that his involvement was appropriate. As presented below, the investigation supports these assertions.

- **#47:**
  - At the time of this hire, which occurred during the summer after Mr. Boland’s role as K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences had ended, J.A. had been employed by Greenwich Public Schools as a long-term substitute physical education teacher. (See #42 above.)
  - E-mail correspondence on July 21, 2020, indicates that New Lebanon Elementary School Principal Alexandra Bartholomew reached out to Mr. Boland to ascertain his judgment on whether, besides J.A., “there is anyone else at the top of the list we should consider” for the upcoming interviews, that Mr. Boland “put together a list of those that I would want to talk with,” and that Ms. Bartholomew subsequently planned to telephone Mr. Boland for that input. Ms. Bartholomew (now Ms. Michaelson) credibly reports that those applicants chosen to be interviewed were selected by herself and NL Assistant Principal Klara Monaco, and that she does not recall whether any phone conversation with Mr. Boland occurred. Despite whether an actual involvement occurred, Mr. Boland’s potential involvement in screening for this position was irregular given that by this point he had no designated involvement in hiring physical education/health teachers outside of Cos Cob.
  - The “Recommendation to Hire” J.A. into a permanent role was completed on July 29, 2020, by Ms. Bartholomew, and indicates an interview committee of Ms. Bartholomew, Ms. Monaco, NL psychologist Kaitlyn Cyr, NL kindergarten teacher Natasha Mauro, and NL grade 1 teacher Erin John, and indicates also that five candidates were interviewed for the position.
  - The formal documents hiring J.A. into a permanent role were signed by Chief Human Resources Officer Shamain Johnson on August 4, 2020, and September 5, 2020.
  - Sources: 9/14 J. Boland interview; 9/22 A. Michaelson interview; 9/27 A. Michaelson interview; Document review.
- **#49:**
  - Mr. Boland recollected both Cos Cob Principal Gene Schmidt and himself as having co-screened and co-interviewed applicants for this position, with Mr. Schmidt having developed most of the interview questions.
  - In an August 26, 2020, e-mail, Mr. Boland wrote Human Resources Assistant Jackie Kearns, “We conducted interviews with 6 candidates on Monday, completed reference checks for our chosen candidate to whom we’ve made the job offer to [sic]

- this morning and we are currently waiting to hear back.” Ms. Kearns responded, “That’s great news. Thank you for the update.”
- Retrieved from Mr. Boland’s Google Drive was a document stored as and entitled “Clerk Interviews – Questions,” which can reasonably be assumed to be the set of six non-discriminatory questions used by the interview committee.<sup>20</sup>
  - Telephone reference check forms were appropriately completed by Mr. Boland on August 27, 2020.
  - In an August 27, 2020, e-mail, O.A. wrote Mr. Boland that O.A. “hereby accept[ed] the position as Special Education Clerk.” Mr. Boland responded, “I believe the next step is for us here at Cos Cob to submit a ‘recommendation to hire’ form to HR. Then either someone from HR will be reaching out to you directly or they will direct us as how to proceed.” The “Recommendation to Hire” for O.A. was completed by Mr. Schmidt on August 27, 2020.
  - The formal document hiring O.A. was signed by Assistant Director of Human Resources Regina Williams on September 25, 2020.
  - Sources: 9/14 J. Boland interview; Document review.
- **#51:**
    - Retrieved from Mr. Boland’s Google Drive was a document stored as and entitled “Paraprofessional Interviews – Questions,” which can reasonably be assumed to be the set of six non-discriminatory questions used by the interview committee.<sup>21</sup>
    - Telephone reference check forms were appropriately completed by Mr. Boland on January 8, 2021.
    - The “Recommendation to Hire” for Q.A. was appropriately completed by Mr. Boland on January 8, 2021, and indicated that both Cos Cob Principal Gene Schmidt and Mr. Boland had interviewed four candidates for the vacancy.
    - The formal document hiring Q.A. was signed by Assistant Director of Human Resources Regina Williams on January 25, 2021.
    - Sources: 9/14 J. Boland interview; Document review.
  - **#52:**
    - Since an existing special education professional assistant at Cos Cob School was approved for an extended leave of absence, Human Resources Technician Marilyn Adelberg e-mailed Mr. Boland (and Cos Cob Principal Gene Schmidt in the case of the second individual) on March 3 & 4, 2021, the names of two individuals whom it would be appropriate to interview to be a substitute special education professional assistant.
    - The formal document hiring R.A. as a substitute special education professional assistant for GPS was signed by Ms. Adelberg on March 3, 2021.
    - E-mail correspondence and calendar invites indicate that Mr. Boland and Mr. Schmidt conducted on March 9, 2021, Google Meet interviews of both candidates proposed by Ms. Adelberg.

---

<sup>20</sup> See Appendix 10.

<sup>21</sup> See Appendix 11.

- E-mail correspondence establishes that Mr. Boland appropriately conducted reference checks of R.A. on March 9, 2021.
  - Source: Document review.
- **#53:**
    - At the time of this hire, S.A. had been employed by Greenwich Public Schools as a long-term substitute physical education teacher at North Mianus Elementary School.
    - A four-member interview committee was utilized in the process that led to the hiring of S.A. into a permanent role: Mr. Boland; CC Principal Gene Schmidt; NL Principal Alexandra Michaelson; and CC physical education teacher Philip D’Amato.
    - Mr. Boland, Mr. Schmidt, and Ms. Michaelson identified Mr. Schmidt as having chaired the interview committee. Based on Ms. Michaelson’s calendar invites for these Google Meet interviews, all committee members attended all five interviews (4/28, 5/18, 5/19), except for Mr. Boland, who attended only the first three (4/28 & 5/18); this is corroborated by Mr. Boland’s declining of the final two interviews on his Google Calendar. Mr. Boland’s partial attendance at the meetings of the interview committee was irregular, as it meant that the five candidates could not be assessed by the same committee members.
    - Retrieved from Mr. Boland’s Google Drive was a document stored as “PE Interview questions” and entitled “Interview Questions – Physical Education/Health”; this document can reasonably be assumed to be the set of ten non-discriminatory questions used by the interview committee.<sup>22</sup> The names listed next to each question indicate that Mr. Boland (“Jeremy”) asked two questions: one related to effective classroom management, and one related to addressing a variety of student learning styles.
    - Telephone reference check forms were completed on May 20, 2021, although they do not clearly indicate who conducted the telephone reference checks.
    - The formal document hiring S.A. was signed by Chief Human Resources Officer Shamain Johnson on May 20, 2021.
    - The “Recommendation to Hire” for S.A. was completed by Mr. Schmidt on June 7, 2021, and indicated the five candidates who had been interviewed for the vacancy; it was subsequently electronically signed by Chief Human Resources Officer Shamain Johnson on June 8, 2021.
    - All committee members independently articulated as part of this investigation clear, non-discriminatory reasons why S.A.’s hire into a permanent role was appropriate. (E.g., S.A. had strong content knowledge.; S.A. described lesson plans in relation to curriculum.; S.A. had prior experience with managing students toward strong outcomes.; S.A. had a calm demeanor.)
    - Sources: 9/20 J. Boland interview; 9/13 G. Schmidt interview; 9/22 P. D’Amato interview; 9/22 A. Michaelson interview; Document review.
  - **#54:**
    - At the time of this hire, N.A. had been employed by Greenwich Public Schools as a full-year long-term substitute elementary teacher, including at Cos Cob School.

---

<sup>22</sup> See Appendix 12.

- Retrieved from Mr. Boland’s Google Drive was a document stored as “SPED Interviews” and entitled “1.0 Special Education Teacher Interview Process.” This document indicates a five-member interview committee utilized in the process that led to the hiring of N.A. into a permanent role: Mr. Boland; CC Principal Gene Schmidt; Special Education Coordinator Karen Vitti; CC special education teacher Kelli Cittadino; and CC grade 1 teacher Diana DiGiovanna. Mr. Boland, Mr. Schmidt, and Ms. Vitti did not recall consistently who chaired the committee.
  - Mr. Boland’s document “1.0 Special Education Teacher Interview Process” indicates also that five individuals were to be interviewed on June 2, 2021. Mr. Boland’s Google Calendar suggests that four of the five were actually interviewed on that day.
  - No copy of the interview questions was provided/located as part of this investigation.
  - The “Recommendation to Hire” N.A. into a permanent role was completed by Mr. Schmidt on June 7, 2021, and indicated the five candidates identified on Mr. Boland’s document; the “Recommendation to Hire” was subsequently electronically signed by Chief Human Resources Officer Shamain Johnson on June 8, 2021.
  - The formal document hiring N.A. was signed by Chief Human Resources Officer Shamain Johnson on June 15, 2021.
  - Mr. Boland and Mr. Schmidt independently articulated as part of this investigation clear, non-discriminatory reasons why N.A.’s hire into a permanent role was appropriate. (E.g., N.A. had strong prior special education teaching experience in GPS.)
  - Sources: 9/8 J. Boland interview; 9/13 G. Schmidt interview; Document review.
- **#55:**
    - Mr. Boland could not recall whether he had been involved in the hiring process for T.A., and said that, if he were, it was in conjunction with Cos Cob Principal Gene Schmidt.
    - The formal document hiring T.A. was signed by Chief Human Resources Officer Shamain Johnson on September 9, 2021.
    - Town of Greenwich Assistant Director of Human Resources Erica Mahoney noted in relation to this specific vacancy, “Cafeteria Monitor postings are not for any specific school, rather the applications that are received could be staffed at any school with a need for a monitor. Twenty-five applications were received and sent to BOE . . . . Some were hired but my understanding is that many candidates ghosted the BOE HR department creating a critical shortage.”
    - Sources: 9/14 J. Boland interview; Document review.
- **#56:**
    - This interview process connected to several needs: to fill two new co-teaching positions at Cos Cob School; to fill any special education teaching positions at Cos Cob School caused by potential internal transfers into the two co-teaching positions<sup>23</sup>; and to fill a new Unique Learner special education teaching position at Cos Cob School.

