HENRY J. HASTINGS
797 HARCOURT ROAD
GROSSE POINTE PARK, MICHIGAN 48230

TELEPHONE 313.319.9700
FACSIMILE 313.821.1998

RECEIVED
2008 JUN -3 AM 9:48
SCHOOL BOARD
OFFICE

000003

May 28, 2008

Pinellas County School Board
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942

RE: Pinellas County School Superintendent

Dear Members of the School Board:

As the Board, administration, staff, parents, students, and the community engage in educational policy and practice debate, it requires a calibration of persuasion, passion, patience, enthusiasm, understanding, cooperation, flexibility, diplomacy, determination, and possibly most important, a good sense of humor to stay focused on the *needs of all students.* I am eager to assume a leadership role in forging relationships that support people coming together to meet the needs of students so they can be all they can be. I hold a Florida Professional Educator's Certificate in Educational Leadership (All Levels).

As a trained advocate, I have been a passionate advocate for children for over twenty years. During my transition back to education I have interacted successfully with students, parents, teachers, administrators, politicians, business leaders and a variety of social agencies. My varied professional pursuits were successful because I am a "people person," and I recognize the importance of relationships in achieving goals and objectives. I enjoy people, and I can effectively dialogue with anyone in the chain of concern, including dissenters, particularly dissenters. I embrace the concept of accountability, which requires a propensity to include the school community and the community at large openly and honestly in advancing the mission of the District.

While the former founding director of the Michigan Institute for Safe Schools and Communities, and an education policy advisor to the director of Michigan's Office of Drug Control Policy (Title IV Safe and Drug Free Schools), I was heavily involved in many K-12 strategy, leadership, and policy issues pursuant to the new demands of "No Child." I have been involved in training school administrative teams regarding safe schools and the requisite school climates that foster academic achievement, particularly in identifying community assets and deficits that impact at-risk students.

Last semester I had approximately 180 undergraduate students, both diverse and international, and over the past decade I have taught thousands of undergraduate and graduate students. I am very concerned that many of my students are and have been inadequately prepared for a college curriculum. As a result, I have paid particular attention to all matters pertaining to effective K-12 teaching methods within a rigorous curriculum. Last semester I was student nominated for outstanding lecturer in classroom instruction. I am grateful that I have had the opportunity to teach secondary, undergraduate, and graduate students, and throughout all of those years I have consistently received heartfelt student evaluations from my students. I consider it a significant achievement that I have successfully taught so many subjects to so many diverse students for so long.

My considerable experience in business provides a deep background in many of the areas that public schools must consistently address and equitably resolve, particularly now in Florida: smart budgeting, strategic planning, establishing priorities, and accountability. I have successfully managed motivated teams, large budgets, and complex projects. We need to promote, encourage, and forge partnerships that will advance effective programs and embrace an efficient use of finite resources. Intelligent choices must be made from a seeming infinite array of options. As a lawyer, in addition to my extensive real estate development and facilities management experience, I have been an assistant prosecutor in the juvenile division, a legal guardian for neglected and abused children, a civil litigation defense lawyer, and I have practiced in the area of labor and employment law.

I am an accomplished public speaker, teacher, and lecturer. My communication skills: speaking, writing, and listening are excellent. While these skills are very important, they are often not enough. Easily accessed web sites, e-mail, newsletters, and televised school board meetings are also important, but often not enough. A leader communicates in a variety of ways. What you don't say can often be more important than what you do say. Your actions may be less illustrative than your inaction. Successfully attending to the subtleties of effective communication is essential if you truly wish to reach people. Kindness, consideration, cooperation, and concern for others, in combination with the above hard communication skills, are far more likely to reach your diverse audience. An open, honest, and ongoing dialogue, inside and outside of the organization, as just suggested, is more likely to retard the idle speculation, destructive rumor, and misinformation that often harms the mission of the school district.

In addition, as a university professor I teach the Legal/Ethical Environment of Business, which covers the extraordinary array of workplace issues from both a legal and an ethical perspective. While a doctoral candidate at the University of Michigan, I taught and mentored student teachers in a mandatory class entitled Education in a Multicultural Society, which emphasized education's continuing responsibility to productively engage a dynamic multicultural and multiethnic school community so that no child is left behind.

I am an open, honest, caring, funny, and direct person who has no need to get in the way of hard working people determined to do their best for students, but I am always available to guide, to listen, to facilitate, and to assist all those who endeavor to make schooling fun, challenging, and rewarding for all students. I embrace the concept of accountability, for me, and for all those engaged in the enormous responsibility of educating our children. I am eager to bring fresh ideas and a passionate advocacy, in collaboration with others, in and on behalf of all students so that they have a fair opportunity to succeed personally, academically, and professionally. I declined an offer of law partnership and left behind a successful business career to return to the field of education. For me, this position is not a stepping stone; I have already stepped them. I am seeking a place to stay and make a positive contribution to educating children.

