

ALBION CENTRAL SCHOOL DISTRICT  
ALBION, NEW YORK 14411  
MAY 07, 2020 SUMMARY  
OF A SPECIAL BOARD OF EDUCATION MEETING  
FOR THE PURPOSE OF INTERVIEWING SEARCH FIRMS FOR THE  
PENDING SUPERINTENDENT OF SCHOOLS VACANCY  
(MEETING HELD REMOTELY AS AUTHORIZED BY ORDER OF GOVERNOR  
AS A RESULT OF THE COVID PANDEMIC)  
6:00 PM

**MEETING CALL TO ORDER**

Board President, Mrs. Kathy Harling, called Board of Directors meeting to order at 6:03 pm.

**PUBLIC FORUM - None**

**PLEDGE TO THE FLAG**

Group - "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all."

**2. NEW BUSINESS**

- A. Presentations from potential search firms for the pending vacancy of the position of Superintendent of Schools

Mrs. Harling - "Thank you, um so that our, as you know our goal this evening is to interview with some search, potential search firms for our upcoming Superintendent's search. Um, we approved a amendment to Mr. Bonnewell's contract recently which has him retiring at the end of 2021. Um, we understand that this might take a while to get somebody in place so we'd like to start the process now and start thinking about what that might look like. Um, so with that being said, we have two presenters this evening. I have a third option that we can talk about after the presenters; I don't want to keep them on too long, um Mr. Robert Christmann, you'll see on your, the, the first grid down here in the left corner is going to be our second presenter at seven o'clock so we'll be putting him in the waiting room um, and we'll go ahead and introduce our other presenters this evening. [Pause] So if we could put Mr. Christmann in the waiting room, I'll go ahead."

Mr. Vallese - "He should be in the waiting room."

Mr. Bonnewell - "...the waiting room"

Mrs. Harling - "He's still showing up though, isn't he? Is this, or am I looking at the wrong..."

Mr. Wadhams - "I don't see him."

Mr. Bonnewell - "That's John Carlevatti."

Mrs. Harling - "Oh, sorry...sorry, sorry, John, my bad..."

Mr. Carlevatti - "Hmm, no problem."

Mrs. Harling - "was gonna say that too. Ok, so um..."

Mr. Carlevatti - "We look a lot alike." [Group laughter]

Mrs. Harling - "Sorry, great start to the meeting."

Mr. Bonnewell - "Thanks for the sense of humor, John."

Mrs. Harling - "Um, so I'll introduce you to Penny Ciaburri, she's the CEO of PLC Associates. Um, you may recognize that name, they are the firm that's handling our Strategic Plan, and Penny has brought a couple of her associates with her this evening. I will let her introduce them and tell you a little bit more about their company and what they can offer. So Penny..."

Ms. Ciaburri - "Well, thank you and uh, greetings to all, well wishes to you and your community. It's our pleasure to be with you this evening and just checking on time and respecting um, our agenda that's this afternoon, how much time were you planning for as a Board?"

Mrs. Harling - "I had an hour allotted for you. If it needs to go beyond that, I think we can, we can arrange for that, it's not a problem."

Ms. Ciaburri - "Okay, well we'll gear toward that time frame and we would like to be uh, very brief in the introductions. We'll maybe take twelve to fifteen minutes to go through some particulars and then user, use most of our time for what we think is the most critical part which is discussion and questions and answers from the Board. So, Derek, I believe you're going to be uh, controlling the Power Point, so if you'd pull up that first slide on a screen share? Great, and we can go right to Slide Two. So a, a couple of things, um, as we get started here, whenever an organization is involved in setting goals or building action plans, uh, thinking strategically, it's, it's always a positive because we're purposefully, intentionally designing the future of the organization so this is something that we take absolutely uh, very seriously. As we go through our information, you will see that there is a typical process with many components so we make sure that we're covering all of our bases and including stakeholders, obviously, in our

discussion but that being said, I can tell you, in all of our work at PLC Associates, it's never done exactly the same. We're very respectful of the fact that you, as a Board of Education, have particular ideas in terms of characteristics and what you're looking for in a Superintendent so absolutely, um that will be honored. And the third thing that I would like to say is throughout the entire process, uh it's important that we do this collaboratively, we'll do this um together, you will have our one hundred percent attention, all the way through, and make sure that we build the positive enthusiasm and energy that our district and our students uh deserve. One of the components that I think many uh districts appreciate in terms of working with PLC, I like to say that we take the logistical items out of the process and that means you don't have to worry about meeting deadlines, or the reports that will be submitted along the way, the vetting of the process, the uh compiling of data if we do focus forums or we might want to do surveys as a part of gathering information; that all is on PLC and there's a reason for that. We take absolute responsibility for all of that because we want, of course, you as a Board and community members who are involved, to be able to concentrate and focus on the decisions at hand. So logistically, I'm giving you a one hundred percent promise and guarantee that that goes flawlessly. The next slide? My esteemed colleagues, uh, I'm very pleased to be able to introduce to you Dr. Diane Reed and Mr. John Carlevatti. Uh, these two educators are veteran educators. They have held, as you can see, numerous positions in their illustrious careers and are considered, I can say very safely, thought leaders, uh in the field. Diane, when she was Superintendent of Honeoye Falls Lima had the distinguishing honor of hearing from the State Department that they had qualified as a school district as being one of the fastest gap-closing districts in New York State under her leadership so kudos there. Uh, and Mr. John Carlevatti is absolutely one of the most sought after individuals for the position of Superintendent filling in interim positions because of his knowledge and capacity to bring together the organization and understanding uh, the nuances, uh at that level. John and I, I'm very pleased to say, just completed a state-wide project where we were asked by the Commissioner of Education to investigate uh, effective schools, discern what it is that they were doing that was causing such, you know, high performance, out of bounds kinds of results, and that culminated, uh in our presentation to the Board of Regents in uh September so that was quite an honor that we were pleased to have. So Diane and John, did you want to just say a couple words before we..."

Ms. Reed - "Yes, good, good evening..."

Ms. Ciaburri - "go on to more about the..."

Ms. Reed - "everybody. Uh, I wish we were all together in person versus a Zoom meeting but I know this is the next best thing given the times. Uh, John and I have both worked as colleagues in a lot of different situations and we certainly as you look through our, uh list of experience you see that we bring a level of high connections state wide and nationally. Uh, we have uh, lots of interconnections

and, and support and you can see that we both have been Superintendents. John has done several interims as Penny has said and we've got a lot of experiences and we bring a lot to the table and we can pick up the phone and call a lot of people, uh because we want a, a goodly number of the right type of people applying for your Superintendency, John?"

Mr. Carlevatti - "Yes, thank you, and, and once again, good evening and I would tell you that I'm very excited and honored to be considered to help you out in this most important decision that you'll have to make. And I, I won't reiterate what, what both Diane and Penny said, but what I would tell you is some of the other things that, that we can offer based on my background. It's not only the logistical part as Penny said but some of the things that you may not have considered. Um, you know, for example, you know we can spend some time talking with the group on what to look for in an interview process, the types of things you want to watch for. Um, questions for example that you may be asked from candidates, I don't know if you've given consideration to that, um and also help with identifying challenges that you feel the district may have moving forward in, in a new leader. Um, so in, in addition to the things that are already shared, I think we, we have a real broad base of, of, of experience that, that can help you as you move forward."

Ms. Ciaburri - "John, thank you. If you could do the next slide, please. [Pause] And just so that the group has a little bit more background on PLC Associates, we work in the field of education, business and industry. Most of our work right now um, gladly, is in the field of education. We've been in over nineteen states and a thousand schools so I'm not saying that to be audacious but rather to give you assurances that we know schools. We're systems thinkers and know the kinds of processes, structures and strategies that really relate to school high performance. Uh, one of the items that we're very proud of is being only one of three companies in New York State that has been named as, by the Commissioner and Board of Regents as independent receivers so that means we're actually able to, in troubled schools, go in and take over the school and bring them to a, a better place. So a little bit about PLC Associates, there are fifty associates in the group. They're all in the group based upon expertise so that means we're not generalists, everyone has their area, their nitch expertise, and that's why we work in a team format so we have John and Diane with us for the Superintendent search because they are at the top of their game for understanding how this process works and going through the particulars with a district. We'll be supported you see on this page by three members of our team. Casey Schultz is our uh, Coordinator of Client Services so she'll be responsible for note taking during interviews or uh, as we're vetting uh, resumes, that type of thing, preparing reports for the Board, as you'll be requesting interim reports. Uh, Ashley Oliver is in charge of Data uh Services and Quality Assurance. So in the event that you would like us to run surveys, and that could be part of the process, maybe we query different stakeholder groups in terms of their preferences or ideas, information they would like the

Board to have as we're considering the Superintendent Search and then the very brilliant, they're all brilliant, uh, Brittney Lohmiller who will be assisting with the graphics uh piece, the publications and the messaging so we will um, as part of our responsibility to you, put together flyers and media um that we'll be able to use in announcing um the Superintendency search, so with that, I'll go back to Diane and John on the next page and have the two of you, however you'd like to do this, talk through a typical strategy and highlight anything that you think might be important, then we'll go to the Q and A."

Ms. Reed - "We have outlined for you uh seventeen potential uh steps in a typical process but there really is no typical because the important thing is that you work with the district, the community and the Board and you want a good match so we would work through these potential steps together and we would decide what you wanted to do and how you wanted to do it. We would offer our expertise, our knowledge of how we've done it in some other places but we know that we would tailor it to you and your needs so that we ultimately were able to get the right match uh for your, your district so we would really hone down to what kind of a process you, as the Board wanted. John?"

Mr. Carlevatti - "Yeah, and, and again, I, I think um what we'd be looking for is where your interest lies in, in community involvement from, from general input as well as community involvement in the actual interview process and there's several different ways that, that, that can be handled. Um, we're looking for direction from the Board, on, as I've said before to both Penny and Diane, we can be as deeply involved as you would like and we, we can also be a little bit shallow but I think what's most important is we've identified steps that you at least want to consider in your process and, and sometimes they can be combined, sometimes you might say, well I'm not, I, I don't think we need that um, but that's what we'd like to talk through uh tonight, to get a sense of where you think you'd like to be and where we can help you. Um, you know quickly for example, I'll, I'll start out with a couple questions. Have you given consideration or do you feel there's any internal candidates that may be applying uh, something to think about and to talk about how you want to handle that. Um, the other thing that we would talk about in this process and, and it is because of that, what, what do you, how do you want to handle confidentiality, not only do we have to have confidentiality once we identify candidates up to a certain point, but we need to have confidentiality throughout the process. For example things that you may even talk about tonight, um, you know you want to make sure that they um are, are things that are within your group um right now, and would stay there until we move forward. So we, we, we can talk to you a little bit about that and what things needs to be um confidential and what may not."

Ms. Reed - "Vetting process certainly is very, very crucial. Uh, John and or I, one of us, would be uh individually spending time with any potential uh candidates. We would be uh, either meeting

them in person or Zoom, we would be talking to them on the, the telephone so that each candidate that applied would certainly be respected and would have all their questions answered uh in regard to the process. We would be doing extensive background uh searches and we would be vetting them so that we knew exactly what was going on in both their professional lives and personally, if there was anything that would impact them uh in regard to professional performance."

Ms. Ciaburri - "So maybe we should go to the next slide with the last items. Yes, as Diane just indicated, uh item number ten is crucially important so doing our due diligence with the background checks, the reference checks and interestingly, you know everyone gives references. Of course they're going to be people that will speak very positively of you, we'll be looking for reference checks of individuals that aren't named so that gives you a full three sixty viewpoint. We're very saavy with social media and especially in these times, that's something that should be utilized cause we want to make sure that there is, as Diane and uh John are indicating, a perfect fit with the characteristics, the style, the expertise and the same page kind of thinking in terms of what's important uh for the organization. You'll see on this page too, depending upon your preference, after the vetting of the um resumes, we usually break it down to seven to ten individuals, that goes into Phase Two Semi-Finalists, typically five to six, and then down to Phase Three Finalists, those are usually uh the individuals who were invited to uh come to the district for a full day and John, you had a couple thoughts that you wanted to share with the, the Board on what that day looks like when we get down to finalists. It's quite rigorous."

Mr. Carlevatti - "Yeah, that's the, that's what we kind of call the marathon days. Uh, I'm not sure how many uh, were involved in the process with the, the current Superintendent. Some of you may have been on the Board but typically again, there, um that's a day where you would bring in one candidate at a, at a time and one candidate would spend the day in your district from eight o'clock in the morning right through ten o'clock in the evening. Um, they typically would do a round robin of interviews. That's where you may have stakeholders group um, of, of teachers and administrators, of stakeholder group of support staff, um, a parent stakeholder group, those are things again that we want to kind of uh, vett out in, in, in this, uh, as, as we would move forward. Um, so they would go through there as well as a, a full-blown interview with you as the Board again. Typically they'd go to lunch, there'd be an inter, there'd be a um, a visitation um, tour of your facilities. They might talk with B and G, they may talk with different, different people so we would set those things up because what's important is that they get a sense, it's gotta be a match both ways. We want to make sure they understand what they're getting into and they see what they're getting into and you obviously, want to make sure that you're, that you're, you're comfortable with what you're getting so that day uh, typically again, would culminate with a dinner. I like

to say the Board usually likes that cause it's typically free dinners uh, that they end up with, uh, in the process um, but again, the purpose for this is really, we want to put those candidates under a little stress. We want to give them a full day. We want to see how they act, interact and react, um, you know in a typical Superintendent's day when they're going from eight o'clock in the morning til you know, ten o'clock at night after a ball game or a, or a Board meeting. You know, can they stand up to that, to that rigorous um, activities. Uh, so I, I think that, that's, that would be a typical um, scenario and then as Penny said, we, we would want to walk you through the vetting process of all the candidates. Diane mentioned and I want to reiterate it, we would be working for you, we'd be an extension of you and as we move forward to identify candidates, we would talk to each and every one of them. We want, we want them to, to be respected whether they move forward or not. We, we want them to recognize that, that Albion is, is um, serious and is compassionate about what they're doing. I can't tell you how many times um, in interview processes and in, in other areas, that people don't get return calls, um, they're not vetted, or, or they don't feel they're ready and they'll say I haven't heard back, I haven't heard back, you know, and they'll make a call and someone will say well you weren't moved forward. We don't let that happen. We respond to candidates on the front end and also the back side with a conversation that says unfortunately, we're not moving forward at this point um, for whatever reason. Um, again we want to make sure that you feel good about how this is handled and we want to make sure that the, that people who don't get the job feel good about how this was handled um, and, and they were treated with respect so you know, that's, again, that's the um, the mara, marathon day and again being considerate um, and respectful of all candidates that, that apply."