---

<sup>23</sup> Indeed, this possibility did occur: two special education teachers already working at Cos Cob were transferred into the new co-teaching positions as a result of this interview process.

- Because several candidates were interested in, and seen as eligible for, more than one of these special education teaching positions, a joint interview committee was utilized in the process that ultimately led to the hiring of U.A. for a special education teaching position at Cos Cob School: Mr. Boland; CC Principal Gene Schmidt; Special Education Coordinator Karen Vitti; CC special education teacher Melissa Rogers; and CC school psychologist Alison Philips. Based on the recollections of the committee members, either Mr. Schmidt chaired the committee or Mr. Schmidt and Mr. Boland co-chaired the committee. In addition, Chief Officer of Special Education and Student Supports Dr. Stacey Heilighenthaler was noted to have attended some of the interviews.
- Confirming the details on the “Recommendation to Hire” completed by Mr. Boland, Mr. Boland’s Google Calendar indicates that six candidates were interviewed on June 20 & 21, 2022.
- Retrieved from Mr. Boland’s Google Drive was a document stored as “SPED Teacher Interview Questions” and entitled “Cos Cob School / Special Education Teacher / Candidate Interviews”; this document can reasonably be assumed to be the set of twelve non-discriminatory questions used by the interview committee, an assumption confirmed by Ms. Vitti and Ms. Philips. Ms. Philips produced for this investigation a marked copy of the interview questions, verified by Ms. Rogers, which indicated which questions had actually been asked, and the two asked by Mr. Boland (“J”): one related to preparing for an annual review PPT, and one related to parent disagreement with an IEP.<sup>24</sup>
- The “Recommendation to Hire” for U.A. was appropriately completed by Mr. Boland on June 24, 2022; it was subsequently electronically signed by Dr. Heilighenthaler on the same day.
- Telephone reference check forms were appropriately completed by Mr. Boland on June 24, 2022.
- The formal document hiring U.A. was signed by Chief Human Resources Officer Dr. Jonathan S. Budd<sup>25</sup> on July 15, 2022, subsequent to an in-person meeting with U.A. on July 14, 2022.
- All committee members independently articulated as part of this investigation clear, non-discriminatory reasons why U.A.’s hire was appropriate. (E.g., U.A. demonstrated smart answers to the interview questions.; U.A. had worked successfully in GPS previously.)
- Sources: 9/8 J. Boland interview; 9/12 S. Heilighenthaler interview; 9/12 K. Vitti interview; 9/13 G. Schmidt interview; 9/14 A. Philips interview; 9/14 M. Rogers interview; 9/15 H. Krahe interview; Document review.
- **#57:**
  - As discussed above, a new Unique Learner special education teacher position at Cos Cob School was intended to be filled through the process that led to Hire #56. However, the applicant who was recommended by the five-person interview committee for the Unique Learner position on June 24, 2022, was declined by Chief

---

<sup>24</sup> See Appendix 13.

<sup>25</sup> This investigator began his tenure as GPS Chief Human Resources Officer on July 1, 2022.

Officer of Special Education and Student Supports Dr. Stacey Heilighenthaler on the same day, thus beginning a new process.

- A two-person interview committee was utilized in the process that ultimately led to the hiring of V.A.: Mr. Boland and Special Education Coordinator Karen Vitti. Confirming the details on the “Recommendation to Hire” completed by Mr. Boland, Mr. Boland’s Google Calendar indicates that two new candidates were interviewed on July 21, 2022. It is unclear how or why candidates were screened for this vacancy, as one candidate who was interviewed had not applied for this specific vacancy, whereas approximately seven potential timely applicants were not interviewed.
- Telephone reference check forms were appropriately completed by Mr. Boland on July 22, 2022.
- The “Recommendation to Hire” for V.A. was appropriately completed by Mr. Boland on July 22, 2022; it was subsequently electronically signed by Dr. Heilighenthaler on the same day, and by Chief Human Resources Officer Dr. Jonathan S. Budd on the same day.
- The formal document hiring V.A. was signed by Dr. Budd on July 28, 2022, subsequent to an in-person meeting with V.A. on the same day.
- Mr. Boland, Ms. Vitti, and Dr. Heilighenthaler independently articulated as part of this investigation clear, non-discriminatory reasons why V.A.’s hire was appropriate. (E.g., V.A. had experience with a unique learner population in another school district.; V.A. was articulate and well-spoken.)
- Sources: 9/8 J. Boland interview; 9/12 S. Heilighenthaler interview; 9/12 K. Vitti interview; 9/13 G. Schmidt interview; 9/14 A. Philips interview; 9/14 M. Rogers interview; Document review.

● **#58:**

- At the time of this hire, W.A. had just been hired by Greenwich Public Schools as a .5 FTE Advanced Learning Program (ALP) teacher for GPS, and requested an FTE increase when a 1.0 FTE ALP position opened at Cos Cob School based on an internal transfer during the month of July.
- A four-person interview committee was utilized in the process that ultimately led to the increased FTE of W.A.: Mr. Boland, CC Interim Principal Kerry Gavin, ALP Facilitator Bonnie O’Regan, and CC ALP teacher Christopher Muccio. All committee members identified Ms. O’Regan as having chaired the committee.
- Retrieved from Mr. Boland’s Google Drive was a document stored as “ALP questions,” and which can reasonably be assumed to be the set of seven non-discriminatory questions used by the interview committee to assess W.A.’s readiness for the increased FTE. The names listed next to each question indicate that Mr. Boland (“Jeremy” and “JB”) asked two questions: one related to meeting the social-emotional needs of ALP students, and one related to collaboration with colleagues.<sup>26</sup>
- The “Recommendation to Hire” for W.A. was appropriately completed by Ms. O’Regan on August 10, 2022; it was subsequently electronically signed by Chief Human Resources Officer Dr. Jonathan S. Budd on the same day.

---

<sup>26</sup> See Appendix 14.

- The formal document increasing W.A.’s FTE was signed by Dr. Budd on August 11, 2022, subsequent to an in-person meeting with W.A. on the same day.
  - All committee members independently articulated as part of this investigation clear, non-discriminatory reasons why W.A.’s increased FTE was appropriate. (E.g., W.A. had prior teaching experiences that could transfer to the ALP setting.)
  - Sources: 9/8 J. Boland interview; 9/12 K. Gavin interview; 9/12 B. O’Regan interview; 9/14 C. Muccio interview; Document review.
- **#59:**
    - For hiring of multiple building substitutes at the beginning of the school year, Director of Human Resources David Eisenstein had established a committee of five elementary principals to interview eight applicants who had been screened. Three applicants did not respond to scheduling an interview, so five candidates proceeded to the interview stage.
    - Based on actual building substitute needs, the anticipated five schools needing to participate in the interviews was reduced to four by the day of interviewing, August 25, 2022; one of the remaining four principals asked that school’s assistant principal to sit on the committee, and in the case of Cos Cob, Interim Principal Kerry Gavin asked Mr. Boland to sit on the committee for an interview Mr. Gavin could not attend. Mr. Boland’s partial attendance at the meetings of the interview committee was irregular, as it meant that the five candidates could not be assessed by the same committee members.
    - In terms of the committee interview questions that were asked, Ms. Bertram provided a contemporaneous document of five non-discriminatory questions/topics. The names listed indicate that Mr. Boland (“Jeremy”) asked one question related to collaboration with colleagues.<sup>27</sup>
    - The “Recommendation to Hire” for Y.A. was appropriately completed by Mr. Gavin on August 30, 2022; it was subsequently electronically signed by Mr. Eisenstein on the same day.
    - The formal document hiring Y.A. was signed by Chief Human Resources Officer Dr. Jonathan S. Budd on August 31, 2022.
    - Mr. Gavin articulated as part of this investigation clear, non-discriminatory reasons why Y.A.’s hire was appropriate. (E.g., Y.A. articulated reasons why she wanted to work in the elementary school context as a building substitute.)
    - Sources: 9/14 J. Boland interview; 9/12 K. Gavin interview; 9/15 C. Bertram interview; 9/15 K. Monaco interview; 9/15 C. Weiss interview; Document review.

Thus, the investigation supports Mr. Boland’s assertions that his involvement in hiring staff during Stage 3 of his GPS career included screening applicants, co-chairing some committees for hiring, some conducting of reference checks, and some completion of recommendations to hire, all for Cos Cob School, and that his involvement was appropriate.

In summary, the analysis of the 25 GPS hires in which Mr. Boland did have involvement over the three stages of his GPS career corroborates the appropriateness of his involvement in each

---

<sup>27</sup> See Appendix 15.

stage, with the exception of the procedural impropriety related to Hire #42. The additional deviations from established process or procedural irregularities are few, and not reasonably attributable to Mr. Boland. Therefore, with reasonable certainty, this investigator concludes that the statements Mr. Boland made in the published video described earlier were, indeed, inaccurate.

Besides Mr. Boland's having conformed to the established processes for hiring, which included significant involvement of other GPS personnel, and final hiring approval by Central Office Human Resources administrators, no evidence of discriminatory intent or outcome has been located; indeed, interview question documents that do exist specifically undercut Mr. Boland's statements on the published video that he develops and utilizes inappropriate questions related to discerning one's political and/or religious views.

It should be noted that it is impossible to corroborate Mr. Boland's denial of his statements on the published video that he screens job applications using inappropriate criteria. Given the limitations of the job application software, which allows applicants to retrospectively alter or even remove their electronic applications, it is impossible to recreate the context and documents used for screening by Mr. Boland, or anyone else for that matter.