Sincerely,

Henry J. Hastings, J.D., Ed. D.

Hastings Supplemental Statement
Please allow me two abbreviated stories.

1. One of my early teaching experiences has provided me a vivid thirty-year memory. I was teaching drafting of all things, and I discovered that one of my students needed help with fractions. For the entire week I worked with Curtis, while the other students worked on drafting assignments. At the end of the week I gave Curtis a quiz and he answered all the questions correctly. Knowing Curtis was much too accustomed to failure than success, I acted as though Curtis had failed the quiz. From my desk far in the front to his far in the back, I reminded him, with a certain tone of disappointment, that I worked with him to the exclusion of the class, and to what end? Naturally, he assumed he had flunked and that I was unhappy, and as I approached his desk going on and on, his head sank lower and lower. Once at his desk, I said, but it is clear that you didn't need my help after all since you answered all the questions correctly! It took a moment for him to realize that he had actually been successful, but once realized, his head came off the desk with the widest grin I have ever seen. The look of accomplishment!

2. Twenty years later, I was approaching an escalator in a department store almost simultaneously with a four year old and her grandparents. For some reason I decided not to hurry in front, but to wait and follow. Because the child was extremely hesitant, the grandparents offered a very soothing explanation of the upcoming experience, and then encouraged the child to step off. Still somewhat hesitant, the grandparents gave the child a very loving nudge, and off we went. Next floor, a bit of hesitancy, a bit of reassurance, and then a loving nudge. Next floor, less reassurance, but the gentle nudge. Next floor, she had mastered the beast! As I broke away, I thought to myself, and later wrote a paper on the topic, What is the difference between those who have experienced the loving nudge over time and those who have lived a nudge-free life? In the context of students, but to all of us really, it is all about the gentle nudge that allows us the opportunity to reach the fullness of our potential.

With that said, I would like the Pinellas County School Board to know that of all of my many professional accomplishments, none were as satisfying as that moment when Curtis raised his head and experienced success. Possibly a bit selfishly, I want to be involved in the loving nudge of students, so that I can be on the receiving end of students' wide-eyed smiles as they endeavor to be all they can be. My two terminal degrees, received twenty years apart, and my successful professional experiences with a wide range of interests and activities, strongly marks me as a person who epitomizes why we value the importance of life-long learning.

I strongly agree with the particularly insightful views of leadership author Margaret Wheatly, in part: "a critical leadership role is to focus on developing the processes and relationships that support people coming together to develop solutions." There is a wide variety of personalities inside and outside of the field of education that claim an interest in forging educational policy and practice. I have an ability to create and maintain successful relationships with all those who are involved, well intentioned or not, in the successful completion of any project, particularly when children are involved. I think the strength of my character and the depth of my professional background, in combination with my excellent "people skills," qualifies me to assume a leadership role in forging relationships that will establish and maintain school environments that meet the full range of student needs and fosters student achievement.

The K-12 experience must provide a physically and emotionally healthy environment for students to grow intellectually, artistically, athletically, and morally. To develop a sound mind, body, and character, we need to concentrate on the child that stands before us. Each student is a unique individual who develops differently, and we

need to be ever cognizant of this as we endeavor daily to assist students in reaching their maximum potential. Today's dynamic global society will continue to present new challenges. The successful lifelong learner will more easily recognize changing conditions, which will allow him or her a greater opportunity to shape events rather than be held captive by them. A quality education that addresses the whole child provides the necessary foundation to lead a life of accomplishment and fulfillment amidst an endless array of changing circumstances.

A rigorous and relevant core curriculum, professionally competent and dynamic teachers, a safe school and classroom environment that fosters and promotes curiosity, and parental and community involvement, are essential elements for student learning. With this in place, and reliable assessment, the outcomes will be satisfactory, whether the emphasis is academic, vocational, or character. Our students are capable of great things, and it is our responsibility to prepare the "whole child" to confidently pursue and realize their dreams and aspirations, to be all they can be. The frantic attention to No Child will subside, but even if it were to disappear altogether, there will always be something else in its place. We must always maintain a steady calm, and stay focused on providing support for teachers teaching relevant, comprehensive subjects to engaged students. Then, whatever the next wave of legislation or regulation may be, we can be assured that our students will prevail and make more than adequate yearly progress.