Ms. Ciaburri - "And that's, you know that's a positive all the way around. We know in terms of the perception of the district, we want everyone out in the community and everyone who has worked with the district or been a part of applying for a position to say positive things so the good news is, this all can be handled in that extraordinary way so that we're furthering the positive reputation and brand of the organization. Last two pages quickly, I want to just comment on roles and responsibilities, which are the next set of slides, there you go. So what I've kind of mapped out here is what, we'll talk about this, obviously, uh what PLC is absolutely responsible for handling this process, flawlessly from beginning to end, and giving you our full attention, the district typically uh, supporting uh, mailing costs, uh, advertising, copying, those, those types of things. Budget range for this is usually between 18-19,000 and \$19,000, we can talk about um, that, you know further, and based upon how we, how we scale this and then from the Board um, it, it really is being able to use all of your collective expertise and, and input as we share information, we'll share our insights, um making those important decisions as we go from Phase One candidates into semi-finalists into uh, finalists. It's true, if we could go to

the last page and this is where we do the, uh, Q and A please, especially with um, PLC and John and Diane, our reach is pretty far and we know schools really well. Diane has done some amazing international work, both have done national work, so it's oftentimes the six degrees of separation and by that I mean we want a great pool of candidates so what we won't do is just accept, you know, whomever might um put their, their name in the hopper. We're going to go out on your behalf and connect with people that we believe meet the criteria and, and the wishes of the organization. So, my pleasure, I will stop right there, uh these are your students, your schools, beautiful kids. So if you want to take the Power Point down, that's fine, and we'll go back up on camera and let's uh, have some discussion with the Board."

[Pause as Power Point is taken down and on camera resumes.]

Mrs. Weller - "I have a question, this is Linda Weller."

Mrs. Ciaburri - "Hi, Linda."

Mrs. Weller - "of my, just want to make sure. Um, so how many, of these searches are you doing at a given time, are you working on, you know, is there always some, are you working on five or six at a time? How are, how do we make sure that we're, you're on our focus?"

Ms. Ciaburri - "Well, I said it on record, and so if I said it on record, that's what happens. Uh, the, the organization is, is very deep. You know, we do have fifty associates and right now we're probably running ten strategic plans and working with the, you know, hundreds of schools so folks are out and divided, um in a, in a team format uh, based upon what is being required. For you, John and uh, Diane will be exclusively assigned to you for this. Yes, and right now John and Diane do not have, in any other strategic plan, because this is very high profile, uh I don't mind telling you that in a Superintendent search, there can be zero technical errors, and I mean that because once the train leaves the station, this is something that the entire community will be very interested in so how we handle it is incredibly important. That's why John and Diane will be dedicated to this process."

Mrs. Weller - "Thank you."

Ms. Ciaburri - "You're welcome."

Mrs. Riley - "I have a, I have a question. [voice is echoing] Uh, in your vetting process uh, if there was by any chance an internal candidate [loud squeaky noise] is that my? Hmmm. [noise continues] I was trying to figure [echoing continues]. Okay, I'll try again."

Mr. Bonnewell - "Joyce, turn your volume down a bit."

Mrs. Riley - "My question is if there's an internal candidate and uh, you do a vetting process, are you gonna be as stringent with an internal candidate as you would be with someone that's external?"

Ms. Ciaburri - "John? Diane? [Pause] Did you [John 'I, I] hear the question?"

Mr. Carlevatti - "I think that, that's, that's a conversation, a conversation we would have directly with the Board, in a vetting strategy meeting. You need to uh, from a Board's perspective, I would have you consider uh, being real up front and have honest dialogue if that candidate is someone you truly see in that position. In, in, in vetting cases where someone says we'd like to give this person an interview, um, we're not sure, we want to see how this person fares with the competition, um, it's not a shoe-in and I think you have to be very careful, once an internal candidate um, enters a pool, sometimes it will, um, sometimes, it, it, it, it could affect the amount of outside candidates that apply so that's a conversation you really have to have. So in answer to your question, I, I think an internal candidate certainly needs to be vetted with the same scrutiny as your external candidates but you need to ask yourself because you probably have a better sense of that candidate's capability. You have to ask yourself on the front end, do you really see that candidate in that chair and if you do, um, you know, then that's, that's um, then you, then you put him in there, him or her in there, with the, with the competition. [Pause] There are other, let me also add, there, there are other districts that have in the past said that, that we have a strong internal candidate and we um, you, you know, so they may take a different route if, again in a conversation, if you have a strong internal candidate and I'm not trying to talk myself out of work, but that internal candidate may take on the position of an interim, um, until uh, you know, for a year, and then you make a decision of whether or not you want to elevate them uh, as, at full-time. So there's other, there's other ways of, of approaching that as well and, and uh, that, that's happened in the past, and it's, it's happened in several districts, um, so um, and there's nothing wrong with that if, if you feel the candidate is, is the person that you, you see in that seat. [Pause] Diane, I don't know if you want to add anything?"

Ms. Reed - "Oh, I, I, I think, that's fine. We, we would have further discussion about internal candidates."

Mrs. Weller - "So, in a, in a perfect world, sorry, this is Linda Weller again. In a perfect world, we pick you guys, we start, what is the time line, how long do you, do you have til you put the, the notice out there that we're looking for someone, I mean what is the, in a perfect world, everything goes right, what's your time line, typically?"

Ms. Reed - "Well we, we can start as, as soon as you appoint us. Uh, there are a couple factors, one we've gotta get out of stay at home situation here and we, we've gotta get the world opened back up

which hopefully, we're working on uh, in New York but we've got that factor. Uh, we can start working with you now, immediately, to do the up-front work for uh, a process and then we can get it uh, advertised. If you want to have uh, you know, forms for various stakeholders to see what characteristics they want in a, a Superintendent. If you want surveys of staff, probably you want that done in the fall. It's more difficult to do over the summer between the COVID-19, cause we don't know what's happening, we're trying to get schools opened back up and then also just a summer situation, but if we could do the up-front work over the, the summer and get all ready to go, uh in the fall, uh it would be great if we could have somebody on board for second semester."

Ms. Ciaburri - "Diane's exactly right, we could do."

Ms. Reed - "You wanna add to that?"

Ms. Ciaburri - "We could do uh, much of the design work, just taking a look at the sequence and the process, if that's what you like, are there certain elements that you want included, the surveys, the focus forums, the key questions that, uh we're going to be asking, the vetting process, what goes into the vetting process, how we do community messaging, all those are preliminary kinds of things that we could have discussions around so that when the timing is right, we're, we're ready to go and ready to launch. Those are easy things to do up front. There was another question coming in."

Mrs. Brown - "What specific, what specific qualities or experiences does your firm possess that will be effective in conducting a search in a rural community?"

Mrs. Ciaburri - "Great question, I think the, the the most salient piece is, I have to go again to the depth of the organization and the amount of, of expertise. PLC Associates is considered very much cutting edge, um, so we make it our business to know the research, to make sure that we're up on high performance strategies, we know what works in schools, um, we've done so many diagnostics in various school situations and uh, had to improve certain parts of systems so that everything worked together, you know, synergistically. We have a great track record of, in two to three years, moving schools from Point A to Point Stratosphere, uh, so there's, I, I have a lot of confidence in that particular uh, perspective as well as our thinking power and insights and inasmuch as giving advice to the organization for what you might consider, there's always the discussion of pros and cons. If we go down this path, this is what might occur, if we go down this path, here are some of the kinds of things that we want to think about. So, it would be our responsibility to make sure, again, that this process goes very smoothly, that the, uh, perception the community has is altogether positive and I loved what John said earlier. As candidates are going through the process and we're vetting, which can be very and will be very, you know, rigorous, everyone's respected and comes out whole. Those are all absolute strengths of the company, and, and having

the, having the back-up, to, to do it, you know, the folks that I was mentioning before, Ashley, Brittney and, and Casey being available to Diane and John who will be the primary people driving this, Diane?"

Ms. Reed - "And John and I have worked with rural schools, with suburban schools and with uh, urban schools so we've had lots of experience with all the different types of schools [Pause]."

Mr. Carlevatti - "I think if you, I'm not sure I got the gist of the question, what was the concern there?"

Mrs. Brown - "Rural districts, so I wanted to know what type of expertise you guys will be bringing to us, because we're, you know, what your past experiences were with rural communities that would you know, you're talking about a firm with fifty plus people. Some of your uh, demographics are huge school districts [John - 'Yeah'], so I was just kind of trying to see how, how you would benefit our small district."

Mr. Carlevatti - "Yeah, so, so that, that's what I thought, and, and let me just approach it from a little different angle. I think one of the things that we need to do for you, is to, as I said, in this process, you know, it, it's a match, and, and a lot of the candidate pools aren't like they used to be, ten, fifteen, twenty years ago. You might get sixty, seventy applicants. That hasn't been happening as of recently so part of what I think our responsibility would do, would be and, and what we need to do is working with you and in, in terms of highlighting the strengths and the positive things with your district. We want to make sure candidates understand through the brochure and through our conversations with connections that, uh, you know where Albion is right now, where they are instructionally, where they are financially, what, what your uh, budget looks like, um, you know, these are the things that we would need to put together and, and have a conversation with the Board. So these are the things that we would sit down with you in strategy sessions and say we need to really dig deep. What are the things that highlight this district so that when we go out and sell this district, [Ms. Ciaburri - 'mmm, hmm'] we, we need to get, uh, uh you know, we, we need to, to pull in the strongest candidates we can and, and that's how we do it. We really accent your positives, we identify challenge areas, and, and, and, and make sure that we have candidates that can meet those challenge areas, that have experience in those challenge areas so I think that's um, for me, that's what we would, that's what we would be doing. I've kind of scratched the surface of, of Albion, um, I, I, I, I um, as you, as you start digging down, I, I, I know one or two teachers there, I haven't made any contacts, but, but the reality is we, we need to know you, we need to sell this district in terms of, of pulling candidates in, and again, [Ms. Ciaburri - 'mmm, hmm'] that's something I think both Diane and I can do very, very well just from our experience and our connections. It's a small world, we'll tell you that Superintendents, current Superintendents, there's not a lot of them

out there and um, and, and, and we're not adverse to making phone calls. If we know someone we think would be a good match for this district, um, and, and try to, you know, try to motivate them, uh, to, to be involved. So I hope that kind of gives you another um, answer to, to how we might approach that for you."

Ms. Ciaburri - "And I, I think, I think there's one more thing, you know, now hitting a little bit more on the rural area, um, the districts that we have worked with across the board, uh, one of our latest ones is out of the end of Long Island and they have 235 students so, and I can, well, we're glad to give you um, a listing of, of our clients and you'll see across the board um, but one thing I would say about working with rural schools that's true, and I, I don't think Kennessey of Green would mind me mentioning this. When we worked there, when Jeff Madison was the Superintendent, now he's on to a DS in Ithaca, um, having it, in rural schools, the school tends to be the hub of the community. Everything emanates from the school. We have, you know, the special events for the grandparents and we have activities and spaghetti supper and everyone knows everyone, the way that we, you know, announce things and do communication, uh, oftentimes are putting up flyers and messages, you know, at the coffee shop, or those kinds of things, so, and I'm from a smaller district, Palmyra Macedon, I'll tell, I'll let you know that, but that, that's true so before we even you know, get going in the planning stages, I know uh, Diane and John will spend time in the community, driving the community, getting a sense for exactly what is Albion, what does Albion look like, talking to folks and having that, that sense of the, the rural community because you're, you're right, it's not like Rochester or Buffalo where they're educating 30,000 students every day. There are nuances and, and people gravitate to their arts, their sports, again, center of the community. That really is a hallmark of rural schools, we've noticed."

Mrs. Nesbitt - "Hi, I have a question. It's Elissa. A couple of my questions have been answered already, um, but two parts, one, when it comes to canvassing candidates, I mean I've heard a lot about connections and I do believe it's five degrees of separation anywhere you look, um, but what's the other formula, I mean I'm, I'm sure there are publications, there are advertisements. Can you just kind of walk us through um, how we promote and communicate our need of a Superintendent?"

Ms. Reed - "Certainly, we would use a variety of organizations that John and I have held office in and been very, very involved in, uh, the New York State School Superintendent's Association, the uh, uh, New York State School Boards Association that, that Penny and I have done a great deal of work with, uh, the National uh, Association of School Administrators so that we would use the professional organizations locally, uh, statewide and nationally. Uh, also since uh, I retired from the superintendency, I have been working uh, extensively at St. John Fisher College with Doctoral-level uh, students and executive leadership, uh so we've got the colleges that

we are very, very connected with and their Doctoral programs and the people that are alumni and that have graduated uh, from there. Uh, John and I are very, very well connected in regard to just picking up the phone call, uh, phone and calling a variety of uh, people that within the circles. You, you find that New York State uh, is really very small networking when it comes to uh, educators and the profession so that you really can uh, in just uh, uh, a phone call, connect with people and begin to work at attracting the right people for you. We also, we do local newspapers, we would do periodicals, I mean we, we just, we want to blast it out, uh, everyplace, Rochester D & C, New York Times. John, anything you want to add?"