## **V. Application of Greenwich Public Schools Policies to This Investigation**

The very first policy in the Greenwich Public Schools Policy Manual is Policy 0521, "Nondiscrimination," which establishes the District's absolute obligation to abide with State and federal laws related to non-discrimination, and "to remove any vestige of discrimination in employment, assignment and promotion of personnel." While this investigation has corroborated Mr. Boland's assertions that his conduct as a GPS staff member has conformed with non-discrimination laws, there is no doubt that Mr. Boland's statements on the published video advance, rather than remove, perceptions that employment discrimination has occurred in the District.

GPS Policy 1110.1, "Communication with the Public – Parent Involvement," begins, "Considerable evidence indicates that meaningful involvement of parents, guardians, and other caregivers in the schooling of children improves the quality of education significantly." While Mr. Boland has disclaimed to this investigator his statements on the published video undercutting the important role of parents in our public schools, there is no doubt that Mr. Boland's statements raise legitimate questions about his commitment to this ideal.<sup>28</sup>

---

<sup>28</sup> Relevant to this topic, in his 2020-21 Professional Growth Self-Reflection, Mr. Boland wrote, "Communicating with parents on a regular basis is crucial to our success as a school community especially this year when parents are not able to be present in the building. As a school community we will provide consistent and frequent communication and updates to all families. Information will be shared via email, Google Meets, videos, newsletters, PTA meetings and principal's updates. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success, helping them feel more confident in school and in taking on more rigorous classwork. Hanover Research, 2018." And in his 2021-22 Professional Growth Plan Self-Reflection, Mr. Boland

GPS Policy 4111/4211, “Recruitment and Selection,” indicates, “The school district recognizes the heterogeneity of the people who live in the school district and believes that this characteristic should have an important bearing on all aspects of the school district’s activities. The Board of Education believes it is especially important that this heterogeneity of population be recognized in the recruitment and assignment of personnel.” While this investigation has corroborated Mr. Boland’s assertions that his involvement in hiring for GPS has been appropriate, and while Mr. Boland specifically affirmed to this investigator the sentiment of these quoted sentences, there is no doubt that Mr. Boland’s statements on the published video undercut the district’s policy commitment to open, transparent, non-discriminatory hiring.

GPS Policy 4111.1/4211.1, “Equal Employment Opportunity,” indicates, “The Board of Education will provide equal employment opportunity for all persons without regard to race, color, religious creed, age, veterans’ status, genetic information, marital status, national origin, sex, sexual orientation, or physical disability.” GPS Policy 4118.11/4218.11, “Nondiscrimination,” affirms a similar commitment. While this investigation has corroborated Mr. Boland’s assertions that his involvement in hiring for GPS has been appropriate, and while Mr. Boland specifically affirmed to this investigator the sentiment of this quoted sentence, there is no doubt that Mr. Boland’s statements on the published video undercut the district’s policy commitment to equal employment opportunity.

GPS Policy 4118.22, “Code of Ethics,” indicates each certified staff member’s obligation to abide by the appropriate code of ethics published by the Connecticut State Department of Education. In the instant case, the Connecticut Code of Professional Responsibility for School Administrators obtains, with these relevant sections implicated:

**RESPONSIBILITY TO THE PROFESSION AND STAFF**

The professional school administrator, in full recognition of obligations to the profession, shall:

- (1) Maintain the highest standards of professional conduct, realizing that one’s behavior reflects directly upon the status and substance of the profession; . . .

**RESPONSIBILITY TO THE COMMUNITY**

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

- (1) Be cognizant of the influences of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements; . . .
- (8) Promote the principles and ideals of democratic citizenship.

While this investigation has corroborated Mr. Boland’s assertions that his involvement in hiring for GPS has been appropriate, his numerous misstatements on the published video fail to meet

---

wrote, “[Cos Cob] parents will want to know and understand the Big Ideas Math program. The changes to the scope and sequence from prior years will be important to communicate to parents. As such, we will utilize all of the parent communication tools in Big Ideas Math in order to deepen parental understanding of the expectations for each unit. Additionally, we will continue to refine our communication structures around all essential school operations based on parental input. We have worked over the years to build on and improve our parent communication. We have seen positive results especially last year on our parent survey and our Panorama survey. This is a trend we wish to continue to work on.”

“the highest standards of professional conduct,” which include an obligation within the larger community. Indeed, “the principles and ideals of democratic citizenship” were undercut by nearly every one of Mr. Boland’s statements in the published video.

GPS Policy 4119/4219, “Staff Conduct,” is clear: “The Greenwich Board of Education reaffirms one of the oldest beliefs in education: One of the best methods of instruction is that of setting a good example. . . . The personal life of an employee will be the concern and warrant the attention of the Board only as it may directly affect the employee’s fitness to perform the job, his/her fitness to be placed in a position of trust with children, the property of the District, or constitute a conflict of interest.” Mr. Boland’s numerous misstatements on the published video do not a good example set, and certainly raise questions about his fitness as an administrative employee of the district.

The policies implicated by Mr. Boland’s conduct in the statements on the published video are some of the most fundamental for any public school district, as they stress the district’s unalterable standards supporting non-discrimination, parent involvement, and high standards for professional conduct.

## **VI. Conclusions and Recommendation**

In considering a recommendation for employee discipline, this investigator must first note that a review of Mr. Boland’s personnel file indicates one incident of prior discipline: on March 26, 2007, while a teacher at ISD, Mr. Boland was issued a written reprimand based on his “serious abuse of Internet Use . . . due to the number of times [he] attempted to access blocked sites.”

Additionally relevant, as detailed above, this investigation has revealed a procedural impropriety related to Hire #42.

Consistently during this investigation, Mr. Boland has disclaimed the veracity of the comments he made on the published video, placing them in the context of “embellishing” and “grandstanding” to impress an individual with whom he believed he was speaking privately in a restaurant setting. And, with the exception of the one procedural impropriety revealed over his four-year administrative career in GPS, this investigation corroborates that Mr. Boland’s statements on the published video were, in fact, inaccurate.

Mr. Boland has indicated to this investigator on more than one occasion that he is “embarrassed” and “ashamed” by what has transpired. In addition, he has maintained credibility and forthrightness throughout this investigation, and has been cooperative at all turns.

Besides the GPS policy implications discussed above, and notwithstanding the investigative finding that the statements Mr. Boland made in the published video were inaccurate, Mr. Boland’s conduct as depicted on the video has brought direct and significant disruption and disrepute to the Greenwich Public Schools and the Town of Greenwich, including the employees of both, as well as the residents of the Town. Mr. Boland’s conduct as depicted on the video has been, and likely will continue to be for quite some time, the subject of negative local, state, and national media attention. The Greenwich Public Schools and the Town of Greenwich have

received phone calls, e-mails, and in-person visits from thousands of outraged members of the public; individual staff members have received the same.

Mr. Boland noted to this investigator that in the published video he did not name the Greenwich Public Schools, Cos Cob Elementary School, or his position as Assistant Principal. However, Mr. Boland's role as a school administrator was known to his companion, and the specifics of his employment were a matter of public record.

Mr. Boland's disclaimers, the investigative corroboration, and Mr. Boland's embarrassment, shame, and cooperation cannot erase Mr. Boland's statements themselves, nor their impact. While Mr. Boland did not believe that his statements made to a companion over dinner at a restaurant were being recorded and would be publicly released, he was the individual who made the statements. And the fact remains that his statements were recorded and were publicly released, with significant disruption and disrepute to the orderly operation of the Greenwich Public Schools.

Given the enormity, the gravity, the expansiveness of the statements made by Mr. Boland, it would not seem possible that Mr. Boland could continue serving as a Greenwich Public Schools administrator, which requires that one be viewed as a credible individual expressing full support for non-discriminatory employment practices, classrooms free from political ideology, and parents as key partners in the education system.

It is therefore my recommendation that Mr. Boland be disciplined for his behavior as outlined above via your consideration of initiating employment termination proceedings based upon Connecticut General Statutes §10-151.

## Appendix 1

“Exposed: Greenwich CT Assistant Principal’s Hiring Discrimination Ensures ‘Subtle’ Child Indoctrination; ‘You Don’t Hire’ Catholics Because They Are More ‘Conservative’ . . . ‘Progressive Teachers’ Are Savvy About Delivering a Democratic Message’

Project Veritas, August 30, 2022

<https://www.projectveritas.com/news/exposed-greenwich-ct-assistant-principals-hiring-discrimination-ensures/>



- Jeremy Boland, Assistant Principal of Cos Cob Elementary School: “Believe it or not, the open-minded, more progressive teachers are actually more savvy about delivering a Democratic message without really ever having to mention politics.”
- Boland: “So, it’s subtle. They [teachers I hire] will never say, ‘Oh, this is [a] liberal or a Democratic way of doing this.’ They’ll just make that the norm -- and this is how we handle things, it’s subtle... That’s how you get away with it.”
- Boland: “The conservative [teacher], who is stuck in her ways. I’ll never be able to fire her, and I’ll never be able to change her. So, I make an impact with the next teacher I hire.”
- Boland: “Protestants in this area [of Connecticut] are probably the most liberal. But if they’re Catholic -- conservative... You don’t hire them.”
- Boland: “If someone is raised hardcore Catholic, it’s like, they’re brainwashed -- you can never change their mindset.”
- Boland: “For one position, I think we had 30 applicants. So out of all those applicants, I don’t think I interviewed anybody over the [age] of 30... the older you get, the more set in your ways -- the more conservative you get.”
- Connecticut Law, Section 46A-60B1, specifically bars discriminatory employment practices. A violation occurs if anyone refuses to hire or employ people “because of the individual’s race, color, religious creed, age, sex, gender identity or expression.”