Successful schools are moral communities where people are treated as individuals and not commodities, and where the values are articulated, fair, and just. There must be an emphasis on a student's ultimate willingness and ability to ponder, reflect, and live in a world of should and should not, rather than in a world of can and cannot. When the moral dimension is lacking, it too often leads to a nihilistic view of life. Actions have consequences, and without a moral point of view, students and schools are more likely to suffer a harm of some sort or another. You only need to view the news on any given day to witness the countless social tragedies that result from an insufficient consideration of others. Honesty, integrity, and respect are essential elements for trust to flourish. Without a prevailing sense of trust, no school will have the necessary culture to foster academic and personal achievement. A school environment should be a safe zone where curiosity flourishes and students are actively engaged in learning.

Intellectual curiosity in combination with intellectual honesty is essential for creative and innovative thinking, which is essential for quality teaching and student achievement. I would foster an environment that promotes a certain calm, a certain safe zone, where all constituencies are encouraged to contribute and given an opportunity to participate. Colleagues need to feel comfortable, although not completely comfortable, in a high expectation, high stakes environment. This is possible when everyone is confident about their preparation, confident that they are a respected and valued member of a successful team accomplishing important things, confident that they have the necessary tools to perform their duties and responsibilities, and confident that they will be supported. I am a creative thinker, and I strongly encourage it from others. I am eager to explore new ground responsibly. I expect full and open debate. I embrace accountability. I have no other experience than that of collaboration and relationship. The success of these preferences and dispositions will likely influence others and be emulated over time. If, and only if, I am successful at creating a culture of trust, without which none of the above is possible.

HENRY J. HASTINGS
797 Harcourt Road
Grosse Pointe Park, Michigan 48230
313.823.8433 (H); 313.319.9700 (C)
HJH@emich.edu

HIGHLIGHT OF SKILLS

- Extensive teaching experience: secondary, undergraduate, and graduate
- Broad practical, relevant experience in education, law, and business
- Goal-oriented, innovative, articulate, decisive, and creative
- Proven ability to effectively engage diverse audiences; exceptional communication skills: speaking, writing, and listening
- Excellent strategic planning, organizational, and interpersonal skills
- Extensive research relative to educational systems and school reform as well as educational leadership; establishing educational purposes rather than simply managing existing school structures

EDUCATION

Ed.D. The University of Michigan, Rackham School of Graduate Studies, Ann Arbor, Michigan:

- Educational Foundations and Policy
- Values and ethics as they shape and influence educational policy and practice
- Educational systems, educational leadership, and educational reform
- School law

J. D. Michigan State University College of Law
A .B. University of Detroit Mercy, Cum Laude

PROFESSIONAL EXPERIENCE: Education

Education Consultant and Policy Advisor, 2002 to present, clients have included: The Michigan Institute for Safe Schools and Communities (founding director), Michigan State University, College of Education, East Lansing, Michigan; Education Policy Advisor, State of Michigan, Department of Community Health, Office of Drug Control Policy (Title IV); The Alliance for a Safer, Greater Detroit; Research Fellow, Research on Neuro-Cognitive Science for the Advancement of Learning, The Chinese University of Hong Kong, Shatin, Hong Kong.

- Presentation, to the Michigan Education Policy Fellowship Program, of the (national) Institute of Educational Leadership, "Ethics, Values, and Morality: Leadership and a Moral Point of View."
- Speaker/Sponsor, Michigan Office of Drug Control Policy, Title IV, Part A, Safe and Drug Free School Coordinator Meeting and Training. Topic: School Climates that Foster Academic Achievement, a Holistic Approach.

- Speaker, Michigan State University, College of Education, and The Education Alliance of Michigan (Sixth Annual Conference), "No School Left Behind: Transforming External Pressure into Student Achievement." Topic: Safe and drug free learning environments that foster academic achievement.
- Sponsor/Planner/Host (with others), "Shared Responsibility for Student Safety: A Conference Designed to Encourage, Develop and Enhance School/Community Based Safety Teams." Responsibilities: speakers, conference content, and introductions of keynote speakers. Drafted the speech for the then governor's education policy advisor, Michael Flanagan, now State Superintendent of Public Instruction.
- Speaker, Michigan State University and the University of Michigan Summer Institute for Superintendents, Accounting for Quality: Leadership for Student Achievement. Topic: Building Trust.
- Sponsor/Planner/Speaker, "Coordinated School Health and Student Achievement." A conference intended to introduce best practice in school reform through community-wide intervention strategies, featuring a GIS mapping presentation on Michigan's priority schools.
- From the statutory requirements of No Child Left Behind to policy formation: Rewrote Title IV application and supporting material for the Office of Drug Control Policy to conform to the Principles of Effectiveness pursuant to "No Child."
- Studied with the then resident philosopher of The University of Michigan Medical School. I have a research interest in the profound ethical issues emanating from human genome research: Will the research resolve the nurture versus nature debate regarding cognition and learning issues? Will we "know" too much: student privacy issues.