Mr. Carlevatti - "Yeah, the, the all that stuff exactly. The net, the net is, is, is pretty big, um, especially based on, on conversation with, with Boards, if that's how wide they want us to go. We also can use personnel offices of all the BOCES uh, throughout the state, in addition to actual certain school districts, larger school districts uh who post a lot of those things and have um, a lot of um, the, the you know, access to, to people with interest."

Mrs. Nesbitt - "Mmm, hmm, great."

Mrs. Riley - "I have a question that I would like to ask. This is Joyce [Mrs. Nesbitt - 'Oh...'] Riley [Mrs. Nesbitt - 'I had another one.'] and this question is uh, we hear about, what we've been hearing about your many successes and I would like to know of, um, an occasion where it has not been a successful match and because it was not successful, what did you learn from that that you bring with you, uh, as, as a learning tool, uh that would help us, that would uh, maybe guide us from a pitfall, that from your experience uh, when you see a Board going down a, a path that has been chartered but it's not very welcoming, uh, can you give us something, uh, that you've experience, that a Board has, uh, uh, well maybe you, there was a candidate that uh, didn't exactly fit, an example where it wasn't the outcome that was anticipated and what was learned from it that we could perhaps benefit from."

Ms. Ciaburri - "John and Diane, do you have, um [John - 'what'] a situation..."

Mr. Carlevatti - "I, I can share, I can share a situation in a search approximately um, three years ago. I don't want to get in, into names or specifics about the district, but the, the gist of it was, the, the Board, and this often happens, and again, these are things that we would like to talk you through in a strategy, uh session. The Board had an interest of going outside the district, a very strong, felt that was the need um, and although they had internal candidates, but there was a preconceived notion, so, so again, and, and what happened, ultimately they searched hard to get outside the district and they brought someone in from outside the district that was qualified but unfortunately, what I found, what we found, is that um, the buy-in ultimately wasn't there with the rest

of the district. Um, the Superintendent unfortunately lasted about a year and a half and more recently, they interimed a, um, uh, an internal person and ultimately, um, promoted that person to the Superintendency. So, I, I think what I've learned, is to at least be as up front as possible with Board in these Board conversations that say that's why I was very cautious about an internal candidate. If you have one that you feel is strong, if you feel they're strong, more than likely, the rest of your district may feel the same way. You need to not be in a, a situation where we set an, an incoming uh, Superintendent uh, from another district or from outside the district for example, in essence, set them up. What I learned is to, to really do my best, and to be straightforward and say 'okay, I hear what you're saying, but these are some of the pitfalls as you asked, this could, this could create controversy within the district,' so um, you, you know, there, there, there's, uh, that was one example and I'll, I'll tell you another one, was a gender issue. There was a district that was, that was hell-bent on a um, female candidate because uh, on the Board, there had been several male candidates. Now that's a very controversial topic, as you can be aware [Mrs. Riley - 'right'] but you're asking and these are some of the situations I've been in, so I would be very, you know, I would caution you just to, um, to you know, as we, as we get into the processes, those are things that we have to be mindful of. So what I've learned from that is to, is to really be up front and honest in that dialogue and try to make sure that we explore ramifications of, of our decisions or ultimately of your decisions, um because the uh, the key here is not only to get the right candidate, to get the right candidate with the support of the community and your staff as well as your Board and I think that, that's what I learned. I'm not saying there's an easy fix for it but as, as I said, my, my fix is to, is to push you um, so you, you know, um, Penny's great and I know she's telling you we, we, we have a great organization but from my perspective, I'm not afraid to push you and say 'okay, that's the direction you want to go, let's talk about what the outcomes of that could be or might be and how it could affect you down the road,' so um."

Ms. Ciaburri - "Yeah and that point, counterpoint is so important because you're gonna rely on us as experts in the field to guide that path and something else that I would add so that we aren't in the situation, I'll leave the name of the district out. We did not do the search, but one of the big five just um, experienced the sixth Superintendent in ten years leaving. We can't afford to have those kinds of things happen, that does not help with the stabilization of the district and being on that strategic march to this wonderful place for students, staff and families so from the very beginning, it's, it's critical that candidates understand what this district is like, what's involved, what's our theory of action, where are we going, what do we want to achieve and that matches perfectly with that kind of individual who is making the commitment and has the um, capacity to say, yes, you know, philosophically we match up, I understand where the district is, I, we understand where the Board would like to go and its simpatico because if that is not

in place, you run the risk of bringing someone on Board and then losing a Superintendent only to restart this process which is not good. There's a big relationship [Mrs. Riley - 'Yes'] between continuity of leadership and achieving great outcomes as a district. Great question."

Mrs. Nesbitt - "That is a great question. I've got another one, just a follow on and it is a good one to follow on Joyce's, uh, kind of lessons learned look because I think that we covered that you know, our community is invested, we're a small town, it's Friday night lights, and it's a number of things that keep us feeling connected and we are kind of all one, and I wanted to ask if you could give us an idea of successful community engagement for a school our size. I mean, I've heard you talk about focus groups and surveys and I think that we want to have, um, input, I would like to have input from our community and from our teachers, that are administrator, aides, and things, um aides and people, so how do you do that and you know, how do you facilitate the ongoing conversation and how do you kind of get the nuggets and the value out of all of that and weave it into a successful search, and provide the right feedback to the Board?"

Ms. Ciaburri - "Mmm, hmm. Perfect, well, the answer is multiplicity of different communication vehicles. One size does not fit all. Some people will respond to a short survey. Survey information gives you static um, content as opposed to dynamic. So, oftentimes with the focus forums, and, and we could have you know, six, seven different focus forums, they could be a mixed group, it could be a particular group, we could go to. I have, we had one district that had us call all the major associations, um, in, in, in the school district, so we called the fire department, we called the ambulance crew and gathered um, data that way, um that, that allows face to face you know, and hopefully, we get to be face to face. When you're face to face, you can pick up those non-verbals, right? And you can [Mrs. Nesbitt - 'Right, right'] press and ask, ask some questions and really get granular and organic. Um, we go where the community is, so this might sound a little unusual, we had one district, a very small district um, up on Lake Ontario and we had breakfast at the diner every morning for three days in a row and we talked to you know, Mr. Farmer, we talked to the people who were up early having coffee and doughnuts and it worked out fantastic because we became known, you know, to the community members of, of that district. They trusted us, kind of became you know, part, part of the fabric, so we would use all of those mediums to reach parents, teachers, students. Students might have you know, things to say, um [Mrs. Nesbitt - 'Yep'] you may have special education um families, groups, uh, PTA [Mrs. Nesbitt - 'Yep'] so we would look at all the organizations that you have and then map out what is the best way in person and survey and using other mediums to collect the data then we would synthesize it, give it back to you for consideration and discussion but you shouldn't leave any stone unturned. It should be impossible, when you're doing this right, for any community member in Albion to not know how they could offer input around this very important

process. [Mrs. Nesbitt - 'Right'] We have to be able to reach everyone, no-one's left out."

Mrs. Nesbitt - "Perfect."

Mrs. Weller - "I have a, I have a follow-up question to that. Um, you're saying, you know, assuming COVID and all of this, we, we end and we open up the state in the next couple weeks, they say it's supposed to resurge again in the fall when you would be doing a lot of this [Ms. Ciaburri - 'Mmm, hmm']. I'm assuming you, as an organization, are starting to put some sort of protocol in place in case this lasts longer. I know you probably can't share that, but are you doing those sorts of things on the back end, just in case, or when this happens again?"

Ms. Ciaburri - "I'm so glad you asked that question because I have the pleasure of saying we started it eight months ago before COVID even existed. We launched the um, Learning Academy and um, beefed up all of the, the technology so all of our group is very familiar with you know, this, this kind of technology and running very good meetings and discussions and sessions using blackboard or Zoom or whatever other applications, so it was very fortuitous that we did start this, uh, you know, quite, quite some time ago and would be prepared to put that into action, of course."

Ms. Reed - "We, we also uh, in, in our consulting work, are working with the various school districts in regard to thinking about uh, the new normal and all of the different types of structures that could be put in place for the fall and what happens if the uh, uh, it comes back in, in the fall, uh, that type of, of thing so uh, I think that you know, we certainly have lessons learned in that as a nation, we were not prepared and what we've been through and I think that we're a lot smarter with thinking about all the alternatives because we really can't plan much more than two weeks ahead with what we know but we do well, if then this, if then that."

Ms. Ciaburri - "And, and I can tell you, with the level the State Department um conversation is under way right now for how school might look different. It could be a hybrid model and that might factor in to the discussions that we're having. Some schools are talking about um, having staggered starts where students are coming in at eight, one and four not that I'm necessarily in favor of that thinking of what it would do to transportation costs but that idea or flipped classroom um, the, the other concept, just as an aside, we're starting Monday um, doing five sessions for principals and teachers on how to, this is kind of a side piece, on how to deliver student-centered, high engagement home instruction through either a synchronistic, or a synchronistic model, so the reason I offer that, is in response..."

Mrs. Weller - "Processes, you've said you, you've kind of done, you've got the technology. You guys are ready to roll with that."

Ms. Ciaburri - "Very sophisticated."

Mrs. Weller - "But, but as far as the community outreach piece in the fall, say you're looking for a search, you can no longer meet those groups face to face, um, are you also trying to, and, and this is a rural area and a lot of people don't have, you know, WiFi or, or a connection to like a, [Ms. Ciaburri - 'Mmm, hmm'] a higher broadband that they can do these meetings. [Ms. Ciaburri - 'Mmm, hmm'] Are you also looking at different ways, out of the box, to communicate them?"

Mr. Carlevatti - "I would, I would say that in, in, in answer to your question, barring legitimate legal reasons, we would have to be creative. We could have town hall type meetings with limited staff. So I think we would be talking to you about that. If we have to keep a six-foot separation, how many people can we get into the gym or the library, and tape it off and get creative and get fun with it. Um, and, and, and it may take three meetings so if we get a list of people, get a mail out there and get a list of people that wanna attend the town meeting for us, [Ms. Ciaburri - 'Mmm, hmm'] we may have to do it in three evenings or as, as opposed to having everyone in one and, and doing that kind of a thing. So we would have to create formats, um and again, as, as you said, you may not have people that would have the technology so maybe we could, you know, we would have to be creative and I, I think that's, that's part of our challenge and again, working together with you, we, we would come up with a solution because again, the key is I think face to face, as close to face to face as we can get, is what's gonna get us the um, feedback that, that you know we want and, and, and get the community to feel that they've been heard and get the buy-in so it, it, I would not be adverse, to um, you know, touring the town with small less than ten, um [Ms. Ciaburri - 'Mmm, hmm'] uh, you know uh people meetings if that's what's, if that's what's required. So I mean we, we have to look at that because I think the important part is getting the feedback in getting, is getting the buy-in as I had mentioned earlier. We don't want to fail on that, that [Ms. Ciaburri - 'Mmm, hmm'] your community has to feel good about so working through those organizations and those groups, uh and again, if, if we get any let-up and, and we're able to do some type of, of, of meetings, that uh, you know uh, uh, uh that would be achieved. If not, smaller groups creatively figuring out how we can, um, you know, how we can get to groups of, those are the types of things we can ascertain in a survey."

Ms. Ciaburri - "Yeah and the other, the other thing that I'm thinking of is how successful we've been with key communicators so you know who your organizations are, your fire department as we've mentioned before. There's always a point-person, or a key communicator, so we establish a network with those folks and their trusted leaders and their organizations and whether it's Rotary, Kiwanis, you know, the head of the football team or the person who runs your arts program, whomever those people might be, and, and use that as a vehicle for getting information um, through the, through

the organization because again, back to rural schools, and I'm so glad that question came up, um, if ever there was a grapevine that was popular, it, it happens quite quickly in, in, in rural schools. You know, I was talking with one um, teacher not too long ago and going through the statistical research around if, if one person hears something kind of negative or a little bit of you know, juicy information, how many people does that person tell in a twenty-four hour period and the, when we're, we're guessing back and forth and I said, well the research says ten in twenty-four hours so that's that grapevine that you want to have a positive grapevine, not a negative grapevine, but what this teacher said was 'one in ten, oh we go one in fifty, we do much better than that, we get that word all over' so not that I wanna say we control the communication because that gives it a negative nuance but we are very judicious around making sure our messages are crystal clear and they spread out to the entire geographical region of the district, for sure."

Mrs. Weller - "Thank you, cause I mean that, that's what, that's what we need, we need as much community, in my opinion, um, as much community input and feedback as we can possibly get. You know, now or whatever you know, the future holds in whatever way we can get it and with you saying that you know, it's a clear, concise message across those, whatever forums we have to use, you know, you'll just have to go back and obviously combine all the data but that's your, on your end."

Ms. Ciaburri - "And, and you know, well, well thanks, that's, that's on you, but you know um, something else I do want to say. I know we're all dressed professionally here and you know, in this um, particular, en-en-environment, but when we're working with folks in the community, they will perceive us as being the real deal. We're not going to do edu-speak, we're not going to flood people with all kinds of you know, technical terminology when we're having conversations, we're going to have when we're meeting with your community members, real conversations and have that foundational respect for people, the greatest thing that can happen when people walk away from a discussion or conversation say 'you know what, that person is the real deal and they really heard what I had to say.' That person will then tell their neighbor, who will tell their neighbor, who will tell their neighbor so we pay attention to that, making sure, yes we are a very large organization but there will be no erudite behavior occurring, at all."