[Greenwich, Conn. – Aug. 30, 2022] Project Veritas released the first video in its newly launched Education Series today exposing a senior official at a prominent public school. Jeremy Boland, who serves as Cos Cob Elementary School’s Assistant Principal, was recorded bragging about how he oversees the hiring of teachers who will disseminate “progressive” political ideas in the classrooms:

**Boland:** *You’re teaching them [children] how to think. That’s it. It doesn’t matter what they think about. If they think about it in a logical progressive way, that becomes their habit.*

**Veritas Journalist:** *So, you kind of like, gear them to think in a more liberal way?*

**Boland:** *Mm-hmm. Believe it or not, the open minded, more progressive teachers are actually more savvy about delivering a Democratic message without really ever having to mention politics.*

The school administrator noted it is difficult to terminate an employed teacher, so his focus is on who to onboard next:

**Boland:** *Remember that teacher I was talking about before? The forty-year-old? I’ll never change that teacher.*

**Veritas Journalist:** *You’re what?*

**Boland:** *I’ll never be able to change that teacher.*

**Veritas Journalist:** *Which one?*

**Boland:** *The conservative one, who is stuck in her ways. I’ll never be able to fire her, and I’ll never be able to change her. So, I make an impact with the next teacher I hire. So, my instinct for hiring -- I’ve hired maybe four or five people. They’re pretty good.*

**Veritas Journalist:** *Okay.*

**Boland:** *So, that’s where I make my impact.*

He explains to the Veritas journalist how the teachers he hires will advance his political and ideological objectives:

**Boland:** *So, it’s subtle. They [teachers I hire] will never say, “Oh, this is [a] liberal or a Democratic way of doing this.” They’ll just make that the norm. And this is how we handle things, it’s subtle.*

**Veritas Journalist:** *And that’s how you get away with it?*

**Boland:** *That’s how you get away with it.*

**Veritas Journalist:** *And how do you make sure the parents don’t find out?*

**Boland:** *They can find out, so long as you never mention [the] politics of it.*

The Assistant Principal is clear about how he judges a prospective teacher who sympathizes, in a hypothetical scenario, with parents during the interview process:

**Veritas Journalist:** *Okay, so someone sides with the parent, then what?*

**Boland:** *You let them explain, and then you move on to the next question.*

**Veritas Journalist:** *But then eventually [what is] the outcome of that?*

**Boland:** *They don’t get the job.*

Transgender ideology in school was also an issue discussed in the video. It has been a controversial topic, especially amongst parents, in recent years.

On this matter, Boland affirms that any teacher who refuses to acknowledge a child's gender preferences has no place in his Elementary School.

"So, if you have someone [teacher] who is hardcore religious or hardcore conservative, they will probably say something detrimental to the effect, 'Well, I don't think kids have enough knowledge to make that decision [gender identity] at this age,'" Boland said.

"You're out. You're done," he concluded.

Boland admitted to the Veritas journalist that he discriminates against potential hires based on their religion:

**Boland:** *I'm not a huge expert on religion, but Protestants in this area [of Connecticut] are probably the most liberal. But if they're Catholic -- conservative.*

**Veritas Journalist:** *Oh, so then what do you do with the Catholics? If you find out someone is Catholic, then what?*

**Boland:** *You don't hire them.*

**Veritas Journalist:** *So, would you ever hire a Catholic then?*

**Boland:** *No, I don't want to...Because if someone is raised hardcore Catholic, it's like they're brainwashed. You can never change their mindset. So, when you ask them to consider something new, like a new opportunity, or "you have to think about this differently," they're stuck -- just rigid.*

The Elementary School administrator goes on to say that he discriminates against older individuals as well.

"I need younger [teachers]. So, because Greenwich pays very well, you get teachers from other districts who have been there for a long time, that want to come to Greenwich. But if they're older, I'm not allowed to do that -- I can't tell them, 'I'm not interviewing you because you're older.' I just don't interview them. So, for one position, I think we had 30 applicants. So out of all those applicants, I don't think I interviewed anybody over the [age] of 30...Because sometimes the older you get, the more set in your ways, the more conservative you get."

### **About Project Veritas**

James O'Keefe established Project Veritas in 2010 as a non-profit journalism enterprise to continue his undercover reporting work. Today, Project Veritas investigates and exposes corruption, dishonesty, self-dealing, waste, fraud, and other misconduct in both public and private institutions to achieve a more ethical and transparent society and to engage in litigation to: protect, defend and expand human and civil rights secured by law, specifically First Amendment rights including promoting the free exchange of ideas in a digital world; combat and defeat censorship of any ideology; promote truthful reporting; and defend freedom of speech and association issues including the right to anonymity. O'Keefe serves as the CEO and Chairman of the Board so that he can continue to lead and teach his fellow journalists, as well as protect and nurture the Project Veritas culture.

Project Veritas is a registered 501(c)3 organization. Project Veritas does not advocate specific resolutions to the issues raised through its investigations.

## Appendix 2

### Transcript,

#### “Connecticut Public School Asst. Principal Admits Discrimination Against Catholic Candidates,” Project Veritas, August 30, 2022

*Green text = Undercover journalist*

*Red text = Jeremy Boland*

*Purple text = James O’Keefe, Project Veritas*

*Line breaks indicate cut in video. Time markings are in the left margin.*

---

Ohh. So then what do you do with the Catholics? If you find out someone is Catholic, then what?

You don’t hire them.

You’re teaching them how to think. That’s it. It doesn’t matter what they think about. If they think about it in a logical, progressive way, that becomes their habit.

Like a, so you kind of, like, gear them to think in a more liberal way?

Mm-hmm.

Believe it or not, the open-minded, more progressive teachers are actually more savvy about delivering a Democratic message without really ever having to mention their politics.

It’s subtle. They’ll never say, ‘Oh, this is a liberal or a Democratic way of doing this.’ They’ll just make that the norm. This is how we handle things. And it’s subtle.

And that’s how you get away with it?

That’s how I get away with it.

And how do you make sure the parents don’t find out?

They can find out, so long as you never mention the politics of it.

And then later down the, the line they’re gonna vote Democrat.

Yeah.

And you will have done a great service for our country.

I hope.

Greenwich, Connecticut, is one of the most beautiful and wealthy cities in the nutmeg state. Now, what you’re about to see is one assistant principal in charge of 360 students, defying State regulations, preventing Catholics or conservatives from being hired as a teacher. Meet Jeremy Boland, the Assistant Principal at Cos Cob Elementary in Greenwich, Connecticut. Boland met up with one of our undercover journalists and revealed stunning discriminatory hiring practices as well as his politicized beliefs on how his school should be run.

1:49 I can't get past the parents anymore.  
What do you mean?  
So, the parents feel as though it's their responsibility to shape the schools, which then shape the kids, right? So, because I can't get past the parents, do I really have as much of an influence as, on the kids as I want? I try, in my own way. But right now my job is to hire the right teachers.

2:17 Do we work for the parent, or do we work for the kid?  
You tell me.  
We work for the kid.  
So it's not about the parenting.

2:26 It shouldn't be, I don't think.

Here I am holding a copy of the Cos Cob 2021-2022 Handbook. Notice how Jeremy Boland, the Assistant Principal's name, is on here, along with recently retired Principal Gene Schmidt. Now inside this handbook we found a quote from Boland, saying, "Thank you for entrusting us with the care of your child." But now watch how Boland tells our undercover journalist he doesn't hire anyone who sides with parents.

2:52 Ask me as if you're interviewing me, like what are some of the questions you would ask me?  
So, I'm trying to think exactly how I word this one. So in a meeting with a parent, you propose the plan you develop for your student to develop these reading skills and these concepts, and the parent disagrees with you, how do you handle that?

Okay, so if someone sides with the parent, then what?  
You let them explain, and then you move on to the next question.  
But then eventually the outcome of that?

3:33 They don't get the job.

Now watch as Boland reveals to our journalist how he uses a specific line of questioning during the interview process to help determine if someone is conservative, which plays a key role in his evaluation on whether to hire that individual, or not.

3:48 In the hiring process, how can you figure out who's conservative and who's liberal?  
It, it comes down to the stories. So, typically an interview is 30 minutes, which is not a long time. So you gotta be very specific about the questions. So I've developed, like, a set of questions that I use for almost all my interviews, and it's all leading them to tell a story.

So then, what do you do with them? Like if they're applying for a job?  
You interview them, and you call them in a few days and say, 'Sorry, we moved forward with another candidate.'  
So, like, you would . . . ?  
I haven't hired one yet.  
And would you ever, you think?

4:38 I don't think so. It's just that, that stuck mindset, that's, I, I need a growth mindset.

4:39 Actually, now that I'm thinking about it, I think one of the questions that I might start including is something about transgender students, students that identify, what is it, non-binary?  
 Yeah.  
 If you have, if you end up with a student that is non-binary, tell me how you would approach that student. That's a new question I'm gonna start including.  
 So what's the correct answer to that?  
 You treat the student with respect, you're there to educate that student, they get to choose however they want to identify, and I'm there to support them.  
 Right. And if someone gives the opposite answer and they're in support of, or, or they're not in support of transgendered . . . ?  
 Yeah, so if you have somebody who's hardcore religious, or hardcore conservative, they will probably say something detrimental to the effect, "Well, I don't think kids have enough knowledge to make that decision," you're out. You're done.

5:41

5:41 If people knew that you, like, didn't hire conservatives, though, do you think they would be pissed? Or like . . . ?  
 I'm not allowed to ask their political leanings and they're not allowed to ask me. So it just comes down to the questions. And the way I've worded some of my questions, you can't really tell. All the proof is in the answer.  
 Well, right.  
 So that's, yeah, I'm doing the best I can.

6:09

6:09 Yeah.

Boland's hiring practices aren't limited to just blocking conservatives from obtaining a job. They go as far as discriminating against Catholics too.