PROFESSIONAL EXPERIENCE: Teaching

EASTERN MICHIGAN UNIVERSITY, College of Business, Ypsilanti, MI **Full time Instructor III,** *Legal/Ethical Environment of Business*, **2006 to present**. Member: Department Curriculum and Assessment Committee; College Curriculum and Assessment Committee; College Ethics Committee.

OAKLAND UNIVERSITY, School of Business Administration, Rochester, MI M.B.A. **Visiting Assistant Professor,** *Legal Environment of Business*, 2002; **Adjunct Professor,** M.B.A. Faculty, *The Legal Environment of Business* (Introduction to Business Law and Ethics).

THE UNIVERSITY OF MICHIGAN, School of Education, Ann Arbor, MI **Teaching Assistant/Lecturer, *Education in a Multicultural Society***, September 1989 to December 1998: Teaching, advising and preparing student teachers to address and analyze topical educational issues within our diverse culture.

WAYNE STATE UNIVERSITY, Detroit, MI, **Adjunct Lecturer,** M.B.A. Faculty, *The Legal Environment of Business* (Introduction to Business Law and Ethics).

CHADSEY HIGH SCHOOL, Detroit, MI
Teacher; Job Upgrading Counselor

PROFESSIONAL EXPERIENCE: Business and Law

THE SOFRAN GROUP, 1985 to 2000, a commercial retail real estate development firm: site selection, lease negotiation, project presentation, lease documentation, construction oversight, post construction matters. THE HASTINGS COMPANY, INC., (1989) current, once a full service real estate property/facilities management firm managing in excess of one million square feet, now part time; ASSISTANT PROSECUTING ATTORNEY, 1976 to 1978: responsible for juvenile abuse and neglect petitions; KMART CORPORATION, 1978 to 1982: first, resident lawyer in property management department responsible for all Kmart property/store holdings, and later, promoted to new store development responsible for all aspects of new store development in the Carolinas and Tennessee; PRACTICE OF LAW, 1982 to 1997: Areas of concentration included: real estate (development and facilities management), employment/labor/business law, civil litigation defense, and frequently served pro bono as legal guardian for neglected and abused children.

CERTIFICATIONS/LICENSURE

Qualified by the North Central Association of Colleges and Schools as a district superintendent; Massachusetts Superintendent, except for administrator literacy exam; New Hampshire Superintendent/Principal License; **Florida Professional Educator's Certificate: Educational Leadership (All levels)**; Virginia Division Superintendent License and Postgraduate Professional License in Administration and Supervision; North Carolina Superintendent and Principal License(expired); Michigan Secondary Provisional Certification (1999 to 2002); Member, State Bar of Michigan; Licensed Michigan Associate Broker.

DISSERTATION AND RECENT PUBLICATIONS

Making Choices About School Choice: A Study of the Legal and Ideological Issues of Education Vouchers in the United States. Committee members: Professor Cho-Yee To, Chair, Professor Frederick L. Goodman, Professor Carl Cohen and Assistant Professor Gail P. Baxter.

A Presentation to Persuade Your Company to Manage Business Ethics and Diversity, Corporate Counsel's Quarterly, Volume 13, No. 3, July, 1997, by Henry J. Hastings and Sandra Defebaugh.

The Successful Corporate Counsel, Corporation Council's Quarterly, Volume 17, No. 4, October, 2001, by Henry J. Hastings and Sandra Defebaugh.

Evaluation for Performance: Toolkit for Title IV Safe and Drug Free Schools Program, State of Michigan, Department of Community Health, Office of Drug Control Policy, O'Neill, J.M., Pasquarella, J.M., and Hastings, H.J. (2003).

State of Florida Department of Education

PROFESSIONAL EDUCATOR'S CERTIFICATE

This Certifies That

HENRY J. HASTINGS

Has satisfactorily completed all requirements of Florida Statutes and State Board of Education Rules for the coverages or endorsements listed below:

EDUCATIONAL LEADERSHIP / (ALL LEVELS)

July 01, 2007 - June 30, 2012

Department of Education Number 1051083

Cheri Pierson Yecke

Cheri Pierson Yecke, Ph.D.
Chancellor, K-12 Public Schools

Jeanine Blomberg

Jeanine Blomberg
Commissioner of Education

September 11, 2007

Residential College
East Quadrangle

The University of Michigan
Ann Arbor, Michigan 48109-1245
(313) 763-0176
FAX: (313) 763-7712

Carl Cohen
139 Strauss
East Quadrangle

19 October 2004

Dear Dr.