Mrs. Weller - "That's great to hear." [Pause]

Ms. Ciaburri - "It's important."

Mrs. Weller - "It is, if people think you're talking over them or down to them, you're not going to get the type of response or feedback that we need."

Ms. Ciaburri - "Exactly right."

Mrs. Harling - "Do we have any questions to wrap it up or would you guys like to, to do a closing statement, we probably should think about wrapping up here soon."

Ms. Ciaburri - "It's 7:04."

Mrs. Harling - "Mmm, hmm."

Ms. Ciaburri - "Are there any last questions?"

Mrs. Weller - "I'm good."

Mrs. Harling - "I very much appreciate you all coming in to talk to us. That was great information, um, I will if, if the Board has any questions after the fact that they think of, I will certainly pass them along to you as we continue our discussions. Um, and, I, I'd just like to thank you for taking the time to meet with us, it was great."

Ms. Ciaburri - "You're welcome."

Ms. Reed - "Good luck to all of you."

Mrs. Harling - "Thank you so much."

Mr. Carlevatti - "You're very welcome, best of luck. Stay safe."

Ms. Ciaburri - "Well wishes, be well, have a good evening."

Mrs. Harling - "Thank you."

[Pause in meeting]

Mr. Vallese - "Alright, I'll bring Bob into the room now."

Mrs. Weller - "Um, can we take, like a two minute quick break?"

Mr. Vallese - "Sure, well I'm not sure."

Mrs. Weller - "Not now?"

Mr. Vallese - "That's not for me to decide, that's all."

Mrs. Harling - "I'm okay with doing that if we need to."

Mrs. Weller - "I just want to, stand up for a minute, and I don't want to be on camera."

Mr. Bonnewell - "We'll take you all off for a moment."

Mrs. Harling - "Okay, thank you."

Mr. Bonnewell - "We'll take you off live."

[7:06 pm - Pause in meeting - camera turned off momentarily]

[7:11 pm - Meeting Resumed]

Mr. Bonnewell - "Derek, if you want to bring..."

Mr. Vallese - "Yeah, you're on mute...I am gonna do Inaudible]

Mr. Bonnewell - "Thank you. Kathy, do you want to bring um, our next guy in, so that he knows."

Mrs. Harling - "Yeah, yep."

Mr. Vallese - "Here he comes. Oop, Elissa's trying to get back in."

Mrs. Harling - "There he is."

Mr. Vallese - "There she is."

Mr. Christmann - "Hello?"

Mr. Vallese - "Hi."

Mrs. Harling - "Hello, Mr. Christmann."

Mr. Christmann - "How are you?"

Mrs. Harling - "Good, how are you?"

Mr. Christmann - "Good."

Mrs. Harling - "Let me see, are we just, we're still waiting on a couple, correct? [Pause] I apologize for the delay, Mr. Christmann. We ran over a few minutes there but we will certainly give you the extra time as well, if needed."

Mr. Christmann - "Not a problem."

[Pause in meeting waiting for Board members to return to meeting.]

Mrs. Harling - "Okay, it looks like we are all here, um, are we back live on YouTube again?"

Mr. Bonnewell - "Yes we are."

Mrs. Harling - "Okay, so I'd like to begin the second half of our evening and welcome Mr. Robert Christmann. He is the Executive Director and lead consultant of the New York State Leadership Group um, he has spent forty-six years in education including twenty-two years as a Superintendent of Schools in New York State. Uh, he worked for the Western New York Educational Service Council at UB. In 2017 he formed the New York State Leadership Group which he now

runs. I'd like to thank you for joining us this evening. We look forward to hearing your presentation, Mr. Christmann."

Mr. Christmann - "Very good, welcome everybody, thank you, appreciate the opportunity."

Mrs. Weller - "Thanks for taking the opportunity to join us, sorry, my, mine was on mute."

Mrs. Harling - "Okay, I think we're all muted so we'll let you go ahead whenever you're ready and um, we'll join in as, as necessary."

Mr. Christmann - "Is there anything in particular you'd like me to cover?"

Mrs. Harling - "I think just a little bit about the process and how it might look um, I, the things that you and I talked about on the phone were very helpful so, kind of, along those lines of, of what you do in a typical Superintendent search and how you go about finding out what the Board and the community wants from a Superintendent, and timeline and so forth."

Mr. Christmann - "Okay, uh, again, uh, thank you for the opportunity. Uh, I have uh, a quick review of my experiences and qualifications and then uh, we'll talk specifically about the process. Um, the, the work would begin uh, with a, uh, a meeting with the Board of Education first of all and there are uh, a set of decisions that have to be made early on uh, and can only be made by the Board, including uh, the type of search which is, which is really critically important as well as uh, some details such as uh, uh, how we'll go about putting together a district brochure and, and those kinds of things. Uh, it is important for me to emphasize that I hope very much that before you make a decision, you have an opportunity to talk with the Board Presidents with whom I've worked in the past. Uh, one of the things that I take a lot of pride in is the success that we've had and I think that if you talk to any of, any of the, at least the ten most recent districts, and ask them, did, did he measure up? Did he do the kind of job that we hope that he would? I don't think you'd find anyone who uh, would say that they haven't been more than pleased with the results. Uh, it is the most important thing you're going to do. I know some of you have done it in the past. Most of you have not. Uh, it is a process that uh, requires a great deal of your time, a great deal of your thought and, uh, I think that based on the number of times that I have been through this process, and the success that we've had, it, it certainly would be worthy of, of some consideration. I'm a just about, well I finished with the New Paltz search a couple weeks ago. I was asked by Jamestown without a RFP, because I had done the prior search there, uh, they called me up and said would you like to do it again? Um, they would prefer not to have to do it very often, uh, but uh, they did ask me, and we're about three quarters of the way through that, in fact, last evening, I presented to them the candidates that uh, uh, for consideration to be interviewed by the

Board. Uh, one of the things that we, we try to do is to make sure that you know everything there is about the candidates and we take a great deal of, of pride in doing that. The first thing we would do though, would be to set up focus groups. I did a draft of a schedule that may or may not have any application to what you're thinking is and that is something that we would have to talk about at the first meeting. I don't know if you wish to wait until hopefully school opens in September uh, to complete the focus group work or what I had to do in, in Jamestown is that we did all of our focus groups by Zoom uh, and that was an interesting process where you had community members and students and I met with eleven different groups on Zoom. I had to get a new uh pillow for my chair cause I got pretty sore by the end of, of the ten hours that I put in. Uh, but it is the most critical part of the process, it's listening to what people have to say, and I present to the Boards a, what I call a Consultant's Report. Not only will you have a lot of information about the, uh, uh Superintendent search and what they may be looking for but you also have a really good in-depth report on the culture and how people are feeling about your school district, and there are always things that come up that, that surprise Board members that uh, you look for patterns across each of the groups. When you find those patterns, there's probably something to them that the Board needs to take a look at, but the report is something that is uh, uh, really beneficial to the Boards because they see things and learn things that they might not have, and I don't know what there is about me, uh, but there, there is a real desire to talk and uh, when I meet with those focus groups, they really do open up uh, they know that I will be sharing that information directly with the Board. Of course, it's all unattributed but they still know they'll have that opportunity and they have been pretty forthcoming in uh, sharing that information. I've not had any group that, that was worried about that and, and I think the high trust level that I have uh, is, is something uh, worth noting. Um, once we have the uh, focus group meetings, we're going to combine that information in a survey for everyone who's on a focus group as well as on the Board of Education and I list about twenty characteristics that uh, are typically thought of as being desirable in a new Superintendent and I will give the same survey to you as I do to the other groups and you'll see exactly what your priorities are versus what the priorities of each group is individually, so what, what is most important to you, well, what's most important to the teachers, what's most important to the administrators, what's most important to the students, because I always involve students in this and they are, they're always an impressive group of uh, of people to talk with. You'll see all of that and then I'll be asking you to take all of that information along with a Consultant's Report about things that people have said about the district, and put together your list of priorities, of what you're looking for in a Superintendent. Only you can make that deci-decision but what, what happens is that unlike some other consultants that go out and start maybe making phone calls to, to attract candidates, I won't do that until I know exactly what it is that you're looking for. No Board of Education ever seeks the same set of skills and characteristics. It's not a,

it's not a one-size fits all and there will be some things about your district that will be unique from, from other districts and so once I see what it is you're looking for, then I can make my contacts to uh, to candidates who I think fit what you're looking for, not just the generic, you know, I want to be a Superintendent so it doesn't matter what district it is, I'll apply for it, and it, it really does help to know what's on your mind. Uh, one of the things that we will do after that is that uh, I will do uh, background searches on, on the candidates and again, Boards have been really impressed with the depth of what they have learned about each of the candidates. I hold nothing back from the Board. The last thing that I would want would be a Board member to be part of some appointment of a new Superintendent and then learn something that they should have learned right from the beginning. So, I check out the work that they've done in every district they've worked in. If they've been in five districts, I'll do reference checking in five districts and, and there's a real reason for doing that, and I, I mentioned this, to uh, Kathy before. The best predictor of success in the future is what they've done in the past and if a candidate says that uh, they'll do something, they'll do it if they've already done it. Uh, I, I joke about um, Liz Taylor, who I have to be careful now because most people don't know who she is, but she's there getting married for the eighth time and uh, the Judge says til death do you part. There isn't anyone at that wedding ceremony believes that marriage is ever going to make it til death do us part, uh, and, and I think that that really is, uh, uh, a way of saying that if somebody, a candidate is not out in the hallway, is not out in classrooms, they're not out in the community, if they're not doing the kinds of things that stu, uh Superintendents should be expected to do, they're not gonna do it when they come to Albion if they haven't done it before. So I really try to make sure that I understand number one, what you're looking for and number two, what they've done in the past. If they've done it in the past, I think you can reasonably believe they'll do it in the future but there are too many people who are great interviewers and I've said to Boards, I've said the least reliable part of your process will be the interview, cause some people just have a, just have a gift when it comes to interviewing and then when you ask them about it and you see the references, they don't match up. So I want to make sure that you, you have all the information a-about each of the candidates in uh, in a great deal of depth. Um, the uh, I will take care of, uh based on where you would like to send the ads to, uh, uh, the uh, vacancy, we'll be doing a brochure that will outline all of the background of the district and Board and what they would be looking for and then I go and I'm very active in seeking uh, candidates that, that match the profile. One of the things that I take a great deal of pride in is I want to make your job of selecting the Superintendent very, very difficult and I can do that, accomplish that by number one, getting high quality people and we've been successful with that and a high quantity of people, so you'll have a lot of people to choose from and uh, it's worked out very well, for the prior searches that I've had to be able to present to a Board uh, uh a high number with deep quality so that when you uh, make

your decision, any one of a, a good number of people could very well be your next Superintendent. Um, the uh, uh, uh, the Board uh, decisions uh, are, are only made by you. Uh, I don't uh, I help but I'm not a decision maker. I have great respect for the Board and I have great respect for your authority. I served on a Board of Education myself. I was elected to the Kenmore Town of Tonawanda School Board uh, and the first thing we did was hire a new Superintendent so I've seen it from both sides. I've also done enough of these searches, probably in the neighborhood of twenty-five, uh, to be able to understand, uh, how, how the process works. One of the things that I again, uh, will share with you and, and you would find it if you've made any of the reference calls, is that I'm a seven-day person and I get a lot of phone calls on the weekend and I get a lot of phone calls at night, uh, I tell em I'm there til midnight and they do call me, and when they have a question, it's nice to be able to call and uh, to be able to get some answers to questions uh, that you have, uh, and, and I think that uh, we, we've made sure that, that has been something that is uh, available to Boards. Something in this process will go wrong, I don't know what it is, but something will go wrong and one of the things that you will count on is the Consultant you select to help you through that process, um, one of the uh, uh searches that I just recently completed, uh, they had uh, six Board members and they had three finalists and they voted the first time and it was three/three so they decided to sleep on it, we'll come back the second day and, and do it again. At the end of the second day, it was three/three. They started the third day and it started off with three/three and I still had not participated in trying to break the log-jam because it's the Board's decision but at that point, they did ask me not who they would uh, who they should select, as I'd never answer that question, but I helped em with the process to where we unlocked it to a, a five/one decision and, and it uh, happened that way. I told em, I said, I kept bringing, flour's hard to find, and I kept bringing the flour and setting it in front of my fireplace hoping that I could send some white smoke up. I said, come on guys, I'm almost out of flour, uh and, and those things happen, uh, and, and you really need to have someone who's been through it and seen those kinds of things in order for uh, for you to reach a successful conclusion. Uh, the uh, we'll set up the meetings for the semi-finalists and finalists and uh, one of the things that always amazes me is that the Board sets out the characteristics and then when they start to ask the questions of the candidates, they don't ask any questions relative to their characteristics. It's like they never existed so one of the things we try to do is get Board members to focus on what it is that they are um, looking for and that they ask the questions that go back to what they're looking for. Um, let me stop for just a second and, and see at this point if there are any questions and then I can certainly continue. [Pause] If I've answered every question, that's pretty good."

Mrs. Weller - "So, I have a question, this is Linda Weller. How many, how many searches are you doing now? Will, or do you only do

one at a time and how do you foresee the COVID-19 affecting what, if you, you, selected you to do the search um, now and in the fall?"