6:19 So have you found, like, that certain religions tend to be more right-wing?  
 Almost all of them.  
 What do you mean?  
 Okay. The only one, and I'm not a huge expert on religion, but Protestants in this area are probably the most liberal. But if you're Catholic? Conservative.  
 Ohh. So then what do you do with the Catholics? If you find out someone is Catholic, then what?

6:49 You don't hire them.

6:50 So would you ever hire a Catholic, then?  
 No, I don't want to.  
 I agree, but why not?  
 Because it's just that, there's always that, if they were raised hardcore Catholic, it's like they've been brainwashed, you can never change their mindset. So when I ask them to consider something new, like a new opportunity, or you have to think about this differently, they're just stuck real rigid.

7:18

Here I am holding up Connecticut Law Section 46a-60b, which specifically prohibits discriminating employment practices. A violation occurs if anyone refuses to hire or employ “because of an individual’s race, color, religious creed, age, sex, gender identity or expression, etc., etc.” Now watch as Mr. Boland tells our journalist that he thinks he is above the Connecticut state law and school rules when it comes to potential new hires. He discriminates using religion, politics, and age.

7:52 Have you had a lot of right-wingers applying?

No.

Okay.

I haven’t, I haven’t interviewed many because I feel like I’m able to screen it out.

How so?

I need younger. So, because Greenwich pays very well, you get teachers from other districts who have been there for a long time, who want to come to Greenwich. But if they’re older, I’m not allowed to do that. I, I can’t tell them, ‘I’m not interviewing you because you’re older.’ I just don’t interview them.

8:24 So, like, for one position, I think we had 30 applicants. So, of all those applicants, I don’t think I interviewed anybody over the age of 30.

Because they would . . . ?

A couple of reasons, yeah. Because, sometimes the older you get, the more set in your ways, the more conservative you get.

Remember that teacher I was talking about before, the 40-year-old? I’ll never change that teacher.

You’re what?

I’ll never be able to change that teacher.

Which one?

The conservative one.

Oh, yeah.

She’s stuck in her ways. I’ll never be able to fire her, I’ll never be able to change her. So I make an impact with the next teacher I hire. So, my instinct for hiring, I’ve hired maybe four or five people. They’ve been pretty good.

Okay.

9:19 So, that’s where I make my impact.

In Section b(5) of Connecticut Statutes, it is against the law to aid, abet, incite, compel, or coerce, or attempt these discriminatory practices. Boland is likely well aware that an educator at a public school cannot indoctrinate students with a political ideology. However, Boland disregards this basic principle, and encourages “subtle Democratic messaging.”

9:43 You’re teaching them how to think. That’s it. It doesn’t matter what they think about. If they think about it in a logical, progressive way, that becomes their habit.

Like a, so you kind of, like, gear them to think in a more liberal way?

Mm-hmm.

Believe it or not, the open-minded, more progressive teachers are actually more savvy about delivering a Democratic message without really ever having to mention their politics.

It's subtle. They'll never say, 'Oh, this is a liberal or a Democratic way of doing this.' They'll just make that the norm. This is how we handle things. And it's subtle.

And that's how you get away with it?

That's how I get away with it.

And how do you make sure the parents don't find out?

They can find out, so long as you never mention the politics of it.

But you can influence them to almost, like, be mad at the Supreme Court in a way, without telling them to be mad at the Supreme Court?

If someone is talking about the Supreme Court, if 80% of the country is in favor of this law, but yet the Supreme Court just said, 'No,' what are you gonna do when it comes time to cast your vote, which then has a direct influence on who gets picked for the Supreme Court? We want people that are gonna listen to the people. Who listens to the people? It wasn't the conservatives on the Supreme Court. So, it's little things like that. And hope those little things stick.

Right, which they probably will. And then later down the, the line they're gonna vote Democrat.

Yeah.

And you will have done a great service for our country.

11:23 I hope.

11:24 So it's like, you present everything in a way that's, like, subconsciously influencing the kids to vote liberal in a way, but it's not doing it in such an explicit way to where the parents can actually get mad at you for it.

11:36 Right.

All this begs the question, if politics and religion are supposed to be kept out of the classroom, why are these factors used in affecting Boland's hiring decisions, at Cos Cob? Reporting from Greenwich, Connecticut, James O'Keefe, Project Veritas.

### Appendix 3



#### Department of Human Resources

**Jonathan S. Budd, Ph.D.**  
Chief Human Resources Officer

**Tel: (203) 625-7405 Fax: (203) 625-7408**  
**jonathan\_budd@greenwich.k12.ct.us**

August 31, 2022

Mr. Jeremy Boland  
Assistant Principal, Cos Cob Elementary School

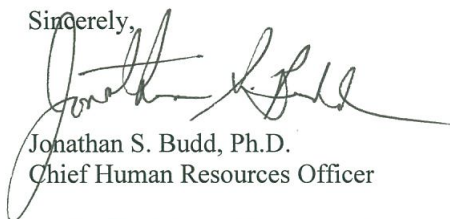
Dear Jeremy:

This letter is to notify you that you are placed on administrative leave with pay effective immediately pending an investigation into a video released last evening.

While on administrative leave, you may not: visit any of the Greenwich Public Schools, or attend any functions on their grounds; perform any work for the Greenwich Public Schools; access Greenwich Public Schools e-mail or systems; contact any Greenwich Public Schools students; or contact any Greenwich Public Schools employees during their work day. During the period of this administrative leave, you are required to remain available during regular working hours for communications from, or specifically sanctioned by, this office that may be necessary related to the investigation referenced above.

Failure to comply with these requirements could result in disciplinary action up to and including termination.

Sincerely,



Jonathan S. Budd, Ph.D.  
Chief Human Resources Officer

c: Dr. Toni Jones, Superintendent  
Kerry Gavin, Principal, Cos Cob Elementary School

290 Greenwich Avenue, Greenwich Connecticut 06830-6521

**[www.greenwichschools.org](http://www.greenwichschools.org)**  
*An Equal Opportunity Employer*

## Appendix 4

### Interview List

Name	Current position in GPS	Interview date
Jeremy Boland	Assistant Principal, Cos Cob Elementary School (on administrative leave)	September 8, 2022 September 14, 2022 <sup>29</sup> September 20, 2022 September 22, 2022
Marilyn Adelberg	Retired Human Resources Technician, Greenwich Public Schools	September 23, 2022
Caitlyn Bertram	Assistant Principal, Old Greenwich Elementary School	September 15, 2022
Patrick Bragdon	Physical Education Teacher, International School at Dundee	September 15, 2022
William Brehm	Physical Education / Health Teacher, Greenwich High School	September 23, 2022
Deirdre Burke	Physical Education / Health Teacher, Greenwich High School	September 23, 2022
Debra Chauvin	Retired Family & Consumer Sciences Teacher, Greenwich High School	September 15, 2022
Diane Chiappetta Fox	Interim Principal, Hamilton Avenue Elementary School	September 12, 2022
Melissa D’Agostino	Physical Education / Health Teacher, Greenwich High School	September 23, 2022
Philip D’Amato	Physical Education Teacher, Cos Cob Elementary School	September 22, 2022
Kerry Gavin	Interim Principal, Cos Cob Elementary School	September 12, 2022
Pete Georgiou	Interim Athletic Director, Greenwich High School	September 23, 2022
Dr. Stacey Heiligenthaler	Chief Officer of Special Education and Student Supports	September 12, 2022
Richard Kahn	Special Education Teacher, Greenwich High School	September 15, 2022
Holly Krahe	Grade 2 Teacher, Cos Cob Elementary School	September 15, 2022
Cathleen Mahoney	Retired Physical Education Teacher, Cos Cob Elementary School	September 22, 2022

<sup>29</sup> In addition, Mr. Boland initiated a brief telephone conversation on September 16, 2022, to share additional information he had recalled.

Eugene Matejek	Assistant Principal, International School at Dundee	September 12, 2022 September 23, 2022
Patricia McGuire	Principal, International School at Dundee	September 23, 2022
Alexandra Michaelson	Principal, New Lebanon Elementary School	September 22, 2022 September 27, 2022
Klara Monaco	Principal, Glenville Elementary School	September 15, 2022
Christopher Muccio	Advanced Learning Program Teacher, Cos Cob Elementary School	September 14, 2022
Laura Newell	K-12 Program Coordinator, Arts	September 15, 2022 September 23, 2022
Bonnie O'Regan	Advanced Learning Program Facilitator	September 12, 2022
Lillian Perone	Physical Education / Health Teacher, Greenwich Public Schools (on leave as GEA President)	September 16, 2022 September 22, 2022
Alison Philips	School Psychologist, Cos Cob Elementary School	September 14, 2022
Teresa Ricci	Retired Principal, International School at Dundee	September 12, 2022
Luis Rivera	School Counselor, Windrose Alternative School	September 15, 2022
Melissa Rogers	Special Education Teacher, Cos Cob Elementary School	September 14, 2022
Angela Schmidt	Retired Principal, North Mianus Elementary School	September 13, 2022
Gene Schmidt	Retired Principal, Cos Cob Elementary School	September 13, 2022
Kathy Steiner	Physical Education / Health Teacher, Greenwich High School	September 22, 2022
Karen Vitti	K-5 Program Coordinator, Special Education	September 12, 2022
David Walko	Clark House Administrator, Greenwich High School	September 12, 2022 September 22, 2022
Christopher Weiss	Principal, Riverside Elementary School	September 15, 2022