I write in support of **Dr. Henry Hastings**, who has expressed vigorous interest in an appointment as at I know Dr. Hastings well; I was a member of his doctoral committee in the years 1997, 98 and 99 as he pursued and completed his Ed. D. degree in our School of Education. I am myself a teacher, here at the Residential College of the University of Michigan. My work has been in moral philosophy – but I am interested in some issues in the philosophy of education, and have enjoyed working with a number of colleagues in our School of Education. With one exception, there is nothing I have done in that connection that gave me more satisfaction, or was more provocative, that my work with Henry Hastings.

Let me say at the outset that I conclude, all things considered, that the appointment of Dr. Hastings would prove a very happy move for you and for . He is an unusual man – deeply principled, of the very finest character, committed to his students and his community as very few of us are. Just below I will say a few things about his research interests as I knew them, but I think, more important than those particular interests, is the general spirit of his work and character. His work in education is most genuinely intended to *give*, and not to receive. His colleagues at and his students there, will be the beneficiaries of a warm, powerful,

experienced, and (if I may be permitted to say it somewhat dramatically) beautiful character. In candor I say: If I were you, I would snap him up.

Coming originally from the law, having much experience in government, and having developed his own business to a level of substantial success, Henry approaches the issues of contemporary education with largeness of spirit, as a *citizen* who is also a scholar. He is not one who is looking for some research niche, and academic repute. I think, once established as a leader of your Center, his writing and his research in educational issues are likely to be very productive. But they will never be small-minded. He will be a provocation to his colleagues, young and old, and he will be their warm and respected friend.

His work in pursuing the doctorate here some years ago (which he did smoothly and well) was quite fine. In part it dealt with issues with which I was not greatly familiar – but I understood, and I shared, the general thrust of his work: to find ways to give parents and families a more effective role in guiding children in schools, and helping them to find themselves in the schools that were right for them. We had many intense, and very interesting discussions of the merits and demerits of vouchers to achieve this objective, and while his conclusions in the end were mixed, I had the strong feeling at the time that, were educational policy guided by one with his vision and good sense, we would all be happier than we are. He became, not long after that, the founding Director of a center that is somewhat similar to the one you envisage – the Michigan Institute for Safe Schools and Communities, associated with Michigan Sate University in E. Lansing. It would surely seem that his collaborative approach to problem solving in the schools and the community, might serve you very well indeed.

I think Henry Hastings has a very great deal to contribute to the world of education – to his students and colleagues at ınd through them to their students over the years. I have been a member of this Michigan faculty for quite a long time. But I remember with vivid clarity the impact that a few great teachers had on me, when I was a student in the public schools, and in university. I think that, if I had had a chance to argue and to read and write with one like Henry Hastings, I would have been very fortunate indeed – and it would very probably have had a significant impact on the course of my life – although, of course, I could not know now what that impact would have been then.

It is appropriate also for me to say what I think you may already know: that Henry is a man experienced and accomplished in the ways of the big world; he knows how to attend to matters and deal with them, matters large and small; he is diligent and responsible in the highest degree, attentive, penetrating, thoughtful and wise.

Yes, I really think that he would do splendidly as the director of an Outreach Center. He would thrive at and his colleagues and students will thrive with him.

I send you every good wish. Please feel free to write me for further detail, or with any specific questions you may have. I can always be reached at the address above, or at:

e-mail: ccohen@umich.edu
phone: 734-665-0090
Fax: 734-665-1116.

Thank you for your time and attention.

Respectfully yours,

Carl Cohen

Carl Cohen
Professor of Philosophy

The Grosse Pointe
Public School System

Grosse Pointe North High School
707 Vernier Road
Grosse Pointe, Michigan 48236-1594
Telephone: (313) 432-3200

September 27, 2004

To Whom It May Concern:

As a special education teacher in the Grosse Pointe Public School System who has worked with four very different superintendents, I have identified many of the essential characteristics consistent with successful school and community leadership. Based on my experience, I can state without hesitation that Dr. Henry J. Hastings has all of the necessary characteristics to assume a leadership role in any school district that values the following:

- His ability to quickly develop rapport with students and others;
- His thorough grounding in educational policy and practice; and his ability to apply educational research and theory to educational practices;
- His willingness to listen and his genuine concern that all students succeed;
- His preference to collaborate across multiple disciplines, made easier due to his wonderfully diverse background;
- His thorough knowledge of business principles and legal concepts;
- His sensitivity, compassion and his keen sense of justice;
- His honesty, his creativity, and his considerable communication skills that allow him to articulate any meaningful message to any audience; and
- His great sense of humor.