Mr. Christmann - "Great, uh, I'm just finishing up Jamestown and I like to do no more than one at a time. Uh, if you really want to focus on doing a quality job, you can't juggle two or three searches at one time, you get em mixed up and, and if you find a really good candidate, you tell that candidate to apply for all the positions that you're serving as a Consultant or do you apply for one and which one do you apply, you tell em to apply for? So, I really try to do one at a time and it's a very time-consuming process. I make hundreds of phone calls to people. Just on the reference work it's very time consuming and I like to make sure that I'm devoting all my time and attention to the district that I'm uh, assisting in the search. Um, as, as far as the COVID goes, uh, uh, uh, I just went through the one search and we never had an interview that wasn't on Zoom and they hired the Superintendent based on, on the last Zoom interview. They weren't comfortable with that but the alternative was, was more uncomfortable to them. Uh, in the uh Jamestown search, uh, all of the preliminary interviews uh, of the semi-finalists, about seven people, will be on Zoom but they've already said to me and uh, asked me pass on to the candidates, that the last interview will be in person, somehow they'll separate themselves out and do whatever they need to do but they, unlike the other Board, were not comfortable going ahead without having a face to face, and, and so uh, and so we're going to be arranging that and uh, uh about three weeks from now and that ends the search then, um, for that school district. Uh, they just wanted to see the person uh, that they might be hiring as their Superintendent."

Mrs. Weller - "Okay, as a follow-up to that, um, how would you do the community outreach and meet with those groups, or reach out to those groups, or get that, if, if assuming, you know, we're dealing with COVID you know, again in the fall?"

Mr. Christmann - "Yeah, uh, well the it, it will go back to the initial question that you have to answer and that is what type of search do you want to have? Because you have many options about how you go about it. Uh, you can have uh, confidential executive search that would, uh, which means that only the Board members are involved in that. Uh, there, uh and that's why the focus groups become very important. Uh, you may have it where you publicly identify the, the, the semi-finalists or the finalists or you get community groups involved with it. At that time, either one group uh, with many representatives from different groups interviewing or you may have five or six or three separate groups individually uh, as a group, meeting with the candidates. So, that first call is the important one that sets the whole thing in motion. About the last seven or eight searches that I've done, not because I influenced the decision, but they've all been confidential searches and the reason that they do that is number one, I guarantee and, and no-one would say otherwise, I don't think, that you'll get more candidates because when you do a search, only one person will be successful.

Everybody else who applies will not be successful, and there are Superintendents that right now are uh, are worried about their Board finding out that they had applied for a job and they go back and, and they don't get the job, and then wh-why do you want to leave us? What, what, what, what don't you like about us? And it makes for a very difficult working relationship and you have some situations where Boards and Superintendents, or I shouldn't say Boards but sometimes individual Board members and the Superintendent uh, are facing some friction and so this becomes uh, a means for that person who doesn't care for the Superintendent although, I, I think that would be hard to believe that anybody could not care for their Superintendent, but having said that, uh, it becomes an entrée to uh, ramping up some things that are negative. So, uh, uh, you know, you'll lay all those options out and then you'll, you'll decide which way would be the way to go. [Mrs. Brown raised her hand to ask a question.] Yep?"

Mrs. Weller - "Thank you."

Mr. Christmann - "Yep."

Mr. Vallese - "Margy, we can't hear you, hold on one second."

Mrs. Brown - "On mute? Can you hear me now?"

Mr. Christmann - "Now we have, yes..."

[Group responded and nodded yes to hearing Mrs. Brown.]

Mrs. Brown - "Uh, just uh, a, a curiosity, I'm just curious of your opinion, in lieu of the COVID-19 situation that we're in, and now you know, you keep hearing the words 'the new normal' and there's definitely a new normal in education, we just don't know what that is yet as we're continuing to wait for our Governor, you know, to, to help us, navigate us through that. Do you think that that will change the quality of the candidates at all?"

Mr. Christmann - "Uh, I don't think it'll change the quality of the candidates because every, everyone will be working in some district."

Mrs. Brown - "Okay."

Mr. Christmann - "I think it's, it's a matter of, of where they uh, feel that they would be best uh, serving students. Um, one of the things that you have going for you is that uh, because I do my homework too, you have a great reputation as a, as a school district and uh, the first um, uh, first thing is to make sure that while you have in the past played nice, this will be a time to really play nice. Uh, because the candidates will do deep research on, on you as a, as a Board..."

Mrs. Brown - "Mmm, hmm."

Mr. Christmann - "they'll research on you as individual Board members. Uh, one of the things they will try to find out is the name of your dog or cat uh, they'll wanna know what your favorite dinner is, what your music is and I'm only being a little facetious because they have been taught that they really need to uh, make sure they understand uh, everything there is about the Board because sometimes uh, the light at the end of the tunnel really is a train and I've seen many of my former colleagues get run over by going into situations they had no business getting into. Uh, Mike and I were just uh, talking before. A good friend of mine was just appointed as Superintendent of Rochester. I've done the search in Rochester. I've worked with the Rochester Board. I give it a year, she's gonna get run over because the last five have all been run over within a couple years and, and yet that optimism springs eternal and uh, Superintendents tend to see the glass half full. There are some Boards that take the glass and dump it out and you really need to know what you're getting yourself into and what the relationships are among the Board members. Do you have good interpersonal relationships? Do you, do you like each other, and, and the answer could be well, we really don't have to like each other, we're just, we're all on the same page, we all like children. Uh, well, that's a big part of it, but liking each other is important too. Um, the first person that I had worked with when I became a Superintendent in um, Newark, outside Rochester, was Ada Grabowski and she took me under her wing and I thought she was an outstanding Superintendent, not only representing Albion well, but she also represented Superintendents across the straight, state well, real classy person and from that point, it was a lot, uh, you, you start following the district, which I, which I had done. You have a great reputation. You've done very well. Uh, the same problems you're facing now are the problems that many districts are facing uh, but you'll, you'll come through it and you'll, you'll do fine. Um, but it is interesting how, to, to what depth candidates will, will uh, check you out as well as you're checking them out. [Mrs. Riley raised her hand with a question.] Any, anything else?"

Mrs. Riley - "Yes, uh, I would like to know, um, uh how big is your organization? Uh, how many people work with you as you uh, seek to do these focus groups uh, to do the vetting process, etc.?"

Mr. Christmann - "Okay, a very good question. Uh, there are two of us uh, that do the work. I will probably do eighty-five percent of it. Uh, and I take total responsibility for uh, for the results. Uh, I do work with a gentleman by the name of Bob Reidy, Dr. Reidy that Mike may be familiar with, was the Executive Director of the New York State Council of School Superintendents, he's now teaching Doctoral students at Sage University. He helped me with the recruiting process uh, and also with the uh, uh, checking on the reference information but that really is what, what's there. I do the focus groups because I really want to be able to have the full scope of understanding of where each of the, the groups are coming from and if you, if you divide that out, you kind of lose the, the overall sense of what's happening. So I, I do all of those myself,

and I really enjoy that, I learn so much, when I talk with the groups uh, and, and it really is, when we share that information with the Board, and for me ta, probably what amounts to a twenty page report, they will have a much better understanding of the district they serve as Board members."

Mrs. Riley - "Thank you."

[Mrs. Nesbitt raised her hand to ask a question.]

Mrs. Nesbitt - "I have a question. Hi Bob, it's Elissa Nesbitt, um..."

Mr. Christmann - "Hi."

Mrs. Nesbitt - "Hello, uh, just building on that community engagement question um, we are a small tight-knit town and, and our parents are invested, our, our teachers are invested and we talked about surveys and, and people calling, and how, can you give us an example of what community engagement would look like? Um, to really make sure that everybody has a voice and that we kinda get all of that feedback you're talking about from every single..."

Mr. Christmann - "Sure."

Mrs. Nesbitt - "group."

Mr. Christmann - "Sure, sure. We have a very uh, comprehensive survey that we will put out on our website and on your website. Uh, and uh, and I don't know, well I don't know how well this would apply to, to your district, it probably would not, but we have the English and Spanish versions of, of that so that we encourage the Board, the Board encourages, sends notices out to get people to participate in the survey of characteristics that they would like to see. When we do the focus groups, the numbers on the focus groups are determined by the Board. I've done groups of three, I've done groups of forty so uh, but you would know the people so you would have to make some decisions about who you'd want to include uh, but everybody would have a chance to provide input and all of that survey information gets shared with you and summarized and shared with you and you'll certainly see every comment. At the end of my focus group day, I typically have carpal tunnel. Uh, but I kind of warm the hand up and get it feeling back to normal within two to three days, but I make sure I write down everything that's said because I want you to hear everything that was said. Uh, and uh, I try to uh, capture the complete thought and uh, I developed a pretty good skill at doing that. Uh, but it is important to uh, to do that. I, I need to say this too, and this may, you may or may not agree with this, but um, success has many parents and failure is an orphan and when you have a lot of people involved in the search and it works out, then everybody was part of it. If it doesn't work out and you had uh, extensive involvement in whatever groups you want to, then it goes back to only the Board did it, we, we didn't have any role in it and we don't know what they did."

Mrs. Nesbitt - "Yep, the buck stops here."

Mr. Christmann - "You're, you're going to get, it's your responsibility and, and in the end, you're the only nine people who, in fact, can make that decision uh, [Mrs. Nesbitt - 'Mmm, hmm'] and I, and I think with the executive search, you will know things that, that the groups won't know. The community will never know what you're going to know and you, you're really not going to be able to share it uh, because it would be considered to be confidential personnel information. Uh, but what happens is that, that it's, easy to fall in love with somebody and I, I, you know, you're dating, you're looking for the marriage that's gonna work and if you find the right uh, chemistry, it's great but it takes some time to find out what that chemistry is and, and I, it's important that you uh, uh, understand all the uh, uh, characteristics of the individuals because the community and parents and staff will not, will not have the full scope of it but you will and when they sometimes get involved in the interview, they'll say ahh, that's the one I want, that, that interview, that's but they don't know any of the background of that individual and so you're selecting it on, on a, a part of the process that really isn't all that reliable. Um, so, uh, you know, again, how-however you handle that would be up to you."

Mrs. Nesbitt - "Okay, thank you."

[Pause for additional questions]

Mr. Christmann - "I think it, it's, I think in some rea, anyway it really is a measure of how well we've done and I, I am very proud of the work that we've completed on the part of Boards. You saw the one letter from the one uh, school district um, that was two districts ago uh, unsolicited. I think you'd find that same sentiment expressed by every, every Board that, that I've worked with and, and the really the proof is what you've done, not what, what I'm saying to you, but it's what in actuality has happened and I will uh, say to you that you'll have a large quantity of candidates, all qualified and you'll have some um, uh, depth of, of uh, skills and attitudes and, and things that are very positive that will make your jobs difficult to, to choose."

Mrs. Weller - "I have one, one question?"

Mr. Christmann - "Sure."

Mrs. Weller - "How big, how big of a search area will you cast the net out into?"

Mr. Christmann - "Uh, I guess I would ask you what you're comfortable with because I have, I served on the governing Board of the National Superintendents Organization. Mike is probably familiar with AASA and, and through that work and my continuing work with the

National Superintendents Organization, there are people that I am familiar with I know that are looking to become uh, a Superintendent or to change districts. Again, I wouldn't contact anybody if they didn't meet what you wanted because there's a lotta, there's a lotta people out there looking for jobs. Uh, and uh, one of the things that uh, I would do is, is to probably limit it to New York State with a capability of going nationally if, if that's what you'd want. Some Boards don't want that, some Boards tell me right up front, don't, don't seek out candidates from, from other states and, that again, it's your call but my depth of uh, uh of knowing candidates and candidates who trust me and uh, candidates who will apply if they see that I'm doing the search, because they know that I'm a, a stand-up person that will be straight with them and, and uh, tell them uh, whether they are a good fit or not. Honesty is really important in doing this job and if you're not honest and they don't trust you, you're not going to be able to really help the Boards that, that have asked you to assist them. Let me just go back for a second to when that staff, I have uh, Bob Reidy and myself and then I have a, three clerical staff at SUNY Buffalo State uh, that uh, helps me with, with all of that uh, paperwork type stuff. Uh, it's been my pleasure to teach two uh, uh, graduate classes at Buffalo State in educational administration. I have one class of teachers that wanna be administrators, first time and I have one class of uh, administrators that wanna be Superintendents. Mike will appreciate, that's the much smaller class uh, and uh, uh, but I do that on, on uh, uh, each semester, the same, the same two classes and that's worked out very well and they've given me a nice office there and the clerical help and that really does make a difference because there's a lot of logistics uh, to doing a good search and making sure that you are updated with all of the information that you need to have. You'll uh, you'll get a lot of stuff, a lot of information to process, but you'll feel comfortable as you go through it. Um, and I, I try to make sure that I can anticipate what it is that you're looking to have and um, and make that available to you on a timely basis."

Mrs. Weller - "In a perfect world, what would you see that timely basis being?"

Mr. Christmann - "Well, in a perfect world, I'd say probably five months. You'll need and, and this is interesting too, uh, no matter how long a period you set up for the uh, application period, if I set it up for four weeks or six weeks or eight weeks, and I know you're gonna think I'm exaggerating with this, half of the applications will come in, in the last five days. It doesn't matter how long it is. They'll come in the last five days and when you have a, a non-confidential search, then you can expect the flood on the last day because they could say up to that point, well I'm not a, I never applied. Uh, but uh, but you would need probably about six weeks to, to get that information out, get the brochures out. I contact all the District Superintendents and uh, also all the colleges of administration um, in the uh, east side of the U.S. Uh, and uh, and make sure that we cast a wide net for people that uh,

have an interest in it, and the brochure helps to find what it is you're looking for because the characteristics you wanted are listed in the brochure, typically, in priority order so that they have a sense of what is most important to you followed by what's second most important to you."