## Appendix 5

**Chart of 59 GPS Hires in Which Mr. Boland's Role May Have Provided Him Involvement**

<b>Investigation Control #</b>	<b>Date of Hire</b>	<b>Position Hired</b>	<b>Successful Applicant (Non-repeating initials are used to identify each new individual.)</b>	<b>Mr. Boland's Role in GPS</b>	<b>Investigative Conclusion: Was Mr. Boland Involved in This Hire?</b>
1	7/13/06	.7 Music teacher, ISD	A.A.	Physical education teacher, ISD	No
2	8/31/09; 10/28/09	Grade 5 teacher, ISD	B.B.	Physical education teacher, ISD	No
3	3/7/11	Part-time clerical assistant, ISD	C.C.	Physical education teacher, ISD	No
4	6/30/11	Special education teacher, ISD	D.D.	Physical education teacher, ISD	No
5	8/11/11	Special education professional assistant, ISD	E.E.	Physical education teacher, ISD	No
6	3/7/12	Media technical assistant, ISD	F.F.	Physical education teacher, ISD	No
7	5/17/12	Custodian, ISD	G.G.	Physical education teacher, ISD	No
8	6/27/12	.9 FLES teacher, HA/ISD	H.H.	Physical education teacher, ISD	No
9	7/18/12	.5 Physical education teacher, ISD	J.J.	Physical education teacher, ISD	<b>Yes</b>
10	4/2/13	Building substitute teacher, ISD	K.K.	Physical education teacher, ISD	No

11	5/31/13	Physical education teacher, GL/CC/HA	L.L.	Physical education teacher, ISD	<b>Yes</b>
12	7/16/13	Building substitute teacher, ISD	K.K.	Physical education teacher, ISD	No
13	7/21/14	Long-term substitute grade 1 teacher, ISD	M.M.	Physical education teacher, ISD	No
14	7/22/14	Grade 3 teacher, ISD	N.N.	Physical education teacher, ISD	No
15	9/5/14	Special education professional assistant, ISD	O.O.	Physical education teacher, ISD	No
16	12/26/14	.7 Strings music teacher, ISD	P.P.	Physical education teacher, ISD	No
17	2/23/15	Long-term substitute grade 2 teacher, ISD	Q.Q.	Physical education teacher, ISD	No
18	5/22/15	.8 Long-term substitute art teacher, ISD	R.R.	Physical education teacher, ISD	No
19	7/30/15	Administrative assistant, ISD	S.S.	Physical education teacher, ISD	No
20	8/27/15	Grade 1 teacher, ISD	Q.Q.	Physical education teacher, ISD	No
21	9/28/15	Building substitute teacher, ISD	K.K.	Physical education teacher, ISD	No
22	4/14/16	Substitute cafeteria monitor, ISD	T.T.	Physical education teacher, ISD	No
23	5/9/16	Temporary clerk, ISD	U.U.	Physical education teacher, ISD	No
24	8/15/16	.7 Music teacher, ISD/JC	V.V.	Physical education teacher, ISD	No
25	8/23/16	Special education professional assistant, ISD	W.W.	Physical education teacher, ISD	No

26	8/24/16	ESOL professional assistant, ISD/PK	X.X.	Physical education teacher, ISD	No
27	9/26/16	Building substitute teacher, ISD	K.K.	Physical education teacher, ISD	No
28	3/22/17	Media specialist, ISD	Y.Y.	Physical education teacher, ISD	No
29	9/18/17	Building substitute teacher, ISD	K.K.	Physical education teacher, ISD	No
30	10/3/17	Substitute cafeteria monitor, ISD	Z.Z.	Physical education teacher, ISD	No
31	12/7/17	Long-term substitute FLES teacher, ISD	K.K.	Physical education teacher, ISD	No
32	5/11/18	School psychologist, ISD	B.A.	Physical education teacher, ISD	No
33	6/20/18	Long-term substitute grade 4 teacher, ISD	K.K.	Physical education teacher, ISD	No
34	9/7/18	.5 Physical education teacher, GHS	C.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	No
35	10/12/18	Physical education teacher, ISD/NM	D.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
36	11/1/18	.1 Physical education teacher, NM	E.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
37	12/12/18	.2 Long-term substitute physical education teacher, Windrose + Substitute physical education teacher, GPS	F.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
38	3/25/19	.2 Long-term substitute physical education teacher, Windrose + .8 Long-term substitute physical education teacher, NM	F.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>

39	6/4/19	Physical education teacher, NL	F.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
40	7/2/19	.4 Family consumer science teacher, GHS	G.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
41	8/27/19	Long-term substitute physical education teacher, GHS	H.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
42	12/19/19	Long-term substitute physical education teacher, NL/PK/WMS	J.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
43	1/2/20	Long-term substitute physical education teacher, GHS	K.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
44	6/5/20	Physical education/health teacher, GHS	L.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
45	6/5/20	Physical education/health teacher, GHS	M.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
46	6/8/20	Family consumer science teacher, GHS	G.A.	K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences	<b>Yes</b>
47	8/4/20	Physical education teacher, NL	J.A.	Assistant Principal, Cos Cob Elementary School	No
48	8/19/20	Long-term substitute special education teacher, CC	N.A.	Assistant Principal, Cos Cob Elementary School	No
49	9/29/20	Special education clerk, CC	O.A.	Assistant Principal, Cos Cob Elementary School	<b>Yes</b>
50	11/3/20	Substitute special education professional assistant, CC	P.A.	Assistant Principal, Cos Cob Elementary School	No
51	2/16/21	Special education professional assistant, CC	Q.A.	Assistant Principal, Cos Cob Elementary School	<b>Yes</b>

52	3/11/21	Substitute special education professional assistant, CC	R.A.	Assistant Principal, Cos Cob Elementary School	<b>Yes</b>
53	5/20/21	.8 Physical education teacher, CC	S.A.	Assistant Principal, Cos Cob Elementary School	<b>Yes</b>
54	6/15/21	Special education teacher, CC	N.A.	Assistant Principal, Cos Cob Elementary School	<b>Yes</b>
55	9/9/21	Cafeteria monitor, CC	T.A.	Assistant Principal, Cos Cob Elementary School	<b>Yes</b>
56	7/15/22	Special education teacher, CC	U.A.	Assistant Principal, Cos Cob Elementary School	<b>Yes</b>
57	7/28/22	Special education teacher (Unique Learners), CC	V.A.	Assistant Principal, Cos Cob Elementary School (Acting Principal)	<b>Yes</b>
58	8/11/22	Advanced Learning Program teacher, CC	W.A.	Assistant Principal, Cos Cob Elementary School	<b>Yes</b>
59	8/31/22	Building substitute, CC	Y.A.	Assistant Principal, Cos Cob Elementary School	<b>Yes</b>

## Appendix 6

### 34 GPS Hires in Which Mr. Boland Had No Involvement

The following 34 hires were associated with the schools/programs in which Mr. Boland had a role via the relevant stage of his GPS career at the time of each hire. However, Mr. Boland has asserted no involvement in any of these hires, and, as presented below, the investigation supports that assertion.

- **#1<sup>30</sup>:** The “Recommendation for Employment” to hire A.A. was signed by K-12 Program Coordinator for Art/Music Jeffrey Spector, and indicates an interview committee consisting of Mr. Spector, ISD Principal Terry Ricci, and ISD music teacher Emma Rodriguez Suarez. An interview report form completed by Mr. Spector was located, as were telephone reference check forms completed by Mr. Spector. The formal document hiring A.A. was signed by Director of Human Resources Dr. Ellen Flanagan. Source: Document review.
- **#2:** The “Recommendation for Employment” to hire B.B. was signed by ISD Principal Teresa Ricci, and indicates an interview committee consisting of Ms. Ricci, ISD Assistant Principal Gene Schmidt, and ISD grade 5 teacher Rosanna Sangermano. Interview report forms completed by Mr. Schmidt and Ms. Sangermano were located, as was a telephone reference check form completed by Ms. Ricci. The formal documents hiring B.B. were signed by Interim Director of Human Resources Regina Williams. Source: Document review.
- **#3:** At the time of this hire, C.C. was already employed by Greenwich Public Schools as a part-time clerical assistant at Parkway Elementary School. The formal “Recommendation for Employment” to hire C.C. at ISD was signed by ISD Assistant Principal Gene Schmidt, and indicates a recommendation by Parkway Assistant Principal Barbara Riccio. An interview report form completed by Mr. Schmidt was located. The formal document hiring C.C. in an expanded role was signed by Interim Director of Human Resources Regina Williams. Source: Document review.
- **#4:** At the time of this hire, D.D. was already employed by Greenwich Public Schools as a part-time long-term substitute special education teacher at Greenwich High School. The formal “Recommendation for Employment” to hire D.D. at ISD was signed by ISD Principal Teresa Ricci. The formal document hiring D.D. in an expanded role was signed by Acting Director of Human Resources Dr. Robert V. Lichtenfeld. Source: Document review.
- **#5:** At the time of this hire, E.E. was already employed by Greenwich Public Schools as a substitute professional assistant. The “Recommendation for Employment” to hire E.E. at ISD was signed by ISD Principal Teresa Ricci, and indicates an interview committee consisting of Ms. Ricci, ISD special education teacher Marlene Fernandez, and ISD special education teacher Lindsey Babyak. An interview report form completed by Ms. Ricci was located. The

---

<sup>30</sup> Each hire is referred to via the “Investigation Control #” noted in the leftmost column of Appendix 5.

formal document hiring E.E. in an expanded role was signed by Assistant Director of Human Resources Regina Williams. Source: Document review.