Over the years I have had many occasions to seek his counsel and I have always been impressed with his grasp of educational issues, his quick mind, and his courteous attention to my concerns. I am confident that Henry would be an invaluable addition to the leadership team of any school district.

Sincerely,

Mary D. Beaupre

Mary D. Beaupre
(C). 313.909.5354.

MADONNA UNIVERSITY

36600 SCHOOLCRAFT ROAD
LIVONIA, MICHIGAN 48150-1173
(734) 432-5300/FAX 432-5393

October 18, 2004

Director Outreach Center Search
Dean's Office

Dear Dr. and other Search Committee Members:

Please consider this letter as my wholehearted recommendation to have **Dr. Henry J. Hastings** become Center Director of the Education and Human Development at
When Henry told me about this opportunity and I read the position announcement, I was very excited for him because the duties of Center Director seem very well-matched with Henry's acumen in leading, building, and growing effective partnerships and community problem solving efforts.

For the past three years I've known Henry from our mutual connection to the Michigan Office of Drug Control Policy (ODCP), which oversees the Title IV, Safe and Drug-Free Schools and Communities Act (SDFSCA) Formula Program, among several other school- and community-targeted programs to prevent drug abuse and violence. Henry was an advisor to then ODCP Director, Craig Yaldoo, and I served as an evaluation consultant. From this relationship I've witnessed Henry's skills and talents in a variety of areas and will, for the sake of clarity and brevity, highlight them in relation to the job characteristics of the Center Director.

- ***A dynamic leader for a newly established outreach center.*** Henry served successfully as Acting Director of the newly established (2003) Michigan Institute for Safe Schools and Communities (MISSC) at the College of Education, Michigan State University. His energies were devoted to designing, coordinating, and implementing plans to facilitate state- and local-level collaboration and outreach efforts to promote safe and healthy schools and communities. Several of the activities and products related to MISSC are listed in the following bullets. If I were to describe Henry's personality, the word, "dynamic," is near the top, and several additional adjectives characterize his admirable leadership style: Fair-minded, introspective, thorough, organized, respectful, even-tempered, creative, and entrepreneurial. On the lighter side, I appreciate Henry's wit, which is very quick yet disarming.
- ***Builds/Sustains partnerships in instructional, leadership, and system change efforts.*** As advisor to the ODCP Director Yaldoo, Henry was instrumental in developing and nurturing a systems-level change in the way ODCP worked with local educational agencies and consortia. He provided guidance and modeling to ODCP administrators and consultants which shifted the tone from mostly bureaucrat and regulatory to solution-focused and engaging. Henry's input also led to new, thriving collaborations between state offices and departments, most notably between ODCP and the Department of Education, which, frankly, had experienced a less-than-ideal working relationship prior to ODCP Director Yaldoo's tenure. Impressively, this collaboration resulted in the State Board of Education's adoption (in 2003) of the Michigan Statewide Unsafe School Choice Policy, much of which was written by Henry.
- ***Builds/Sustains partnerships in implementation of evidence-based practices in educational and other human services agencies.*** Henry co-wrote an evaluation guidance document/toolkit for all state SDFSCA grantees, which ultimately served to popularize and simplify the Title IV Principles of

Effectiveness. The toolkit, which includes guidance on the use of evidence-based programs and practices in both educational and human service agencies, was truly a collaborative effort involving state, university, and local education and evaluation experts.

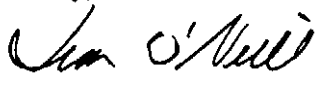
- ***Designs/Coordinates professional development opportunities and programs.*** Through his work with ODCP and at MISSC, Henry co-sponsored and helped design several statewide professional development workshops for various target audiences, including SDFSCA coordinators, district superintendents, and human service agency administrators and staff.
- ***Collaborates with University faculty and agency and community stakeholders to establish and facilitate services, programs and partnerships.*** Henry's work toward adoption of the Michigan Statewide Unsafe School Choice Policy was a clear example of his successful collaboration with various partners – universities, state and local governments, and school districts and consortia. Henry is truly in his element when he can think about the "big picture" and work with others to ensure that the programmatic and other details align closely with that picture.
- ***Builds on current successful outreach programs and leads the development of additional endeavors.*** Henry's influence at ODCP and MISSC has been felt in the creation of several products and programs that benefit local and county-level educational and human service agencies. The most wide-reaching example was his coordination of efforts by ODCP, academics, and other experts to create a statewide, online information system in which selected needs assessment data (e.g., poverty rates) and state-funded drug prevention and treatment programs are mapped visually using geographic information system technology. This pioneering system provided much-needed, timely information about drug-related conditions and funding patterns anywhere in the state, enabling ODCP to match emerging community needs with sufficient state and local resources.