Mrs. Weller - "Follow-up question, have you ever thought about someone who'd be perfect for the position and dead, did like a head hunter type scenario where you're like, they might not have applied but you thought of them and asked them to apply?"

Mr. Christmann - "Oh, I do that, if they fit, if they fit um, [Mrs. Weller - 'Okay'] I wouldn't have any problem doing that. You're going to get applications from people uh, regardless of any involvement from me. Uh, people will see the postings and they'll apply for the job but I, I know that there's outstanding Superintendents out there but they still have to fit what, what makes your district what it is and, and, I, you can't look for candidates just to fill numbers. You have to look at candidates that really number one, want to come to Albion and number two, are qualified to come to Albion. It, the person has to really want to, to be there and uh, and again, I think there's a lotta good things about the district that would make it attractive um, but uh, uh, but uh, y-y-you have to know who's out there and who's looking."

Mrs. Weller - "Exactly since we're so, since we're rural [Mr. Christmann - 'Yes'] and a different type of candidate who would want to come out to a rural district, correct?"

Mr. Christmann - "Right, of course, of course, for example it would be unlikely and I'm just speaking in general terms, for the Deputy Superintendent of, of Rochester to apply to come to Albion to be Superintendent because it, chances are, they, doesn't mesh, nothing wrong with that person, but you have to find a person that fits the district and I, I go back again to saying what I said before, you're looking, you're, you're in a dating mode right now, and you have to find someone that will be uh, uh, uh, worthy of getting married to you guys. And believe me, if you don't have that relationship, you're, it's, it's tough not to uh, not to have issues come up that create a problem and, and one of the things that I would share with you too is that uh, there are many uh, candidates who have a sense that as a principal um, the Board of Education is similar to my PTA Board and uh, it doesn't work that way, and you have uh, many more inexperienced candidates who are applying for Superintendencies and, and I have really a lotta career work here. Uh, because it doesn't work with the Boards that hired em and the turnover rate is, is tremendous. Last year uh, the, of, of, the seven hundred Superintendents, there were seventy Superintendents who did not have contracts renewed or uh, didn't make it to the renewal date uh, you know, it was a three year, they might have gone a year and a half or two years. The turnover rate is tremendous and it, in part of it is that the, the Boards, need to do a better job in working with, with the Consultant or with the DS to, to make sure that they have a

better than average chance of, of making it for, for at least a five to seven year period. You can't be an effective Superintendent unless you're in the district for a period of time. And what happens is every Superintendent has a notion of change and, and the change has to be incremental and when you get a new Superintendent uh, first time Superintendent I should say, they want to make a lot of changes. It's inherent in being inexperienced and, and sometimes it doesn't work out very well. Um, the uh, they hired a new principal, high school principal in Jamestown. Uh, she went uh, about uh, nine months and you gotta work pretty hard, really, to be out of a job in nine months. I mean you gotta, you gotta really concentrate your effort to make sure you can, you can do that and that's what happened because, came in with, here are a lot of ideas for change, and you are working with a status quo high school faculty and instead of taking it a step at a time, it was, it was too quick. The Superintendents do the same thing. So, that's why it's such an important choice because it will have an impact on, on the community, an impact on, on the students, impact on the staff, impact on parents, so you really want to make a good choice."

Mrs. Weller - "Thank you. Um, you, you mentioned your references and that we should check them out."

Mr. Christmann - "Yes, please. You, I have a list in that thing of, of the last ten districts that I've done. Um, and uh, the contact people and I would encourage you to, to do that and, and see if what I've said is in fact what, what I've really done. The uh, you know, one of the things too is that, that a lot of time and energy is devoted to doing this work and, and I have a great respect for district Superintendents but they all have full-time jobs, I don't, and so my full-time job is working for the one Board of Education that, that wish to use my services, and I can really concentrate on that instead of uh, having other, other jobs to, to uh, to take away from that time and uh, and I think that uh, that is also, and contributes to the success that we've had uh, because it is, becomes a focus. It's like that uh, magnifying glass. You gotta piece of paper and you can look at that piece of paper and if you don't have the right distance to the thing, nothing happens but if you get it at a certain uh, distance away, you'll be able to put a burn mark in it. That's what I try to do, I try to make sure that I do everything I can to have a quality outcome for you. I, I will say this, and I, I think this is important, that no Superintendent that I have done a search for has left the district that he or she went to."

Mrs. Weller - "That was going to be my follow-up question."

Mr. Christmann - "Well see, I'm, I'm starting to read your mind on Zoom uh, but that's important, that's important because if you, if the Board and, and makes the good choice, and they ask for my opinion, even though I don't tell em who to hire certainly, uh but it does make a difference, and you want to have that uh, length of

time. The only thing, the only exception to that would be the Jamestown situation but they very quickly asked me to come back because they liked what I did the first time. Uh, I don't want to go back in a district uh, for five or seven years. I would welcome that outcome cause then you know you made a pretty good choice. Sometimes things happen. On a personal level that you can't, can't control. Someone has to take care of an elderly parent and has to go to another part of the state to do it, they're going to leave and there's nothing that could have been anticipated with that, so."

Mrs. Weller - "Thank you."

Mrs. Harling - "So as, as the applications are coming in and we're narrowing it down, is that, you said that ultimately those decisions are all um, for the Board, so do you kind of help guide that? If we get forty applications, do you narrow it down and give us your top ten, or do we do that completely on our own and how do you deal with um, internal candidates, or local candidates if it's, [Mr. Christmann - 'that you'] you know, somebody that you might not think would be key, but..."

Mr. Christmann - "A real good question. Uh, I will share with the Board every single uh, application that came in. So if in the example that you just had, forty applications, you'll see the names, and positions and experience of all forty people. Uh, I will provide a list of recommended candidates after I've done all my reference work. I will put that together, typically twelve or so who I would recommend and uh, when we get to the uh, uh decision-making Board meeting, uh, I always start by asking the question 'is there anyone on that list of, of uh, candidates who I have not recommended but you would be interested in?' and uh, if the Board wishes to include anyone, that's fine because it's your choice, so uh, so you have that opportunity. Then what we do is, we put the uh, numbers that you wanna really take a look at under some intense scrutiny, listen to what you have to say, because you'll have all of that information and once you make your decision, then uh, uh, then we uh, continue with the process. The, the, the second part of your question was again, what was it you asked me?"

Mrs. Harling - "It, with, just about internal candidates [Mr. Christmann - 'Yes, okay'] or local people [Mr. Christmann - 'Yeah, right'] that might apply."

Mr. Christmann - "Uh, if there is somebody that the Board right now feels should be appointed as Superintendent, I would recommend you do it. Uh, because you don't want to waste your time and money on a, on a search process if you already know this is who we would hire. Uh, what I will do as a Consultant though is treat the internal candidate the same as I would any other candidate. I don't favor them, I don't work against them, you'll, if they're, if they're recommended, they're recommended and uh, and the Board will then either, if, if they're recommended, they're part of it, they're gonna go through the same thing that everybody else does. Uh, one of

the things that makes it difficult, I will share this with you, is one of the first questions that a candidate will ask, especially if it's an open search cause I wouldn't tell em it's a closed search, 'do you have any internal candidates?' Yes we do, 'okay, well, let me know when your next search is' [Group - 'Mmm, hmm] because they won't apply and uh, they don't even know who the person may be but that's just what the majority of, of Superintendents would do cause they don't wanna go through the time and effort when they have a belief that the Board is going to appoint the internal candidate anyway. Um, I've had searches where it, it was a slam-dunk and the Board told me that it's open. They, they told me right from the beginning, that we don't have a candidate that we necessarily would appoint, right away, and so they went to the process and the, uh, in some cases, they uh, include the uh, internal candidate in the interview process and, and recently, I had one, much to my surprise, that the internal candidate wasn't even interviewed uh, because they didn't feel that candidate measured up. Uh, and, and sometimes Boards do it because they feel they have to. I, I encourage them not to interview anyone that they wouldn't want to appoint as Superintendent. Uh, it's better to know early than it is later."

Mrs. Weller - "So say we get it down to three."

Mr. Christmann - "Okay."

Mrs. Weller - "Okay? What, do you have them come out? How do they come to the district? What happens there?"

Mr. Christmann - "Okay, here's, here's what I would uh, here's what I recommend is that, once you get down to three, uh, where for the semi-finalists you might spend an hour, an hour and fifteen minutes, similar to what you're doing tonight. Uh, when it comes down to the three, I would recommend having a lengthy period of time with the Board uh, including uh, uh the opportunity perhaps to have dinner with the Board at some location. If it's a uh, confidential search, then I would recommend that everybody wears a mustache and puts a nose on so nobody sees what's going on. Uh, if it's an open search, then to have a private room where you can have a dialogue and, and have an informality that is important to, to see because this person that you'd be appointing, has got to feel comfortable with all kinds of groups and all kinds of people and you'll learn a lot about them in an informal way over dinner and then to have an interview, sometimes Boards invite a spouse if there is one, sometimes they don't uh, but uh, that would encompass an evening so that you would have uh, three evenings, and again, three is not a magic number. Uh, you could have two, you could have four, but say three, so you devote that time to probably a three hour session and I also tell the Boards, do not discuss the candidates until you're done with all of em because there's a big advantage, psychologically, in the first candidate and in the last candidate. Uh, they, the Board remembers the first one, they remember the last one and they forget about those of us in the middle. Uh, and it's just human nature so I tell em not to discuss anything, schedule a separate meeting after the

last interview, one or two days, three days later and then come in with a clean uh, viewpoint and have a, a good discussion about what uh, what you believe is the person that you would like to see. And every Board is different, I had, I had one candidate who was a finalist. I had told you about that three/three vote. He was one of the three/three's. He applies to another district that I did the search in and I said to the Board, is there, once we got past, they didn't want to include any of the other candidates beyond the ones I recommended, that's fine, so the Board President says, 'well, are there any people here who you would take off right now, that we're not even going to talk about because they don't look to be qualified?' The person who was the runner-up in the other district was the only one that was taken off the list and it, it really reinforced for me that every Board is different in what they seek. And, there is no such thing as the ideal candidate. There's only the ideal candidate for that district and, and so when you put together a group of candidates, you try to make sure that you have a variety of, of people uh, so that you know at least one of them will be appealing to the Board and the Board sees that person as a successful future Superintendent."

[Pause for additional questions]

Mrs. Harling - "Are there typically expenses in addition to your quoted fee that we should expect?"

Mr. Christmann - "Yeah, I, I, I mentioned too, and I, I don't, you know, I'm not, I know this is gonna sound funny, but if I say it before it, then I don't feel funny saying it but I'm not motivated by the fee. Uh, that's why I have reduced the fee because it's a really tough time for Boards. Uh, the only other expenses would be uh, travel expenses and uh, the cost of your ads um for uh, whatever you might want to advertise. Uh, whether you advertise with the School Boards, with the, the Superintendents group, with the National Superintendents, again, you'd, you'd have to make a decision whether you wanna go that route uh, or uh, or anything uh, local that would be the only other costs that that would be. We, I had one Board that wanted to put a local ad in the paper and it served no purpose but the newspaper was on em all the time and they tried to, to do an ad to appease the Board, so, or the paper, so maybe the next time up it wouldn't be quite so bad. So, there's a lot of reasons for doing what you do. And, and again, doing twenty-five of these, probably over that, that experience is, I, I hope will be invaluable to you because there isn't, that one TV commercial, there isn't a lot that we haven't seen? I don't think there's a lot that I haven't seen in, in terms of a search and uh, it's very a carefully orchestrated to get to a desirable ending."

Mrs. Weller - "Thanks."

Mr. Christmann - "So, to summa..."

Mrs. Harling - "Are there? Go ahead."

Mr. Christmann - "I do, I do thank you uh, very much uh, for the opportunity uh, I uh, would like to believe that uh, we could have a very good relationship and that I could be helpful to you as you go through probably the most important thing that you'll be doing. Um, and look forward to hearing back from you and letting me know how, how it worked out."

Mrs. Brown - "Thank you."

Mrs. Harling - "And I'd like to thank you for joining us this evening. You, it was great information and I appreciate you taking the time to come and present to us. Um, I certainly will pass on, if we have any further questions after this evening, I'll pass them along to you."

Mr. Christmann - "Thank you."

Mrs. Harling - "I'll get some clarification and we'll be talking about it you know, in the coming, in the coming weeks and we'll get back to you but I very much appreciate your time tonight."

Mr. Christmann - "Thanks everybody, appreciate your time."

Mrs. Brown - "Thank you."

[Mrs. Nesbitt clapped and thanked Mr. Christmann on camera, no sound]

Mrs. Weller - "Thank you."

Mrs. Harling - "Um, I'll just briefly mention, I had said at the beginning that, that I had a third option for you uh, that would be Dr. Clark Godshall at BOCES. He was not interested in doing a presentation this evening. It's um, he did send each of you his search booklet which I, I personally received today. I'm assuming most of you probably did. Um, he's open to any involvement, any or all involvement that we want, so even if we went with an outside Consultant, he would be willing to come in and talk to us as a Board and help us come up with some, you know, questions and problem solving and just things that we need to be thinking about as we're um, interviewing candidates and going through this process. So that would be a third option that we can think about and talk about um, I'm hopeful that we can all take a look at the information we were given and think about these presentations and, and talk about it a little bit more at our meeting on Monday. But is there any questions or discussion in the meantime that, that any would like to offer?"

Mrs. Weller - "I would just like to say thanks for trying to put all this together and get everyone together and you know, for, for the school getting there, you know, Derek's over there, and Mike and Mary are there."

Mrs. Harling - "Are somewhere."

Mrs. Weller - "You know, it takes a lot to try and throw one of these together so I appreciate it."

Mrs. Harling - "Absolutely."

Mrs. Weller - "Thanks."