- **#6:** F.F. was transferred to ISD via a formal letter signed by Assistant Director of Human Resources Regina Williams. Source: Document review.
- **#7:** G.G. was transferred to ISD via a formal letter signed by Assistant Director of Human Resources Regina Williams. Source: Document review.
- **#8:** The “Recommendation for Employment” to hire H.H. was signed by K-12 Program Coordinator for ESOL/WL Marcia D. Schenker, and indicates an interview committee consisting of Ms. Schenker, Riverside Elementary School Principal John Grasso, Julian Curtiss Elementary School Principal Trish McGuire, North Street Elementary School FLES teacher Gina Guerrero, and GPS FLES teacher Jill Ireland. Interview report forms completed by Ms. Schenker, Ms. McGuire, and Ms. Ireland were located, as were an observation report form and telephone reference check forms completed by Ms. Schenker. The formal document hiring H.H. was signed by Director of Human Resources Dr. Robert V. Lichtenfeld. Source: Document review.
- **#10:** At the time of this hire, K.K. was already employed by Greenwich Public Schools as a substitute teacher. The formal “Recommendation for Employment” to hire K.K. at ISD was signed by ISD Principal Teresa Ricci. The formal document hiring K.K. in an expanded role was signed by Personnel Specialist Marjorie B. Klar. Source: Document review.
- **#12:** At the time of this hire, K.K. had been employed by Greenwich Public Schools as a building substitute at ISD. (See #10 above.) The formal document hiring K.K. in a continuing role was signed by Personnel Specialist Marjorie B. Klar. Source: Document review.
- **#13:** The “Recommendation for Employment” to hire M.M. was signed by ISD Principal Teresa Ricci, and indicates an interview committee consisting of Ms. Ricci and ISD Assistant Principal Eugene Matejek. Interview report forms completed by Ms. Ricci and Mr. Matejek, were located, as was a telephone reference check form completed by Ms. Ricci. The formal document hiring M.M. was signed by Director of Human Resources Dr. Robert V. Lichtenfeld. Sources: 9/23 E. Matejek interview; Document review.
- **#14:** The “Recommendation for Employment” to hire N.N. was signed by ISD Principal Teresa Ricci, and indicates an interview committee consisting of Ms. Ricci, ISD Assistant Principal Eugene Matejek, and ISD grade 3 teacher Sandy Millspaugh. Interview report forms completed by Ms. Ricci, Mr. Matejek, and Ms. Millspaugh were located, as was a telephone reference check form completed by Ms. Ricci. The formal document hiring N.N. was signed by Director of Human Resources Dr. Robert V. Lichtenfeld. Sources: 9/23 E. Matejek interview; Document review.
- **#15:** At the time of this hire, O.O. was already employed by Greenwich Public Schools as a substitute teacher. The “Recommendation for Employment” to hire O.O. as a professional assistant at ISD was signed by ISD Assistant Principal Eugene Matejek, and indicates an

interview committee consisting of himself and ISD special education teacher Susan Keating. Interview report forms completed by Mr. Matejek and Ms. Keating were located, as were telephone reference check forms completed by Mr. Matejek. The formal document hiring O.O. was signed by Assistant Director of Human Resources Regina Williams. Sources: 9/23 E. Matejek interview; Document review.

- **#16:** The “Recommendation for Employment” to hire P.P. was signed by ISD Principal Teresa Ricci, and indicates an interview committee consisting of Ms. Ricci, ISD Assistant Principal Eugene Matejek, and GPS music teacher Tony Marrone. Interview report forms completed by Ms. Ricci and Mr. Matejek were located, as were telephone reference check forms completed by Ms. Ricci. The formal documents hiring P.P. were signed by Director of Human Resources Dr. Robert V. Lichtenfeld. Source: Document review.
- **#17:** The “Recommendation for Employment” to hire Q.Q. was signed by ISD Principal Teresa Ricci, and indicates an interview committee consisting of Ms. Ricci, ISD Assistant Principal Eugene Matejek, and ISD grade 2 teacher Gail Martin. Interview report forms completed by Ms. Ricci and Mr. Matejek were located, as were telephone reference check forms completed by Ms. Ricci. The formal document hiring Q.Q. was signed by Director of Human Resources Dr. Robert V. Lichtenfeld. Source: Document review.
- **#18:** The “Recommendation for Employment” to hire R.R. was signed by ISD Principal Teresa Ricci, and indicates an interview committee consisting of Ms. Ricci, ISD Assistant Principal Eugene Matejek, ISD art teacher Melissa Verdier, and K-12 art/music lead teacher Lynda Carroll. Interview report forms completed by Ms. Ricci, Mr. Matejek, and Ms. Carroll were located, as were observation report forms by Ms. Ricci, Mr. Matejek, and Ms. Carroll, and telephone reference check forms completed by Ms. Ricci. The formal document hiring R.R. was signed by Director of Human Resources Dr. Robert V. Lichtenfeld. Source: Document review.
- **#19:** S.S. was promoted from an existing position of Administrative Staff Assistant 2 to this position of Administrative Assistant at ISD via a formal letter signed by Assistant Director of Human Resources Regina Williams. Source: Document review.
- **#20:** At the time of this hire, Q.Q. was already employed by Greenwich Public Schools as a long-term substitute grade 2 teacher at ISD. (See #17 above.) The formal “Recommendation for Employment” to hire Q.Q. as a grade 1 teacher at ISD was signed by ISD Principal Teresa Ricci, and indicates an interview committee consisting of Ms. Ricci, ISD Assistant Principal Eugene Matejek, ISD grade 1 teacher Mariko Iwai, and ISD kindergarten teacher Laura Peters. The formal document re-hiring Q.Q. was signed by Director of Human Resources Dr. Robert V. Lichtenfeld. Sources: 9/23 E. Matejek interview; Document review.
- **#21:** K.K. had been employed prior by Greenwich Public Schools as a building substitute at ISD. (See #12 above.) The formal document hiring K.K. in a continuing role was signed by Personnel Specialist Marjorie B. Klar. Source: Document review.

- **#22:** The “Recommendation for Employment” to hire T.T. was signed by ISD Assistant Principal Eugene Matejek. A telephone reference check form completed by Mr. Matejek was located. The formal document hiring T.T. was signed by Assistant Director of Human Resources Regina Williams. Sources: 9/23 E. Matejek interview; Document review.
- **#23:** U.U. was hired as a temporary administrative assistant, with formal documentation indicating approval by ISD Principal Teresa Ricci. Source: Document review.
- **#24:** The “Recommendation for Employment” to hire V.V. was signed by K-12 Program Coordinator for the Arts Laura White, and indicates an interview committee consisting of Ms. White, Julian Curtiss Elementary School Principal Trish McGuire, and ISD Principal Teresa Ricci. Telephone reference check forms completed by Ms. White were located. The formal document hiring V.V. was signed by Director of Human Resources Robert A. Stacy. Sources: 9/23 L. Newell interview; Document review.
- **#25:** W.W. was already employed by Greenwich Public Schools as a professional assistant at Greenwich High School. W.W. was transferred to be a professional assistant at ISD via a formal letter signed by Assistant Director of Human Resources Regina Williams. Source: Document review.
- **#26:** The “Recommendation for Employment” to hire X.X. was signed by K-12 Program Coordinator for ESOL/WL Adriane Hirsch-Klein, and indicates an interview committee consisting of Ms. Hirsch-Klein, New Lebanon Elementary School ELL teacher Ana Chejin, Glenville Elementary School ELL teacher Robin Pruner, and GPS ELL coach Doreen Zahn. Telephone reference check forms completed by Ms. Hirsch-Klein were located. The formal document hiring X.X. was signed by Assistant Director of Human Resources Regina Williams. Source: Document review.
- **#27:** At the time of this hire, K.K. had been employed by Greenwich Public Schools as a building substitute at ISD. (See #21 above.) The formal “Recommendation for Employment” to continue K.K. at ISD was signed by ISD Principal Teresa Ricci, and the formal document hiring K.K. in a continuing role was signed by Personnel Specialist Marjorie B. Klar. Source: Document review.
- **#28:** The “Recommendation for Employment” to hire Y.Y. was signed by ISD Principal Teresa Ricci. Telephone reference check forms completed by Ms. Ricci were located. The formal document hiring Y.Y. was signed by Director of Human Resources Robert A. Stacy. Sources: Document review.
- **#29:** At the time of this hire, K.K. had been employed by Greenwich Public Schools as a building substitute at ISD. (See #27 above.) The formal “Recommendation for Employment” to continue K.K. at ISD was signed by ISD Principal Teresa Ricci, and the formal document hiring K.K. in a continuing role was signed by Personnel Specialist Marjorie B. Klar. Source: Document review.

- **#30:** The “Recommendation for Employment” to hire Z.Z. was signed by ISD Assistant Principal Eugene Matejek. Telephone reference check forms completed by Mr. Matejek were located. The formal document hiring Z.Z. was signed by Assistant Director of Human Resources Regina Williams. Sources: 9/23 E. Matejek interview; Document review.
- **#31:** At the time of this hire, K.K. had been employed by Greenwich Public Schools as a building substitute at ISD. (See #29 above.) The formal “Recommendation for Employment” to hire K.K. as a long-term substitute FLES teacher at ISD was signed by ISD Principal Teresa Ricci, and indicates an interview committee consisting of Ms. Ricci and ISD Assistant Principal Eugene Matejek. The formal documents hiring K.K. in a new role were signed by Director of Human Resources Robert A. Stacy. Source: Document review.
- **#32:** The “Recommendation to for Hire” B.A. was electronically signed by ISD Principal Teresa Ricci, and indicates an interview committee of herself and ISD Assistant Principal Eugene Matejek. Telephone reference check forms completed by Mr. Matejek were located. The formal document hiring B.A. was signed by Director of Human Resources Robert A. Stacy. Sources: 9/23 E. Matejek interview; Document review.
- **#33:** At the time of this hire, K.K. had been employed by Greenwich Public Schools as a long-term substitute FLES teacher at ISD. (See #31 above.) The formal document hiring K.K. in a new role came on the letterhead of Director of Human Resources Robert A. Stacy. Source: Document review.
- **#34:** The formal document hiring C.A. as a one-semester teacher was signed by Chief Human Resources Officer Robert A. Stacy. Although Mr. Boland had been promoted to the role of K-12 Program Coordinator for Physical Education/Health and Family & Consumer Sciences in August 2018, he had not yet been replaced as a physical education teacher at the International School at Dundee, and therefore was not yet involved in administrative tasks such as hiring. Sources: 9/14 J. Boland interview; 9/16 L. Perone interview; Document review.
- **#48:** The formal document hiring N.A. as a long-term substitute special education teacher for GPS was signed by Chief Human Resources Officer Shamain Johnson, and was based on an interview committee of Glenville Elementary School Principal Klara Monaco, Glenville Elementary School grade 5 teacher Kerri Levine, and Glenville Elementary School grade 5 teacher Michele Cooke. Although Mr. Boland was at this point Assistant Principal at Cos Cob, he had no involvement in this hire, and N.A. came to Cos Cob midway through the year once N.A.’s long-term substitute role at Glenville School had ended. Source: Document review.
- **#50:** The formal document hiring P.A. as a substitute special education professional assistant for GPS was signed by Human Resources Technician Marilyn Adelberg. E-mail correspondence placing P.A. at Cos Cob School indicates, from Ms. Adelberg, that the decision was made “per Gina [Williams, Assistant Director of Human Resources].” Although Mr. Boland was at this point Assistant Principal at Cos Cob, his involvement in this hire was purely to be noticed about it, as was Cos Cob Principal Gene Schmidt on the same e-mail. Source: Document review.