In addition to his impressive experience, Henry is a gifted communicator. In meetings and at conferences, I have admired his presentation of complex ideas (e.g., Title IV Principles of Effectiveness) with amazing clarity and resonance to a variety of audiences, ranging from academics to school superintendents to teachers to high school students. His writing skills are top-notch as well, especially his ability to adjust the readability of his writings accurately to the audience.

My selfish wish is to have Henry continue his work toward creating safer, healthier schools and communities for Michigan's students and families. But I know Henry really wants this position and I think he fits this position. I have no doubt that our loss would be your gain.

If you should require additional information, please feel free to contact me by phone (734-432-5734) or e-mail (joneill@madonna.edu).

Sincerely,



Jim O'Neill, Ph.D.
Associate Professor, Psychology Department, Madonna University
Evaluation Consultant, Michigan Departments of Community Health and Education

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION

TEACHER EDUCATION
EDUCATIONAL STUDIES PROGRAM
610 E. UNIVERSITY, 1228 SEB
ANN ARBOR, MICHIGAN 48109-1259
734 615-1528 FAX: 734 647-9158

March 11, 2003

Re: Henry J. Hastings

To Whom It May Concern:

Seldom does one person possess the variety of attributes and depth of experience relative to each of them that Dr. Hastings offers. He is a teacher, a lawyer, a businessman, a scholar ... not just in succession, *all at once*. Further, each of these disparate professions represents a range of activities. He has taught high school and he has taught at three universities. He has not just been one kind of lawyer, he has been a prosecuting attorney working with juveniles and a real estate lawyer. As a businessman he has managed clients and managed property. As a scholar he has, on the one hand, followed in great detail matters of medical ethics while, on the other, he was studying the disturbingly fluid and dynamic field of charter schools.

But dominating all other aspects of his character is his passion for thoughtful, ethical behavior. He sets extremely high standards for himself in this regard and, without being arrogant or "preachy," exudes the expectation that everyone around him should think twice before doing anything but their best, reflecting as they do so on the consequences of their behavior for others ... both in the short run and the long.

How can someone split himself into so many pieces and remain so integrated in his outlook? I submit that the answer has a great deal to do with the fact that he is very modest, is incredibly polite, has a delightful sense of humor, is extremely hardworking, and loves to learn new things. There was never a time in my work with him as his academic advisor that he hesitated to take on a new line of inquiry. If this meant doing battle with a curmudgeonly professor, so be it. If it meant taking on a body of literature that ran counter to his background and interests, so be it.

Clearly he is dedicated to the concept of educational leadership rather than mere educational administration. This does not mean that he has no feel for the important details of day-to-day school affairs. He could not have enjoyed the success that he has achieved in business by paying attention only to the forest and not to the trees. More than likely this will mean that he will continuously engage in dialogue with the many constituencies to which a school superintendent is beholden, listening to individuals, asking questions, probing to find out what really matters to people, promoting consensus ... *if* that consensus is built upon a considered sense of ethics and values.

Sincerely,

Frederick L. Goodman
Professor of Education
fgoodman@umich.edu
(C) 805·231·6151.

COUNSEL STRATEGIES
A PROFESSIONAL LIMITED LIABILITY COMPANY
ATTORNEYS AND COUNSELORS

CRAIG J. YALDOO
CY@COUNSELSTRATEGIES.COM

OF COUNSEL:
THOMAS A. GINSTER
GINSTER@COUNSELSTRATEGIES.COM

INTERNATIONAL CENTER
400 MONROE STREET, SUITE 220
DETROIT, MICHIGAN 48226

WWW.COUNSELSTRATEGIES.COM

PHONE (313) 496-1414 • FAX (313) 496-0404

WEST MICHIGAN OFFICE
203 S. LAFAYETTE - P.O. BOX 106
GREENVILLE, MICHIGAN 48838

TOLL-FREE: (800) 535-7756
PHONE: (616) 754-5303
FAX: (616) 754-5306

June 21, 2007

Dear Sir or Madam:

I am delighted to write in support of Dr. Henry J. Hastings. When I was appointed the director of Michigan's Office of Drug Control Policy in 2001, I had the good fortune of hiring Dr. Hastings as my policy advisor. The Office was then comprised of four sections: law enforcement, K-12 education, prevention and treatment. When I arrived, each section worked independently from the other. Before I left, thanks in large part to the very able efforts of Dr. Hastings, the Office had been reorganized so that all sections worked together to better address and solve community problems.