Mrs. Harling - "I'm glad you, you could all make it work on such short notice, so..."

Mrs. Brown - "I, I do have a comment, Kathy."

Mrs. Harling - "Sure."

Mrs. Brown - "Okay, you know, I'm gonna make a statement, and, and it is not meant to be critical at all. Um, but I just, I just feel that there's a few things I need to say. You know, I think picking the Superintendent is probably one of the most important things we do as a Board and uh, you know, we all need to be, in on that, and, and I was a little taken aback when I got the Zoom email for, for tonight's meeting that you had picked um, three, two or three different uh, uh, firms that we could take a look at without any input from the rest of the Board. And then as I reflected back, you know, we talked about doing a Superintendent search but we never talked, we've never had a discussion as a Board as to what we were looking for. You know, are we looking for a Superintendent with a Ph.D., or somebody that's uh, uh innovative in technology or someone that is um, you know, an instructional leader? I think we need to take a step back as a Board and look at, what are we looking for? You know what are we looking for and what, what type of Superintendent do we want? And the last gentleman, as you know, kept asking several questions that we've never talked about as a Board and it would have been, I, it would have been my understanding that we would have done that and then we would have sent out requests for proposals and those requests for proposals would of um, then reached out to all these people that are out there and, and see if they would, knowing what we look, what we are about, what Albion's about, if they wanted to apply and they would apply and then we would search you know, look through those, all those applications and pick who, you know, as a group who we would want to interview. So um, that, that's just my only comment. I just think we all need to be, and I appreciate the work you did and going out and, and, but I you know, um, I just think that as a Board, we need to take a step back and ask ourselves, what are we looking at? What are we looking for in a Superintendent? I don't know how anybody else feels about that."

Mrs. Nesbitt - "I think that, this is Elissa, I think that that is something we will absolutely do and I don't think it needs to be in a certain order. I think that we have all you know, lived and worked together for a really long time and I think we all kind of know what

we need so you know, I think this is a good first good step and I don't think it's the only step so whether we do it now, whether we do it next week, whether we do it on Monday, I mean, we have had a number of conversations as to what this district needs. So I'm with you Margy, I think that we do have to have that conversation but I don't think it needed to have been before we talked to a search firm."

Mrs. Brown - "You know, I'm gonna continue to disagree with you because in, and again, just my opinion, but we're talking to all these search firms about Superintendents but we haven't talked about what type of Superintendent we want. I think it's kind of putting the wagon in front of the horse but you know, again, I, I just wanted to make that point."

Mrs. Harling - "Well and see, that's where I would disagree. I'll go back, first of all, to your comment about um, us all being involved in the process. [Margy - 'Mmm, hmm'] When we started talking about this, the discussion at the Board meeting, correct me if I'm wrong, but I believe the discussion was that Mr. Bonne-Bonnewell and I would talk um, that I would come up with some search firms to bring to you and have, have for your consideration. It's the same thing that we had done with, with um, the strategic planning process and it was my understanding we were doing the same thing again. If, if others heard it differently and you'd like to go ahead and do some more research and, and have more input into the search itself, we certainly can do that. Um, I will say that this process, as you all know, is going to take some time, and we, we don't, it, it seems as if we have a lot of time, we really don't, especially given the challenges that we're facing with regards to how we're even going to conduct these interviews and focus groups and so forth. And as far as, as characteristics that we're looking for, of course, we're gonna talk about that. That's essential before we talk to, before we put any kind of advertisement out there, before we even think about talking to any candidates, we have to decide as a group what we're looking for and that involves what the community is looking for, what we are looking for, what the teachers and staff are looking for, that's where the professional consultant's coming in and having those conversations and compiling that information, with us, on our behalf. I don't think that's something that we should be doing prior to the search selection, but again, that's just my opinion."

Mrs. Brown - "Yeah, I disagree, okay."

Mrs. Weller - "And, and, why, my thoughts on it are that you know, yeah I think we all have in our, our head what we would like you know, what characteristics we each think we have but as a group you know, as we, as we did, you know, before with this consultant, they can kind of gather all our thoughts, our ideas, put em on a board, whittle it down and say no, this is what you know, is this truly what you're looking for because I think just the nine of us coming up with what we think we're looking for isn't gonna be truly what we're looking for and I think we need district buy-in."

Mr. Sidari - "I have a couple questions and comments. Uh, first of all, were there more than three search consultants contacted and which actually talked, turned out to be two, and there were several firms were mentioned and um, why didn't we contact more of them because you'll find even though they're coming across with basically the same thing, you'll get the one, you'll feel which one is a fit, you know, cause we're down, we're, we're choosing between two consultants and then [Mrs. Brown - 'I don't know'] there's several out there."

Mrs. Harling - "Okay, how many would you be comfortable with? What would your request be? Would you like me to [Mr. Sidari - 'Um'] five, or three or...?"

Mr. Sidari - "I think last, last time, I'll bet you we interviewed at least five."

Mrs. Brown - "And we sent out a re, you know, a request for a pro, a request for proposal and that way, we, we got all this information, we got all these firms that uh, you know, that we could look through. I think it, uh, I, I would think David, it might have been even more but I know there's probably four or five at the end that we did uh, you know, interview. We could certainly go back and look."

Mrs. Nesbitt - "I, now why isn't this..."

Mrs. Harling - "The question would be then why..."

Mrs. Nesbitt - "why didn't she just say that?"

Mrs. Harling - "why this was not brought up when we were having the discussions."

Mr. Sidari - "Well it definitely was because [Mrs. Brown - 'Kathy, because you never had a, you never had a session'] [Mrs. Nesbitt - 'We did'] the search firms were brought up. We talked about Silke, we talked about the guy from Buffalo, we talked about Steve Ubine um, and I think you probably may even have been given a list, I'm not sure, you must have got the list from somewhere."

Mrs. Harling - "What I was given, I'll tell you exactly what I was given. I was given the page off the Internet that you get when you do a search for a, Superintendent search firms, that's what I was given. So I did a lot of research on my own. I spoke to other school districts who have recently been through the process to see what they, what they did, how their, what their search looked like, who they hired, what the benefits were, pros and cons. I did speak to a number of school districts. I spoke with other companies, so yes, I did do my research but I'm happy to do more if we feel it's necessary. My fear is that we're gonna get lost in the process of

picking someone to do the process and it'll suddenly be January and we have not even started."

Mrs. Weller - "So..."

Mrs. Harling - "But if there's something fundamentally with either one of them, that, the ones that were presented to you that you feel you can't live with, is there, are there [Mrs. Riley - 'Yes'] things we're [Mrs. Brown - 'Yes'] looking for...?"

Mrs. Riley - "Yes, I find that, I fundamentally have a problem even though I uh, enjoyed and appreciated the presentation of the second gentleman, I have a problem with him being uh, uh, an organization of two people and uh, and the second person being mainly the one that assisted with the vetting. I mean, uh, you know, I, I'm just being realistic here. As an elderly gentleman, should he get sick or anything, anything that if we chose him and he got started, if something happens to him, then we're back to the drawing board again. If he was an organization of five people, or ten people, you know, that was of his caliber, I could understand. I wouldn't have a problem so having two people uh, even though they are both qualified, is the circumstances of one that makes me uncomfortable. You know, should some, especially in the world of COVID [Mrs. Harling - 'Yep'] You know, and myself being a senior citizen, uh, that I would have concern um, with that, so if we had a selection of three or four even uh, I would have been more comfortable uh, saying oh well, we've, we've got enough to choose from but just two, no, I'm not comfortable. And then for uh, BOCES not to present which would have been a third one, correct?"

Mrs. Harling - "Correct."

Mrs. Riley - "But he didn't choose to uh, present but maybe if he presented um, uh, at another, because just like we uh, came together uh, at an off time, we could come together at another off time this month if we could get another one or two people to present so that we could make a decision um, uh, by June or late, the latest July. But just these two, no I'm not happy."

Mrs. Harling - "Okay, I guess with respect to the gentleman that only had two, it, it is a trade-off. I understand it's concerning when there's a smaller number of available manpower um, but it's a trade-off. His price was substantially less and he does one search at a time so he's completely dedicated to you. I..."

Mrs. Riley - "But it's also, don't forget COVID. I mean, let, let's, let's look at this thing and be realistic. He's one person but he's also a gentleman of a certain age and I'm not being disparaging because I'm there too and I've already been through COVID and it's no joke, so yes, I'm concerned and yes, I think he would do an awesome job, however, I wouldn't put all my eggs in that basket."

Mrs. Harling - "Well, where is, where is everyone at in terms of moving forward? Do we need to take a vote about whether we want more information prior to making a decision? Is there any other discussion or comments or questions or things people would like to see or, or talk about before we make these decisions?"

Mrs. Weller - "Well maybe, you know, if, if some members aren't comfortable with the ones we have, maybe reach out for a couple more and do this all [Mrs. Harling - 'Yep'] again."

Mrs. Harling - "I'm happy to do that."

Mrs. Weller - "Just like finding..."

Mrs. Nesbitt - "Yeah, but I think, go..."

Mrs. Weller - "Go, I'm, I'm muting myself."

Mrs. Nesbitt - "Sorry, so yeah, I mean, it, it, we certainly can put out an RFP, we can widen the net, [Mrs. Brown - 'but I'd like'] but I'm a little concerned that, that, we, you know, God we've been talking about this so, I think we need to on Monday, hammer out a plan that everybody is happy with, we have..."

Mrs. Brown - "That's exactly right, a process."

Mrs. Nesbitt - "No but, but, Margy, why didn't you say something you know, for the last two months that we've been talking about it. I mean you and David have gone through this..."

Mrs. Brown - "I, I, I'm sorry, but I don't remember having, I-I guess, if some, if some of the other Board members can chime in, I just don't remember having a detailed talk about this at all."

Mr. Wadhams - "We have, we have discussed this, this has been something that we know we need to address..."

Mrs. Brown - "I agree with you there. We know we needed to address..."

Mr. Wadhams - "May I finish? [Mrs. Brown - 'it's a matter of process] If, if we're going to continue to sit on our hands and just let time go by, we've had [Mrs. Brown - 'we're not gonna do that'] had several things that have been on our, on our plate that we have sat and, and just waited, and waited, and waited, and if we wanna see more, I-I can understand, you say okay, we've been, we've uh, we've, we've seen two presentations, um, I, Clark Godshall, I'm on the BOCES Board, he called me, we had a short uh, brief discussion uh, regarding it as well. Um, I don't have a problem with um, asking for what do you call it, an RFP, or, or, I don't have a problem with um, asking other groups if they would like to present but I don't wanna sit on my hands until Christmas before we say okay, now what do we do because we've done that before. And let me respectfully say, I think we need to be careful when we're in a public setting,

starting to talk about people being elderly and that kind of thing, I, I, eh, uh, I think we may have crossed a line and so I understand one person, um, I understand the COVID, I understand all that but I think we need to be careful when we start talking about areas of discrimination. So I, I have no problem with continuing to discuss this um, and I have no problem on saying two's not enough, we're, we're gonna flip a coin, we're gonna take heads or tails, I don't have a problem with that at all. Um, but we, we need to continue moving forward so we don't find ourselves in the middle of March, in, in nine months saying, oh geez, we need to try to find somebody to be our Superintendent of Schools."

Mrs. Brown - "I agree with you..."

Mrs. Riley - "You know what, [Mrs. Brown - 'you know when we start'] Marg, Margy wait a minute, you know uh, Wayne I agree with you, and uh, just like uh, Kathy called this meeting for Thursday and we all found a way to uh, meet and arrange our schedule to do this because it is important, and I believe it is important and I don't wanna waste any time because I realize just like everyone has said, the search is never gonna be as short as people think it is. You know, uh four months can go to six months to eight months [Mrs. Brown - 'Yes']. So, I feel that we need to move at all haste but not to the point that we overlook uh, our due diligence and just like we called this meeting in the middle you know, before a, a Board meeting, we can uh, make plans within the next two weeks to try and get two more, all I'm asking for, a minimum of just [Mr. Wadhams - 'Yeah'] two more people and then..."

Mr. Wadhams - "That sounds, that sounds good."

Mrs. Riley - "and then, we can make a decision."

Mrs. Harling - "Yep. No, I'm happy, I'm happy to do that."

Mrs. Riley - "I don't see this as trying to uh, delay this at all [Mr. Wadhams - 'I, I, I'] uh, but I-I'm trying to say, let's do it smart."

Mrs. Brown - "I agree."

Mrs. Weller - "I don't think anyone and please correct me if I'm wrong, I don't think anyone went into this saying this is your choice, A or B, correct?"

Mrs. Harling - "Correct."

Mrs. Weller - "When we went into this, hey, here's our first go at this I mean cause if obviously, if we didn't like A or B, we'd go on and find C and D. This is just [Mrs. Riley - 'Right'] the start of a process. I don't think anyone said these are your own two choices with one that didn't present and [clap of hands] that's it, we're done. I hope as a Board, we're doing our true due diligence and by

having these conversations, we are [Mrs. Riley - 'Okay'] and we have been."

Mrs. Riley - "Okay, I'm good then."

Mrs. Weller - "We have to..."

Mrs. Harling - "You're absolutely right."

Mrs. Weller - "...find that person and right fit for us and if these two aren't it, then we will find two more. I would rather find them [Mrs. Riley - 'Right'] individually than have thirty at a time and just be inundated with, with so much, but I, I will say um, and for my own personal thing, that I want to, right after this meeting, write down, write down what the good and, and bad points of, of you know, some of which we pointed out here, because I think it is true what he did say. You know, you have to keep track of those and what you liked and didn't like because ultimately, we're gonna be working with this person, this firm and if we're not truly comfortable with it, it's not gonna work."

Mrs. Riley - "Right."