## Appendix 7

### Interview Questions Used for Hire #37

- D. ① why are you interested in this position
- L. ② what are your strengths, value to this program
- J ③ How do you engage students who don't want to participate
- J → Health
- D ④ personalized learning - what is your experience + this school.
- L. ⑤ <sup>scenario</sup> if you came to work one day and a staff member is absent and you are

12000

## **Appendix 8**

### **Interview Questions Used for Hire #40**

1. How do you believe that Family and Consumer Science fits into the general education of a high school student?
2. What is your level of comfort with technology? How have you used it in and out of your classroom? Can you give us some examples?
3. Are you a flexible teacher? If so, explain how.
4. If hired for this position, you will be sharing a program and a classroom with our other Culinary Arts teachers. Have you shared a classroom before, and what role do you believe collaboration serves in developing a successful program?
5. A concerned parent has just contacted you and is noticeably upset because their child is failing your class. They want to drop it because he is "planning on going to college." How would you respond?
6. What area/s do you consider to be your greatest strength in the FACS program? What areas do you feel you need to improve?
7. What sort of assessments, both formal and informal do you view as being important indicators of successful performance for students learning in your content area?
8. How do you meet the variety of student learning styles, as well as the slow learner, or special education student and the advance learner within the same class?
9. Give us an example of an effective classroom management technique you use to maintain an effective classroom environment and what rules do you have to maintain that effective classroom? In what ways do you keep students on task and well behaved during collaborative group activities?
10. If I walked into your classroom, what would I see?
11. How do you feel about working with a teacher that is set in their ways?

## Appendix 9

### Interview Questions Used for Hires #44 & #45

#### GHS - Physical Education/Health

Potential Interview Questions - Please add your name next to the question that you would like to ask or add a question that you feel may help reveal more about the candidate

Tell us more about yourself personally and professionally

1. (**Jeremy**) Please explain your general philosophy of Physical Education and Health, it's place in any school and how you bring it to life in class daily.

2. Please give an example of an effective classroom management technique that you've used to maintain a positive classroom environment, including rules, expectations and/or strategies you use to keep students on task during assigned activities. **Bill**

3. How do you approach the variety of student learning styles that are present within any group of students; the slower learners, unmotivated learners, special needs students, advanced learners. **Kathy**

4. Please describe a situation where your flexibility, ability to react to an unforeseen occurrence, has been a positive experience for your students and/or yourself. **Kathy**

I also want to ask: Why do you want to leave your current teaching position to teach at GHS? What will you bring to our students, staff, and school community?

Our Health & Safety Education Curriculum is being revised for the 2023 graduates.

How will you be a part of this revision?

5. Please describe an experience you've had collaborating with colleagues.-**Lill**

6. (a) A parent has contacted you and is upset that you are continuously attempting to get their child to participate in PE and doesn't understand why you're pressuring the student because the parent doesn't think PE is necessary. **Bill**

(b) A parent is upset about you discussing a topic in Health class that they think is inappropriate. **Bill**

7. If I walk into your classroom, what will I see?-Lill

8. **(Jeremy)** If you were to identify an area of strength that may not have been discussed in earlier questions, what would that strength be and give an example of it's impact with students.

9. Is there anything that you would like us to know about that we didn't ask

10. Are there any questions for us?

## **Appendix 10**

### **Interview Questions Used for Hire #49**

Clerk Interviews - Questions

Candidate -

---

- Bring your resume to life in relation to this position
  
- One of the primary responsibilities of this position is working within the software program IEP Direct. Do you have any experience with this specific program? What other computer skills or software/program experience do you have?
  
- Organization skills are highly important to this position. Can you give an example of a situation where you were required to maintain high levels of organization.
  
- At times, situations can arise with parents that can be difficult and/or uncomfortable. Please give an example of a situation that you had to deal with concerning an unhappy client/parent and how you handled it.
  
- Is there anything else you would like to add or share?
  
- Do you have any questions for us?

## **Appendix 11**

### **Interview Questions Used for Hire #51**

#### **Paraprofessional Interviews - Questions**

Candidate -

---

- Bring your resume to life (describing past work and/or life experiences) and then describe how those previous experiences have helped develop skills that will be applied to this position.
  
- Interpersonal skills are highly important to this position (working with students and teachers). Can you give an example of a situation where you were required to maintain high levels of collaboration?
  
- At times, situations can arise with students that can be difficult and/or uncomfortable. Please give an example of a situation that you had to deal with concerning an unhappy client/parent/ and/or student and how you handled it.
  
- One of the secondary responsibilities of this position is working with technology, especially now, given our new reality. Do you have any experience working with technology? Please describe.
  
- Is there anything else you would like to add or share?
  
- Do you have any questions for us?

## Appendix 12

### Interview Questions Used for Hire #53

#### Interview Questions - Physical Education/Health

Potential Interview Questions - Please add your name next to the question that you would like to ask or add a question that you feel may help reveal more about the candidate

Gene: Tell us more about yourself personally and professionally

Ally: 1. Please explain your general philosophy of Physical Education and Health, it's place in any school and how you bring it to life in class daily.

Phil: 2. If I walk into your classroom, what will I see?

Jeremy: 3. Please give an example of an effective classroom management technique that you've used to maintain a positive classroom environment, including rules, expectations and/or strategies you use to keep students on task during assigned activities.

Jeremy: 4. How do you approach the variety of student learning styles that are present within any group of students; the slower learners, unmotivated learners, special needs students, advanced learners.

Ally: 5. Please describe a situation where your flexibility, ability to react to an unforeseen occurrence, has been a positive experience for your students and/or yourself.

Phil: 6. Please describe an experience you've had collaborating with colleagues.

Gene: 7. (a) A parent has contacted you and is upset that you are continuously attempting to get their child to participate in PE and doesn't understand why you're pressuring the student because the parent doesn't think PE is necessary.

(b) A parent is upset about you discussing a topic from the Health curriculum that they think is inappropriate. How do you explain this to a parent?

Ally: 8. If you were to identify an area of strength that may not have been discussed in earlier questions, what would that strength be and give an example of it's impact with students.

Gene:9. Is there anything that you would like us to know about that we didn't ask

Gene: 10. Are there any questions for us?

## Appendix 13

### Interview Questions Used for Hire #56

#### Cos Cob School Special Education Teacher Candidate Interviews

Committee Members;

**Principal**-Gene Schmidt, **Assistant Principal**-Jeremy Boland, **SPED Rep**-Alison Philips,  
Melissa Rogers, **SPED Admin.** - Karen Vitti

- 6) 1) Please tell us more about yourself professionally and/or personally as a way to bring your resume to life.
- 2) Why do you want OR why did you decide you wanted to be a SPED teacher?
- 3) If I walk into your classroom, what would I see that indicates high quality instruction and learning is taking place?
- M 4) Please describe an experience that you've had collaborating with colleagues that resulted in a positive outcome.
- 5) Please describe an experience when your ability to react to an unforeseen situation resulted in a positive outcome for the students involved.
- A 6) Building effective/positive relationships with students, colleagues and parents is of utmost importance in the special education environment. Please explain how you would create these relationships with these stakeholders.
- 7) Please take us through your preparation process ahead of an Annual Review PPT.
- M 8) When planning for a triennial for a student with dyslexia, which assessments would you propose and why?

9) What types of behavior management techniques have you used with your students?  
How would you go about planning for a student who may display significant behaviors?

10) What would you do if a parent disagrees with an IEP in the meeting?

11) What can you bring to our SPED team?

12) (A) Is there anything that we haven't talked about today that you would like to share with us?

(B) Do you have any questions for us?

## **Appendix 14**

### **Interview Questions Used for Hire #58**

Why here, why now, why ALP? (Kerry)

How do you grow learners who are already out performing their peers? (Chris)

How do you balance the social emotional needs of children who are in an advanced program? (Jeremy)

How do you communicate with parents and what is important for them to know?(Kerry)

Can you describe a very successful lesson?(Chris)

Describe an experience you've had collaborating with colleagues that resulted in positive outcomes for students. (JB)

The bulk of your experience has been with primary-age students, tell us how you will use this experience to work with upper elementary age students who will be doing some middle school level curriculum(Bonnie)

Appendix 14  
Interview Questions Used for Hire #58

## Appendix 15

### Interview Questions Used for Hire #59

#### Questions

① Klara - about position, why interested  
background

② Kemy - Classroom Management

③ Jeremy - collaboration with colleagues  
- no plans, now what?

④ Chris - what happens if job gets changed  
- flexibility

⑤ Key: Background with technology  
• Google Classroom etc.

Klara - closing w/ Timeline  
+  
Chris