Once reorganized, it made perfect sense to form public/private partnerships to assist the Office in responding to the drug and violence prevention needs of our schools and communities in a holistic, collaborative manner, consistent with best practice. To further that end, the Office established and funded the Michigan Institute of Safe Schools and Communities. Put simply, I would not have funded the Institute unless Dr. Hastings accepted the position of founding director to lead the Institute. He shared my vision, and I knew he would make that vision a reality because of his ability to successfully interact with a wide variety of very different constituencies. I believe it is the rare person who can effectively communicate with disparate people in government, academia, business and community coalitions.

During his tenure at the Institute, while still a policy advisor to the Office, Dr. Hastings made significant progress establishing important public/private partnerships that helped our state create and implement sound policy in the area of safe and drug free schools, prevention and treatment. By the time my term expired, Dr. Hastings was widely known in Lansing as someone who advanced a measured, calm and reasonable response to the Title IV requirements of "No Child," and as a strong advocate who could convincingly articulate the importance of a collaborative approach to community problem solving, particularly in the area of safe and drug free schools.

Today, I still rely on Dr. Hastings' expansive knowledge and his wise counsel. I recommend him to you without reservation. I solicit your call so that I might have an opportunity to elaborate further.

Sincerely,

Craig J. Yaldoo

Craig J. Yaldoo
Managing Partner

#3 Henry J. Hastings
Add'l Info - Ltr. of Support

RECEIVED
2008 JUN 25 PM 4:
SCHOOL BOARD
OFFICE

Coast Brothers, Inc.

Pinellas County School Board
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942

RE: Pinellas County School Superintendent

Dear Nancy N. Bostock:

I have been a resident of Pinellas County for over twenty years. My two daughters were educated in our schools and I feel they received an excellent education. I have been following the various issues and concerns that now confront the School Board, particularly the troubling reports about the current superintendent.

I write to recommend Dr. Henry J. Hastings who is a candidate for the position of superintendent. His background in business and law is particularly valuable now as we contend with budget cuts and contentious legal issues. But his background in education is even more impressive, and I know that he is fully certified in educational leadership in our state. I know first hand that he left a successful law practice and business career to return to the field of education once he completed his doctorate in Educational Foundations and Policy from the University of Michigan. He is an accomplished teacher, and I think there are probably very few people who have effectively taught high school, undergraduates, and MBA candidates. He has exceptionally good judgment, which seems to be lacking in so many of the educational issues that I read about throughout our state.

While his professional background is impressive, more important to me, is the fact that he is man of the highest integrity. I have known Henry for over four decades, and I know and value his compassion and kindness, and his loyalty as a friend. He cares about people, particularly children, and I think our District would be very well served with Henry in this important position. I have seen Henry confront and resolve difficult issues in so many different circumstances that I know he can unite the various factions in our community to the benefit of our children. For Henry, this position would be the pinnacle of his career, not just another job leading to something better.

If you have any questions at all, please feel free to contact me. I know Henry is a excellant candidate, so I am eager to write so that he is not overlooked. Were you to grant him an interview, you would see first hand what I have known for forty years. I recommend him without hesitation.

Sincerely,
Jerry Thompson
Vice President
Coast Brothers Inc.

6511 43rd street north unit 1807

727-525-3866

Fax 727-528-9659

Beaty Debbie

From: Beaty Debbie
Sent: Wednesday, June 25, 2008 10:23 AM
To: 'jerry@coastbrothers.com'
Cc: 'blanton@fsba.org'; Bostock Nancy; Brown Mary T - School Board; Clark Janet; Cook Carol; Gallucci Jane; Lerner Linda; O'Shea Peggy
Subject: FW: Personal reference for Superintendent position

Dear Mr. Thompson:
Your letter of reference for Dr. Hastings will be forwarded to the Board Members to be included with his application and resume package. Thank you.

Debbie

Deborah E. Beaty
Adm. Assistant to the Board
Pinellas County School Board
Phone: 727-588-6300 Fax: 727-588-6477

From: Jerry Thompson [mailto:jerry@coastbrothers.com]
Sent: Wednesday, June 25, 2008 7:39 AM
To: +Board Office
Subject: Personal reference for Superintendent position

Nancy N. Bostock,
Please take a moment and read the the attached recommendation on Superintendent position. I believe this is candidate you must meet.

Thank You

Jerry Thompson
Coast Brothers Inc.
6511 43rd street No.. unit 1807
Pinellas Park, fl. 33781
727-525-3866
727-528-9659 fax
727-639-9584 c