Mrs. Harling - "Nope, I think that's a great idea Linda, and, and..."

Mrs. Riley - "Yeah."

Mrs. Harling - "Absolutely right, I, I've never considered myself a bully or a tyrant and I certainly would not have come in here saying these are your options and we're picking one tonight. I, if you are not comfortable with what was presented or you want more information, I am one hundred percent happy to do that so I'll, I'll continue to do some more research and we'll revisit this um, and if, if you have suggestions about people that you want me to reach out to, I'm happy to do that as well, so."

Mrs. Nesbitt - "Well, that's what I would say too, I..."

Mrs. Riley - "Thank you, Kathy."

Mrs. Harling - "Absolutely."

Mrs. Nesbitt - "If Margy and David have, you know, if they have people you want us to look at, if there's a certain RFP process we did in the past, let's talk about that on Monday and really let's nail down what we wanna do."

Mrs. Brown - "But Kathy, what is the process you've used to look at, h-how have you gone about to look at these several firms that you've pulled?"

Mrs. Harling - "A lot of it was word of mouth. Like I said, I reached out to people who had been through it recently or people

that I knew that had um, that were well connected, that had a lot of contacts available to them and asked for suggestions, so."

Mrs. Brown - "But how would a, what would an RFP entail?"

Mrs. Harling - "That's what I don't know. You, you guys have done it before, I was going to ask you that. What would you typically do for an RFP? How long would the process look?"

Mrs. Riley - "Too long."

Mrs. Harling - "That's what I'm afraid of."

Mrs. Weller - "Exactly, I don't wanna drag this out."

Mrs. Brown - "The second gentleman um, report is an RFP."

Mrs. Harling - "Mmm, hmm."

Mrs. Brown - "so you would, how, how long from talking with him? I mean, these guys have these things all set to go, you know, it just gives, it gives all the information. Mr. Bonnewell, perhaps you could answer that, that question, as an RFP, or if you prefer not to."

Mr. Wadhams - "Yeah."

Mr. Bonnewell - "An RFP would lay out what you're looking for so what your requests, what your expectations, what your needs from a um, a service provider, a professional provider are and then you would put a deadline in it. Um, we did one for a PINS attorney not too long ago. I believe um, from the time that we approved the RFP um, which you gave us great latitude on, uh, because we work with that person every day, you gave us, I believe, a two-week response time."

Mrs. Brown - "Two weeks, yeah."

Mr. Bonnewell - "but..."

Mrs. Weller - "So, uh, sorry..."

Mr. Bonnewell - "and we chose from among the candidates who replied."

Mrs. Weller - "So, my, my thing with doing an RFP and dealing with many of them, cause usually you write it to the specifications of what you want."

Mrs. Riley - "Right."

Mrs. Weller - "what you think you're looking for. I don't want to be confined by that. I would rather meet with eight different

organizations and get the feel because I don't wanna say we're looking for this and this only when you know, Company Z has what we're actually looking for and, and can work with us and gather that information. I think RFP's sometimes, in this situation, when we don't know truly what it is we want, are gonna be too confining and we could write out someone good and write in someone bad or vice versa."

Mr. Bonnewell - "Okay you can make em as broad or as general as you want."

Mrs. Brown - "But what we want, we're looking for a Superintendent in a rural area in Upstate New York."

Mr. Bonnewell - "Our PINS attorney was quite broad. It was someone who was authorized to practice law in New York State and had experience with child law. [Mr. Wadhams - 'and how many'] Those were all we asked for."

Mr. Wadhams - "and how many um, applicants, how many RFP's did we get?"

Mr. Bonnewell - "Um, because we limited it to the county, we had two."

Mr. Wadhams - "The same as we had tonight."

Mr. Bonnewell - "Yep."

Mrs. Weller - "Couldn't you have broadened it out, past the county?"

Mr. Bonnewell - "It was the Board's determination to look in county."

Mrs. Weller - "I'm just saying, it's the same, you know what I mean?"

Mr. Bonnewell - "But I think you would look outside of the county for this because within the county you only have your District Superintendent to run searches."

Mrs. Weller - "Exactly, so I think, I think, you know, with these firms, they're, they're reaching out local and we can go across the nation and I think, I just think we just don't need to find some more, I mean my, personally, I'm not pleased, not trying to dissuade or, or encourage anyone, or whatever, but we need to find who we think is a good fit for us working with and if whether we see six more companies, that's great."

Mrs. Harling - "Well Margy and David, did you have specific um individuals or firms that you would want me to reach out to?"

Mrs. Brown - "I do not, just a review of the past process and I just remember that the RFP's went out and that made the most sense because then the information came in. It was very broad, and then those groups kind of, the people like tonight that talked to us, knew what we were about and you know, therefore, a firm that typically works with huge school districts might not choose us, that sort of thing. I'm not seeing the pros and cons, it gives, it just gives information but I agree, this needs to, by the end of May or the middle of June, we, we should be ready to go."

Mrs. Riley - "Right."

Mrs. Brown - "And I think we could be, so..."

Mr. Wadhams - "David..."

Mrs. Brown - "I don't wanna delay it."

Mr. Wadhams - "Excuse me, I'm sorry, David, did you have someone specifically in mind that you would like us to interview?"

Mr. Sidari - "Oh, we, we should look back at the, the, the search firms we interviewed in the past. Um, I don't know the exact names of the, the companies but if we could get the name, there was a Silky out of the Syracuse area and there is a, a gentleman from, that has a search firm in Buffalo. There's the, the gentleman at the U of, at the U of R that actually did our search."

Mrs. Brown - "I can look at...I can send it to you, Kathy...I could find it."

Mr. Wadhams - "Well, and, and, and I don't mean, maybe this is a monkey wrench, not, maybe we should be meeting more often, a couple times a month instead of just one time a month, so that we can share our thoughts um, and I mean we have this meeting now, we need to get our thoughts together, we have another meeting on Monday um, we share more thoughts. If in two more weeks we, we would sit down and share our thoughts rather than meet twelve times a year um, and maybe that's something we should consider down the road in the, and it's an entirely different thing, but um, you know when we're only meeting once a month, and we bring this up, and we put it off, and we bring something up and we put it off, um, we, we need to move forward. So I think this was a good start and if you wanna see more, I mean I, I, I don't know one way or the other. I haven't been through this before so but I think we've got a start and we need to continue moving forward, not just tread water."

Mrs. Brown - "Yeah, Mr. Wadhams just, just a comment on that, it, uh, the search ten years ago we met and David, you know, you can back me up, we, we met a lot. I mean, sometimes, two to three times a week. It was, it was..."

Mr. Sidari - "We will, too."

Mr. Wadhams - "Okay, that, that's fantastic. I don't know what you did last time [Mrs. Brown - 'Mmm, hmm'] um, but I don't think nine people in the community of Albion should be the, the ones setting up the parameters for what our, our, school district leadership should be. I think the community should have some kind of input in this."

Mrs. Brown - "Oh, absolutely."

Mr. Wadhams - "Okay, these are our, these are our three people and what do you think? Um, uh okay, so the, the forums and all that kind, I, I'm just I understand and I-I've never been through this before and, and David and Margy, you've been through it before, I'm, I'm more than happy to sit and listen to um, your suggestions."

Mrs. Brown - "Linda were you, was it before, were you with us, Linda, were you, did you go through this before, I can't recall. No, okay."

Mrs. Weller - "No, no I only meant I was on the community end of all the, the process."

Mr. Bonnewell - "Would the, would the Board be interested, if you're interested, I said I would do as little or as much as you wanted with this. I can pull whatever's in the files. It would predate me but whatever's in the files regarding the most recent obviously, my search, in terms of RFP's and firms that the Board looked at."

Mr. Wadhams - "Yeah."

[Group agreement]

Mrs. Riley - "That would be good."

Mrs. Harling - "Sure, that would be helpful."

Mr. Bonnewell - "Yep, we'll look and see what's in the files. I don't know what's there. Obviously, I didn't go back and look at them but we can pull that out and bring it to you on Monday."

Mr. Wadhams - "And should we, could we possibly talk, consider doing a workshop at some time, at the end of next week just to try to pull this stuff together and come up with our RFP and continue to moving this forward rather than wait til the June meeting, and who knows what that's gonna look like with trying to do recognition and tenure and all that kind of stuff and then, next thing you know, we'll get into July and now we're in reorganization and, and um, maybe we should find, try to come up with, we're going to meet on these days, once a week, just to try to put this together and keep moving this forward, a thought."

Mrs. Weller - "I'm, I'm good with that as long as you start around 6:30 cause boy, trying to start this at 6:00 is killing me."

Mrs. Harling - "Duly noted, we could do that."

Mrs. Weller - "It's usually drive time, I'm not home yet, so I literally ran upstairs and got my computer going, so hey..."

Mr. Wadhams - "and..."

Mrs. Weller - "If we started at 6:15 or 6:30, it's usually pretty good. Um, but yes, [Mr. Wadhams - 'okay, well'] I think we should meet more. I think it's a great idea."

Mrs. Riley - "I do too."

Mr. Wadhams - "Do you, do you think it's possible that we could possibly set this up, Mary's got, I'll, I'll be on my couch in about ten minutes. Mary's got a, I don't know how long of a drive, Derek'll be home in a few minutes, Mike'll be home in a few more minutes, um, if, if Mary, rather than have to be at the district so that she doesn't have to wait until 6:30, I mean it's twenty to nine now, um, maybe that's something we can consider for her benefit, I mean, I don't know, I just, uh, the rest of us are home so..."

Mrs. Harling - "To start a later meeting, Wayne? Is that what you're saying?"

Mr. Wadhams - "I'm just saying the later we start, the longer, well, Mary's the one that's got the..."

Mrs. Harling - "Oh, the long ride, the long ride...is gonna be there."

Miss Leto - "Um, please, please don't make a decision based on that. I would be here um, it's not a problem at all. I would absolutely accommodate."

Mrs. Harling - "We certainly appreciate that, Mary, but..."

Miss Leto - "Not a problem."

Mrs. Weller - "And if anyone can do it during the day, I can rearrange my work schedule usually most any day I can work around, to work around one, so I'm good, I'm good with a time, I just need enough time to schedule it, that's all I'm asking, you know, that's all I'm saying, sorry."

Mrs. Harling - "Okay."

Mr. Wadhams - "Margy, is that tough for you, possibly during the day?"

Mrs. Riley - [nodded yes] "For me."

Mr. Wadhams - "Mar, Mar, Margy, just I mean..."

Mrs. Brown - "Oh, it, it, it, uh, yes, but uh Tuesday, uh, like I, a, a day of week, Tuesday's tend to be a good day for me, being uh, home, so you know, I could work around but everything is so fluid with me right now, it's hard, I, I, you know, I'd do my best to be there when I could."

Mr. Wadhams - "And, and not, not to put the public out, our discussions about RFP and all that kind of stuff, can that be done in a workshop just amongst us, like a, uh, or does that have to be open to the public?"

Mr. Bonnewell - "A workshop..."

Mrs. Harling - "I think it's still, go ahead."

Mr. Bonnewell - "Go ahead, Mrs. Harling."

Mrs. Harling - "No, you first."

Mr. Bonnewell - "I was gonna say, a workshop is still a public meeting of the Board, there's no difference."

Mrs. Nesbitt - "That's right."

Mrs. Harling - "Same thing I was gonna say that we, that the info we got from the attorney sounded as if it all would need to be public, so the only time we're, we would be you know, in Executive Session is if we're talking specific candidates, so."

Mr. Wadhams - "Okay."

Mrs. Harling - "Um, I appreciate all of the input, um, I, I will certainly do some homework between now and Monday and hopefully on Monday, we can sit down and hammer out a plan of where we want to go and get a timeline that's um, efficient and, and precise and satisfies everyone and we'll move forward, [Mrs. Riley - 'Okay'] and if, if in the meantime anyone has suggestions for anyone in particular that they want um, to hear from or any, it, suggestions in general regarding the search, feel free to reach out to me and offer them up."

Mrs. Brown - "Thank you."

Mrs. Harling - "Is there any other discussion or questions, and if not, I'd be looking for a Motion to adjourn?"

Mrs. Weller - "I'll make a Motion."

Mrs. Harling - "Do we have a second?"

Mrs. Nesbitt - [raised her hand] I'll second."

Mrs. Harling - "Okay, all in favor?"

[Group all raised their hands and some said Aye]

Mrs. Harling - "Opposed? Motion carries, we are adjourned, thank you all so much for being here."

[Group responded thank you]

### 3. BOARD DATES

DAY	DATE	EVENT	TIME
Monday	May 11, 2020	Board Candidate Petitions Due District Office	5:00 pm
N/A		Candidate Ballot Drawing Eliminated by Executive Order of the Governor (Candidates to be listed Alphabetically)	
Monday	May 11, 2020 (2 <sup>nd</sup> Monday)	Audit Finance Committee Meeting	6:00 pm
Monday	May 11, 2020 (2 <sup>nd</sup> Monday)	Regular Board of Education Meeting	7:00 pm
TBD	TBD	Budget Public Hearing (Remote Meeting by Executive Order of the Governor)	
Monday	June 1, 2020	Regular Board of Education Meeting	7:00 pm
Tuesday	June 9, 2020	Budget Vote and Board Election (Handled via Absentee Ballot by Executive Order of the Governor)	Ballots must be returned via U.S. Mail by this date
Monday	July 6, 2020 (2 <sup>nd</sup> Monday)	Reorganizational Meeting	7:00 pm
Monday	July 6, 2020 (2 <sup>nd</sup> Monday)	Regular Board of Education Meeting	7:15 pm

**BOARD APPROVED**

### 4. ADJOURNMENT

**BOARD APPROVED**